

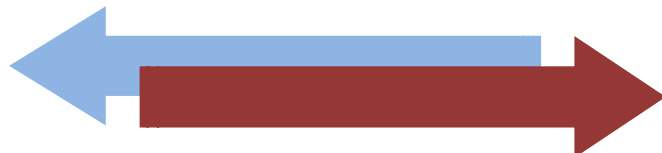


# **ST CLAIR HIGH SCHOOL**



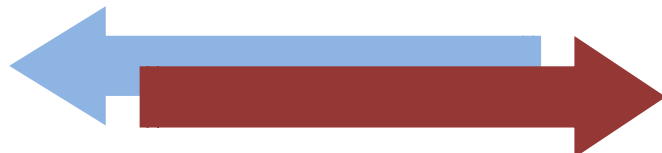
## **Senior Subject Information Book**

**Years 11-12  
2024 – 2025**



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## Principal's Message

St Clair High School promotes a learning community for you as a student that offers a broad range of subjects allowing you to study and work towards achieving the Higher School Certificate credential.

Selecting subjects for your senior school years is an exciting, but sometimes daunting, task. However, you can make this decision easier by completing these three steps:

- Collect information to help you evaluate choices.
- Work with teacher recommendations and achievement requirements.
- Consider prerequisites.

This booklet has been prepared to help you and your parents/carers navigate your way through the Higher School Certificate 'maze'. It is important that you aim to attain the best possible HSC results you can. It is important that you choose courses you are good at, interested in and may use in the future.

Consider the following:

- What subjects have you enjoyed at school so far?
- What do you like doing outside school?
- Do you have any passions?
- What's important to you in your life?

In this book, you will find information on:

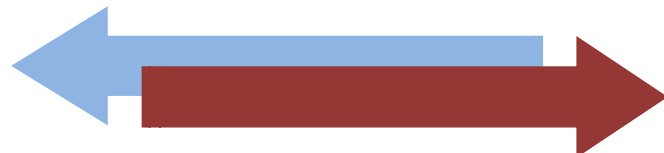
- terminology associated with the HSC;
- the rules governing the awarding of the HSC in NSW;
- study requirements and assessment;
- the ATAR (Australian Tertiary Admission Rank); and
- all courses that may be offered.

St Clair HS offers a broad range of subjects and courses to meet students' needs, interests and abilities. While the majority of these are offered at school, options exist for you to study at TAFE, Open High School and the possibility of other High Schools where we are also exploring the option of offering subjects within the St Clair/Erskine Park/Colyton High School (SEC) Network.

St Clair High, with its strong learning and wellbeing focus, provides a secure environment for you to mature and develop your skills in Years 11 and 12. This is the most rewarding time of your school life, allowing you to develop emotionally and academically in a very supportive environment.

Mrs Julie Tegart

Principal



If you have any course-specific questions, please email the appropriate Head Teacher/Coordinator below.

**Head Teacher/Coordinator**

**CAPA**



- Ceramics
- Drama
- Music 1
- Photography
- Visual Arts
- Visual Design

Emma Morgan

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**CAREERS ADVISER / TAFE**



Mel King

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**ENGLISH**



- English Advanced
- English Standard
- English Studies
- English Extension 1
- English Extension 2

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**EALD COORDINATOR**



Kelly Zhang

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**HSIE**



- Ancient History
- Business Studies
- Geography
- History Extension
- Languages
- Legal Studies
- Modern History
- Society & Culture
- Work Studies

Daniel Collette

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**MATHEMATICS**



- Mathematics Advanced
- Mathematics Standard 2
- Mathematics Standard 1
- Mathematics Ext 1
- Mathematics Ext 2
- Numeracy

Vai Rasmussen

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**PDHPE**



- PD/H/PE
- Sports, Lifestyle & Recreation

Selwyn Brown

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**SCIENCE**



- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension 1

Rebecca Ralph

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**TAS - Home Economics / Industrial Arts**



- Community & Family Studies
- Design & Technology
- Exploring Early Childhood
- Engineering Studies
- Food Technology
- Industrial Technology – Timber Multimedia
- Textiles & Design

Rod McAnulty

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**TEACHING & LEARNING**



Nicole Holt

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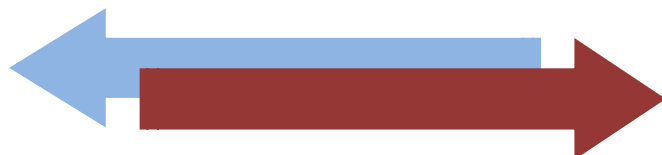
**VET Coordinator**



- Construction
- Hospitality
- Retail Services
- Sports Coaching

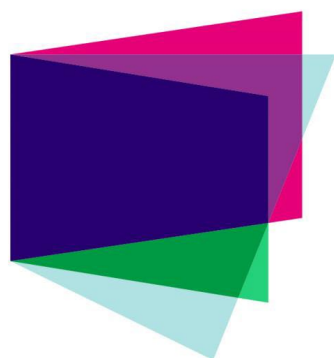
Sue Lowe

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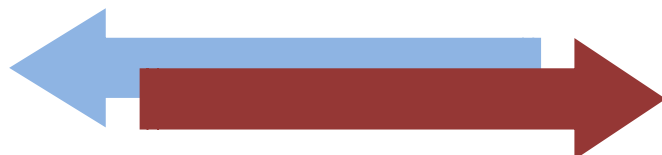


# ***Section 1***

## ***Introduction***



**NSW**  
**EDUCATION**  
**STANDARDS**  
**AUTHORITY**



## **The Higher School Certificate**

- The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is internationally recognised and provides greater career opportunities at university and TAFE, and in employment.
- A wide range of courses are available to study which enable students to match individual abilities, interests and goals. The HSC also includes life skills courses for students with special education needs.
- The standards based Higher School Certificate sets out clear expectations of what students must learn and measures performance against these set standards. Each student will receive a mark based on what they know, understand and can do.
- For each course students receive easy-to-understand reports that provide clear indications of knowledge and skills in each course.
- We are a very progressive school offering over 60 senior subjects. These will cater for specific career needs and interests within a broad educational framework. We have supportive, caring and flexible staff willing to assist students and parents with subject selections and studies.

## **What types of courses can I select?**

A subject is a general name given to an area of study, and a subject may offer more than one course. The NSW Education Standards Authority has developed or endorsed all courses available for study at this school in both the Preliminary Certificate (Year 11) and the Higher School Certificate (Year 12).

There are different types of courses offered in senior school.

- ▶ Board Developed Courses
- ▶ Board Endorsed Courses
- ▶ Vocational Education and Training Courses (VET)
  - VET courses may be either Board Developed or Board Endorsed

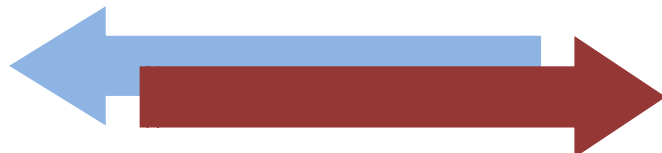
### **Board Developed Courses**

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). Students studying these courses must sit the examination.

There is a syllabus for each course that contains:

- ▶ the course objectives, structure, content and outcomes
- ▶ specific course requirements
- ▶ assessment requirements
- ▶ sample examination papers and marking guidelines
- ▶ the performance scale (except for Vocational Education and Training Courses)

All students studying these courses follow the syllabus. These can be found on the NSW Education Standards Authority website: <http://educationstandards.nsw.edu.au>

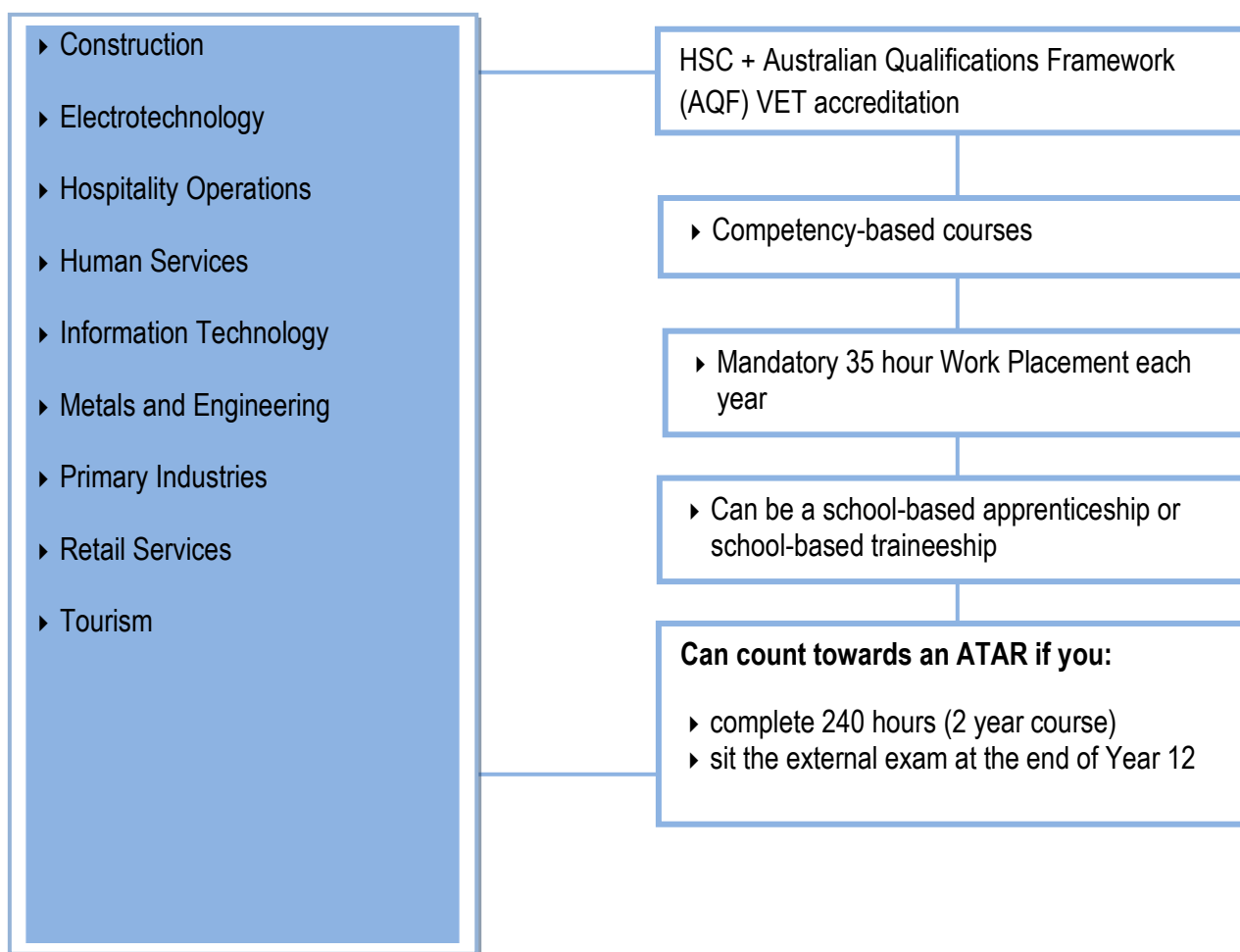


## Vocational Education and Training (VET) Framework Courses

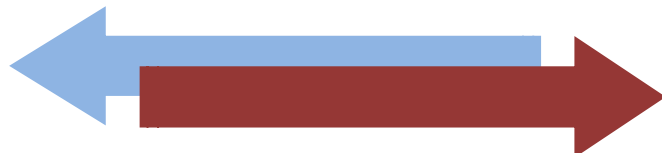
Vocational Education and Training (VET) Framework courses are Board Developed courses that allow students to gain both Higher School Certificate qualifications and Australian Qualifications Framework (AQF) VET accreditation. They enable students to study courses which:

- ▶ Students receive special documentation showing the competencies gained.
- ▶ Are relevant to industry needs and have clear links to post-school destinations.
- ▶ The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.
- ▶ These courses each have a mandatory workplace component with a minimum number of hours that students are required to spend in the workplace.
- ▶ Some of these courses will be delivered by schools, while all can be delivered by TAFE or other providers.

Board Developed VET courses are available in eleven industry curriculum frameworks.



These courses can be studied as a 120 hour course (one year) or as a 240 hour course (2 years). The 240 hour VET courses have an optional written HSC examination. Students who choose to sit the examination may have the result for that course included in the calculation of their ATAR.



## Board Endorsed Courses

There are two main types of NSW Education Standards Authority Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- ▶ Content Endorsed Courses (CECs) have syllabuses endorsed by the NSW Education Standards Authority to cater for areas of special interest not covered in the NSW Education Standards Authority Developed Courses. **Numeracy** is an example of a Content Endorsed Course
- ▶ Schools may also design courses to meet student needs. These courses must be approved by the NSW Education Standards Authority. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

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

TAFE delivered Vocational Education and Training (TVET) courses are also Content Endorsed Courses, with the exception of VET Framework Courses.

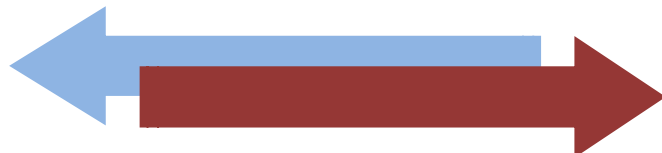
## Life Skills Courses as part of a Special Program of Study

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

Generally, students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition planning process that will continue over both the Preliminary and HSC years.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. **Life Skills courses do not contribute to an ATAR.**



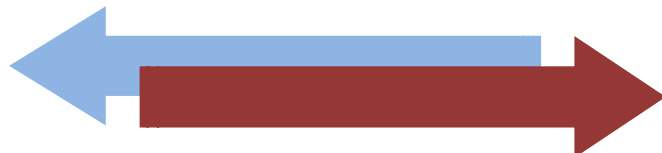


## What are units of study?

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

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

|                              |  |
|------------------------------|--|
| <b>Preliminary component</b> | Studied in Term 1, 2 and 3 of Year 11.   |
| <b>HSC component</b>         | Studied in Term 4, Year 11, and Term 1, 2 and 3 of Year 12.  |
| <b>2 unit courses</b>        | The basic structure for most courses. Board Developed Courses have a 2 unit Preliminary and a 2 unit HSC component. VET Framework courses are divided into 120 hours and 240 hours, not units.   |
| <b>1 unit courses</b>        | 1 unit equals approximately 2 hours of class time each week or 60 hours per year. These are either extension courses or Content Endorsed Courses. For example: Studies of Religion is a Board Developed Course and can be undertaken as either a 1 Unit or a 2 unit course.  |
| <b>Extension courses</b>     | <p>Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course.</p> <p>At St Clair High School Extension study is available in English, Mathematics, History and Science. Students must study Advanced English, Mathematics to be eligible to take the Extension course of study in these courses.</p> <p>English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.</p> <p>History Extension may be elected by students during Term 3 of the Preliminary course, to begin in Term 4.</p> |



## Requirements for the Award of the Higher School Certificate

Certain patterns of study and course requirements apply.

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least **12 units**
- a HSC pattern of study that includes at least **10 units**.

Both patterns of study must include at least:

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- at least 4 subjects (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study

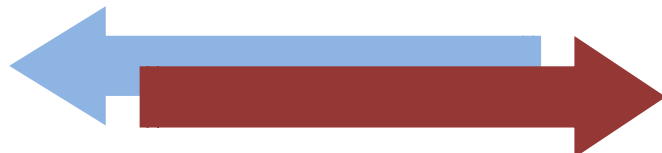
There are also specific eligibility rules for some Language courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, rules and prerequisites on the NESA website <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>.

### **Additional information**

The NSW Education Standards Authority publication, *Studying for the New South Wales Higher School Certificate, an Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

Students wishing to attend university when they finish Year 12 must have an Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview, portfolio of work, or performance audition. The Universities Board select students for courses by ranking them with a score between 0.00 -99.95. This rank is the ATAR which is calculated by using the marks achieved in a student's best 10 units of Board Developed Courses. Details of ATAR requirements can be found in the *Universities Admissions Centre (UAC) Handbook*, the UAC website, [www.uac.edu.au](http://www.uac.edu.au), or from the Careers Adviser.



## HSC Minimum Standards

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy.

The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for Stage 5 or Stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in Stage 5 or 6.

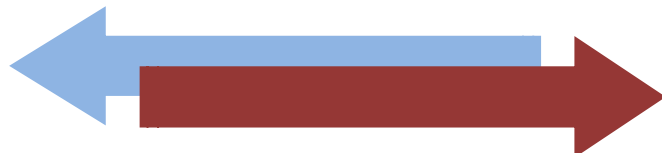
Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have four opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing Minimum Standard tests. Students studying Life Skills Mathematics will be exempt from the Numeracy Minimum Standard Test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>



## ATAR Requirements

To be eligible for an ATAR (as a school leaver) you must:

- ▶ Qualify for the award of a Higher School Certificate.
- ▶ Study a **minimum of 10 Board Developed units**.
- ▶ **2 units of English must be included**.

For more information regarding the ATAR please see the Universities Admission Centres website

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

## HSC Pathways

Most students study a two-year HSC program in Years 11 and 12. The Pathways provisions allow flexibility in obtaining the HSC and enable equitable access to the HSC for all.

**Accumulation** ~ students may accumulate the HSC over a period of time, up to five years.

**Repeating courses** ~ students may repeat one or more HSC courses within a five year period.

**Recognition for Prior Learning** ~ students may be granted credit transfer from courses studied at other educational institutions.

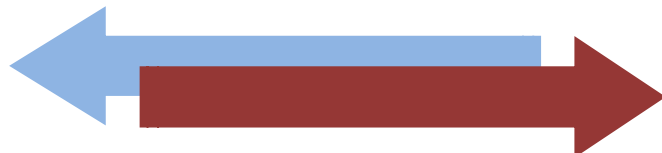
**Acceleration** ~ acceleration gives more able students the opportunity to progress through study requirements at a faster rate by successfully completing the course content in a shorter time and accumulating results.

**Part-time Traineeships and Apprenticeships** ~ a school-based part-time traineeship or apprenticeship can be undertaken at the same time as HSC studies. A traineeship or apprenticeship is a paid job that combines work and training that leads to an AQF VET qualification.

**Sydney Distance Education High School and OTEN** ~ students who have a particular need or wish to study a course not offered at school may apply to study the course by correspondence. The Sydney Distance Education High School and OTEN will send students written or taped lessons that they must complete independently and on time.

**Saturday School of Community Languages** ~ classes are held on Saturday morning at local high schools. These courses are in addition to those studied at school and they do count in your pattern of study.

Students wishing to undertake a Pathways program must discuss this with the Deputy Principal and Careers Adviser.



## **Assessment and Reporting**

For the award of the Higher School Certificate students must have satisfactorily completed all courses studied. This includes the completion of practical, oral and project works required for specific courses and the assessment requirements for each course. Students will receive a separate Assessment Booklet for the Preliminary and HSC course. Students **must also sit for and make a serious attempt at the Higher School Certificate examinations**. Students studying a VET Curriculum Framework Course must also complete a mandatory 35 hour Work Placement each year.

On satisfactory completion of your HSC you will receive a portfolio containing:

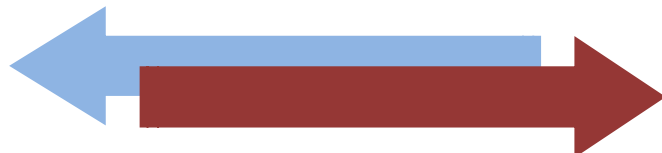
- The Record of Achievement - This document lists the courses you have studied and reports the marks and bands you have achieved.
- Course Reports - For every HSC Board Developed Course (except for VET Curriculum Framework Courses) that you sit in the external HSC Exam you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course indicating the knowledge, skills and understanding attained in that subject. A graph showing the state-wide distribution of marks in the course is also shown.
- The HSC Testamur - This is the official certificate confirming achievement of all requirements for the award.

### **Board Developed Courses**

- School-based assessment tasks contribute to 50% of your HSC mark. Your school assessment mark is based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

### **Vocational Education and Training Curriculum Frameworks (240 hours)**

- The total 100% of marks will come from the HSC external examination.
- The HSC mark will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. For example, Band 6 (from 90 – 100) will correspond to the highest level of achievement.
- Throughout the course you are deemed to have achieved competencies or not yet achieved competencies.
- Achievement of competencies can lead to a nationally recognised AQF Certificate I, Certificate II, or a Statement of Attainment; depending on the course studied and competencies achieved.
- Students will also receive an AQF Record of Achievement that lists competencies that have been achieved.



## VET Assessment Guidelines

### Competency Assessment

- VET Framework courses are **competency based courses**. This means that students work to develop the competencies and skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the relevant industry situation. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'.
- Students will be progressively assessed as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor.
- Competency based assessment determines the vocational qualification that a student will receive.

### External Assessment – HSC Examination

The Higher School Certificate examination for VET Framework courses will involve a written examination.

The questions will be drawn from units of competency and HSC requirements and advice shown in the relevant syllabus. Students sit this examination by choice. If a student chooses to sit the exam the result will count towards the calculation of the ATAR.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

**Please note:** the VET Framework Course external examination is used for inclusion of the course in the calculation of the student's ATAR. If the student does not wish to be eligible for an ATAR he/she does not sit the external examination in that VET Framework Course.

### Qualifications

Students who are assessed as competent in all of the Units of Competency in this course are eligible for an AQF Certificate.

- Students who are assessed as competent for some Units of Competency will be eligible for an AQF Statement of Attainment showing partial completion of a Certificate 1 or Certificate II.
- Some students who do not fully achieve Level II Units of Competency may be eligible for an AQF Certificate I in their course or a Statement of Attainment.

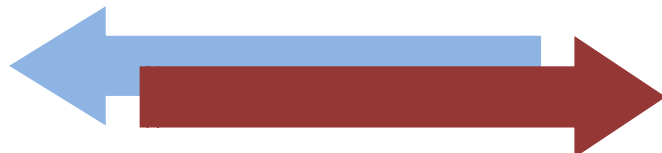
### Content Endorsed Courses

School-based assessment tasks contribute to 100% of the HSC mark. The school assessment mark will be based on the student's performance in assessment tasks undertaken during the course.

### Exclusions and Course Completion

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

Where there is an exclusion between two courses, a student cannot have an entry in both courses. (This applies to both concurrent and consecutive years in the 5-year period for the accumulation of the HSC).



## 2024 Projected Senior Course Costs

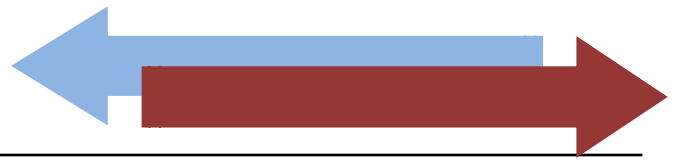
|                                    |
|------------------------------------|
| <b>General School Contribution</b> |
| Years 11 and 12                    |
| \$70.00                            |

### Senior Years Subject Costs

**NOTE:** In some subjects additional costs will be involved, including cost of materials for Major Works, special uniform requirements, individual projects and assessment projects.  
It is a requirement that students pay subject course costs in order to complete the course successfully.

| Faculty  | Subject                             | Year 11 | Year 12 |
|--|-------------------------------------|---------|---------|
| <b>Creative &amp; Performing Arts</b>                        | Ceramics                            |         | \$50.00 |
|  | Drama                               | \$45.00 | \$45.00 |
|  | Music 1                             | \$55.00 | \$55.00 |
|  | Visual Arts                         | \$55.00 | \$60.00 |
|  | Photography / Digital Imaging/Video | \$60.00 | \$60.00 |
|  | Visual Design                       | \$50.00 | \$50.00 |
| <b>Technological &amp; Applied Studies – Home Economics</b>  | Food Technology                     | \$80.00 | \$80.00 |
|  | Textiles and Design                 | \$30.00 | \$30.00 |
|  | Hospitality: Food & Beverage (VET)  | \$90.00 | \$90.00 |
|  | Exploring Early Childhood           |         | \$15.00 |
|  | Design and Technology               | \$30.00 | \$30.00 |
| <b>Technological &amp; Applied Studies – Industrial Arts</b> | Engineering Studies                 | \$20.00 | \$10.00 |
|  | Industrial Technology: Timber       | \$60.00 | \$20.00 |
|  | Industrial Technology: Multimedia   | \$20.00 | \$20.00 |
|  | Construction (VET)                  | \$50.00 | \$50.00 |
| <b>Science</b>   | Biology                             | \$30.00 | \$30.00 |
|  | Chemistry                           | \$30.00 | \$30.00 |
|  | Physics                             | \$30.00 | \$30.00 |
|  | Investigating Science               | \$30.00 | \$30.00 |
| <b>Mathematics</b>   | Mathematics Standard 1              | \$10.00 | \$10.00 |
|  | Mathematics Standard 2              | \$10.00 | \$10.00 |
|  | Mathematics Advanced                | \$10.00 | \$10.00 |
|  | Mathematics Extension 1             | \$10.00 | \$10.00 |
|  | Mathematics Extension 2             |         | \$10.00 |
|  | Numeracy                            | \$10.00 | \$10.00 |
| <b>PDHPE</b>   | Sports Coaching (VET)               | \$50.00 |         |

**Please note that the fees outlined above are subject to change up to Enrolment Day.**



## ***Section 2***

### ***Courses***

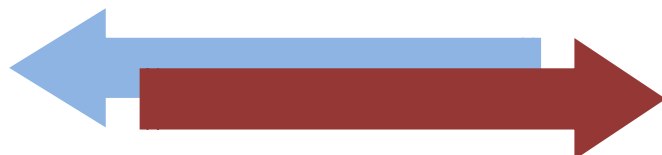
***Board Developed Courses***

***Board Endorsed Courses***

***Board Developed VET Courses***



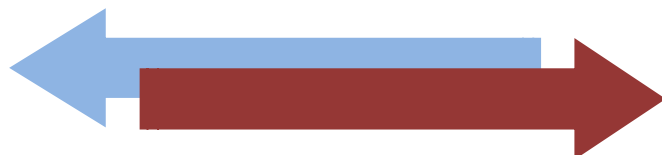




## Board Developed Courses – ATAR eligible

### HSC Board Developed Course Summary

| Subject                         | Preliminary & HSC Courses (2 Unit) | Preliminary Extension Courses (1 Unit) | HSC Extension Courses (1 Unit) |
|---------------------------------|------------------------------------|--|--------------------------------|
| Ancient History                 | Ancient History                    |  | HSC History Extension          |
| Biology                         | Biology                            |  |                                |
| Business Studies                | Business Studies                   |  |                                |
| Chemistry                       | Chemistry                          |  |                                |
| Community and Family Studies    | Community and Family Studies       |  |                                |
| Construction                    | Construction                       |  |                                |
| Design and Technology           | Design and Technology              |  |                                |
| Drama                           | Drama                              |  |                                |
| Earth and Environmental Science | Earth and Environmental Science    |  |                                |
| Engineering Studies             | Engineering Studies                |  |                                |
| English                         | English Advanced                   | English Extension I                    | English Extension I & II       |
|                                 | English Standard                   |  |                                |
|                                 | English Studies                    |  |                                |
| Food Technology                 | Food Technology                    |  |                                |
| Geography                       | Geography                          |  |                                |
| Hospitality                     | Hospitality                        |  |                                |
| Industrial Technology           | Industrial Technology              |  |                                |
| Investigating Science           | Investigating Science              |  |                                |
| Legal Studies                   | Legal Studies                      |  |                                |
| Mathematics Advanced            | Mathematics Advanced               | Mathematics Extension I                | Mathematics Extension I & II   |
| Mathematics Standard 2          | Mathematics Standard 2             |  |                                |
| Mathematics Standard 1          | Mathematics Standard 1             |  |                                |
| Modern History                  | Modern History                     |  | History Extension              |
| Music                           | Music 1                            |  |                                |
| PD/H/PE                         | PD/H/PE                            |  |                                |
| Physics                         | Physics                            |  |                                |
| Retail Services                 | Retail Services                    |  |                                |
| Science Extension 1             |                                    |  | Science Extension I            |
| Society and Culture             | Society and Culture                |  |                                |
| Textiles and Design             | Textiles and Design                |  |                                |
| Visual Arts                     | Visual Arts                        |  |                                |



**ANCIENT HISTORY**  
**HSIE FACULTY**

| ATAR | UNITS | COSTS |
|------|-------|-------|
| YES  | 2     | NIL   |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

**Course Description**

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies.

Course structure includes the investigation of:

- Archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.
- In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

**Main Topics Covered**

**Year 11 (Preliminary) Course**

**Part I** (a) The investigation of Ancient Sites and Sources

(b) Case Studies – *for example*, Troy; Colosseum; Tutankhamun's Tomb

**Part II** **Features of Ancient Societies** – at least two the following areas: Egypt, Near East, Greece and Rome

**Year 12 (HSC) Course**

**Part I** **Ancient Personality in the Context of Their Time**

**Part II** **Ancient Societies** – one Ancient Society to be studied from the Ancient Societies options offered

**Part III** **Historical Periods** – one Historical Period to be studied from the Historical Periods options offered

**Part IV** **Core:** Cities of Vesuvius, Pompeii and Herculaneum

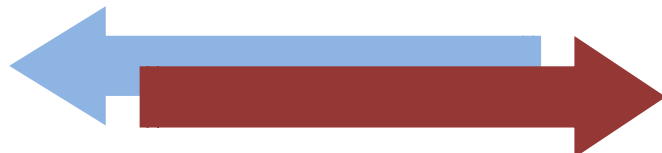
**Particular Course Requirements**

The course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

**Personal Qualities**

- Curiosity
- Persistence
- Investigative skills
- Willingness to learn
- Ability to complete extended response writing



**BIOLOGY**  
**SCIENCE FACULTY**

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$30        | \$30     |
|      |       |             |          |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:**

**Course Description**

Biology explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. Through the analysis of data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

**Main Topics Covered**



**Particular Course Requirements**

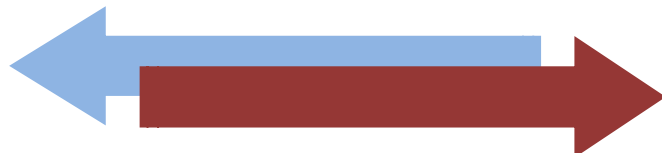
Practical experiences in the Preliminary Course and the HSC Course will occupy a minimum of 35 indicative hours per course, including 15 hours allocated to practical investigations in depth studies. Field studies are carried out in Preliminary and HSC courses.

**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

**Personal Qualities:**

The course requires the ability to:

- enjoy investigating and reporting on biological problems
- work safely
- persevere to solve complex problems



## BUSINESS STUDIES

### HSIE FACULTY

| ATAR | UNITS | COSTS |
|------|-------|-------|
| YES  | 2     | NIL   |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### Course Description

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course.

Students investigate the role of global business and its impact on Australian business.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

- Nature of Business
- Business Management
- Business Planning

##### Year 12 (HSC) Course

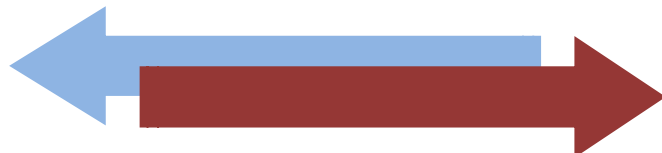
- Operations
- Marketing
- Finance
- Human Resources

#### Particular Course Requirements

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

#### Personal Qualities

- Hardworking
- Independent worker
- Self-motivated
- Sound analytical skills



**CHEMISTRY**  
**SCIENCE FACULTY**

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$30        | \$30     |
|      |       |             |          |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

**Course Description**

Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact. The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields.

**Main Topics Covered**



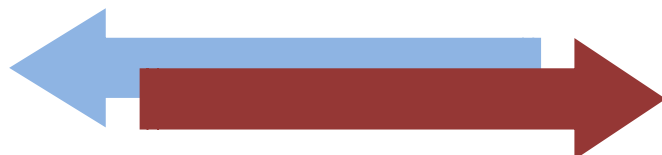
**Particular Course Requirements**

Practical experiences in the Preliminary Course and the HSC Course will occupy a minimum of 35 indicative hours per course, including 15 hours allocated to practical investigations in depth studies.

**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

**Personal Qualities**

Enjoy investigating and reporting on chemistry problems, working safely, persevere to solve complex problems



**COMMUNITY & FAMILY STUDIES  
TAS – HOME ECONOMICS FACULTY**

| ATAR | UNITS | COSTS |
|------|-------|-------|
| YES  | 2     | NIL   |

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

**Course Description**

Community and Family Studies (CAFS) is the study of life issues as they relate to family, friendships & working relationships

Community and Family Studies is equally relevant to both male and female students and has the capacity to challenge and extend students with all levels of ability.

The world we live in today is rapidly changing, both socially and technologically. We are living fast-paced lives and come into contact with a wide variety of different people.

**Main Topics Covered**

**Year 11 (Preliminary) Course**

**Resource Management:** Basic concepts of the resource management process

**Individuals and Groups:** The individual's roles, relationships and tasks within groups

**Families and Communities:** Family structures and functions and the interaction between family and community

**Year 12 (HSC) Course**

**Research Methodology:** Independent Research Project

**Groups in Context:** Characteristics and needs of specific community groups

**Parenting & Caring:** Issues facing individuals and groups in roles of parenting and caring

**Family & Societal Interactions:** Government and community structures supporting and protecting families

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

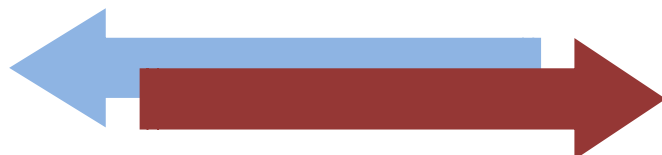
**Individuals & Work:** Contemporary issues confronting individuals as they manage roles in family and work environments.

**Particular Course Requirements**

As part of the HSC, students are required to complete an IRP. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities or resource management.

**Personal Qualities**

- Participate in class discussions
- Good research skills
- Take responsibility for own learning
- Independent learner
- Commitment to the demands of a rigorous HSC course



## DESIGN & TECHNOLOGY

### TAS – HOME ECONOMICS FACULTY

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$30        | \$30     |

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course students study designing and producing which includes the completion of at least two design projects.

In the HSC course students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a Major Design Project.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

Designing and Producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

##### Year 12 (HSC) Course

Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

#### Particular Course Requirements

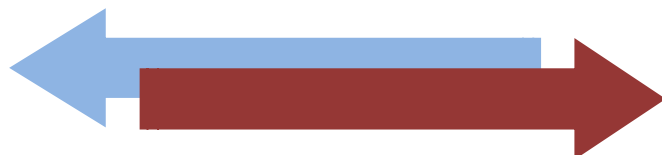
In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

#### Personal Qualities

- Self-motivated
- Some creative flair
- Ability to meet deadlines
- Willingness to listen to the ideas of others and accept critical advice

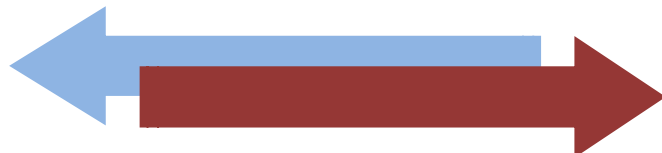
#### Desirable Knowledge

- General wood, metal or textiles knowledge and skills.
- General mathematics knowledge and skills.



| <b>DRAMA</b>   |  | <b>ATAR</b> | <b>UNITS</b>  | <b>Prelim Cost</b> | <b>HSC Cost</b> |
|--|--|-------------|---|--------------------|-----------------|
| <b>CREATIVE &amp; PERFORMING ARTS FACULTY</b>  |  | <b>YES</b>  | <b>2</b>  | <b>\$45</b>        | <b>\$45</b>     |
| <p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br/> <b>Board Developed Course</b><br/> <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>  |  |             |   |                    |                 |
| <p><b>Course Description</b><br/>           Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.</p> <p>Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.</p> <p>The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p> |  |             |   |                    |                 |
| <b>Main Topics Covered</b>   |  |             |   |                    |                 |
| <p><b>Year 11 (Preliminary) Course</b></p> <ul style="list-style-type: none"> <li>• Improvisation, Play building, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul>   |  |             | <p><b>Year 12 (HSC) Course</b></p> <ul style="list-style-type: none"> <li>• Australian Drama &amp; Theatre</li> <li>• Studies in Drama &amp; Theatre</li> <li>• Group Performance (core content)</li> <li>• Individual Project</li> </ul> |                    |                 |
| <p><b>Particular Course Requirements</b><br/>           The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in <b>practical workshop activities and performances</b> to assist their understanding, analysis and synthesis of material covered in areas of study.</p> <p>The <b>Individual Project</b> is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must <b>base their work on one of the texts listed</b> in the published text list. This list changes every three years.</p> <p>Students selecting Drama are required to <b>keep a log book of the development of each of the components</b> Group Performance and Individual Project.</p>   |  |             |   |                    |                 |
| <p><b>Personal Qualities</b><br/>           You should be energetic, prepared to perform to any size audience, imaginative and spontaneous, committed to after-school practice and performance and working with others.</p>  |  |             |   |                    |                 |





## EARTH & ENVIRONMENTAL SCIENCE

### SCIENCE FACULTY

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$30        | \$30     |
|      |       |             |          |

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

The Earth and Environmental course looks at areas in Science which relate to Earth's renewable and non-renewable resources in Australia. It also looks at the Australian environmental impacts that the use of these resources have.

Students will work scientifically to develop skills and knowledge through practical application. Students will be expected to complete practical and secondary sourced investigations to deepen their understanding of the topic.

#### Main Topics Covered



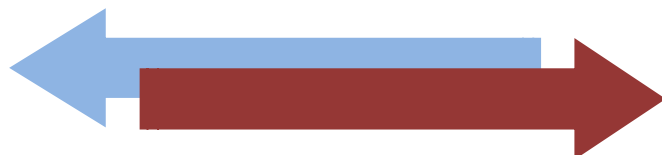
#### Particular Course Requirements

Practical experiences in the Preliminary Course and the HSC Course will occupy a minimum of 35 indicative hours per course, including 15 hours allocated to practical investigations in depth studies. Field studies are carried out in Preliminary and HSC courses.

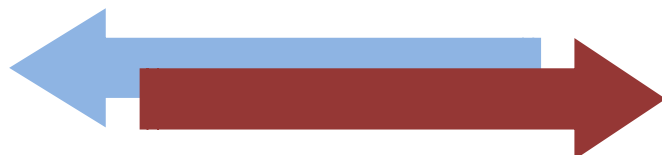
**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

#### Personal Qualities

Work individually & as part of a team; work safely & persevere to solve problems; enjoy a challenge.



| <b>ENGINEERING STUDIES</b>   |  | <b>ATAR</b> | <b>UNITS</b>   | <b>Prelim Cost</b> | <b>HSC Cost</b> |
|--|--|-------------|--|--------------------|-----------------|
| <b>TAS – INDUSTRIAL ARTS FACULTY</b>   |  | <b>YES</b>  | <b>2</b>   | <b>\$20</b>        | <b>\$10</b>     |
| <p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br/> <b>Board Developed Course</b><br/> <b>Exclusions:</b> Nil</p>   |  |             |  |                    |                 |
| <p><b>Course Description</b><br/>           The aim of Engineering Studies Stage 6 is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology.</p> <p>Students will develop understanding, appreciation and knowledge of the scope, role and responsibilities of engineering in society, in addition to the communication, management and problem solving skills appropriate to engineering methodologies.</p> <p>There is a strong emphasis on; utilising higher-order thinking in collecting, analysing and organising information, working collaboratively, and using mathematical ideas and techniques.</p>         |  |             |  |                    |                 |
| <b>Main Topics Covered</b>   |  |             |  |                    |                 |
| <p><b>Year 11 (Preliminary) Course</b></p> <ul style="list-style-type: none"> <li>• Engineering Fundamentals</li> <li>• Engineered Products</li> <li>• Braking Systems</li> <li>• Bio Engineering</li> </ul>   |  |             | <p><b>Year 12 (HSC) Course</b></p> <ul style="list-style-type: none"> <li>• Civil Structures</li> <li>• Personal and Public Transport</li> <li>• Aeronautical Engineering</li> <li>• Telecommunications Engineering</li> </ul> |                    |                 |
| <b>Particular Course Requirements</b>  |  |             |  |                    |                 |
| <p><b>Engineering Report Preliminary Course</b><br/>           Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.</p> <p><b>HSC Course</b><br/>           Students are required to produce <b>one</b> engineering report from either of the two engineering application modules, and <b>one</b> from either of the two engineering focus modules.</p> <p>One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.</p> |  |             |  |                    |                 |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Motivation to achieve your personal best</li> <li>• Dedication and commitment to senior studies</li> <li>• Enthusiasm towards understanding how things work</li> </ul>   |  |             |  |                    |                 |
| <p><b>Desirable Knowledge</b><br/>           Background knowledge in the Stage 5 elective courses of either Design and Technology or Industrial Technology is desirable but not essential.</p>   |  |             |  |                    |                 |



**ENGLISH ADVANCED**  
**ENGLISH FACULTY**

| ATAR | UNITS | COSTS |
|------|-------|-------|
| YES  | 2     | NIL   |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** English Standard, English Studies, English EAL/D

**Course Description**

In the **Preliminary English (Advanced) course** students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the **HSC English (Advanced) course** students analyse and evaluate texts and the ways they are valued in their contexts.

**HSC English (Advanced) course** requires the close study of at least four types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. Plus one other text from the categories above or film, media, non-fiction.

A wide range of additional related texts and textual forms will also be studied.

**Main Topics Covered**

**Year 11 (Preliminary) Course**

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a common module called 'Reading to Write'. Students explore texts and develop skills in analysis and composition.
- Modules, in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The two modules studied in the Preliminary Course are 'Narratives That Shape Our World' and a 'Critical Study of Literature'.

**Year 12 (HSC) Course**

The course has two sections:

- The HSC Common Content consists of a module titled 'Texts and Human Experiences'. This module is common to the HSC Advanced, Standard and English Studies courses. In this module students analyse and explore texts and apply skills in analysis and synthesis (composition).
- Modules which emphasise aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. The modules for the HSC course are: Module A: Textual Conversations, Module B: Critical Study of Literature and Module C: 'The Craft of Writing'.

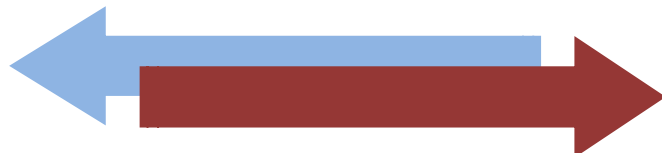
**Particular Course Requirements**

Across this course students will be required to:

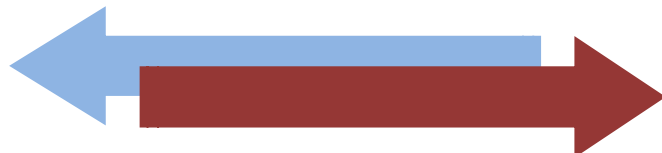
- Study a range of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. There is an expectation that students will read these texts in their own time as there is not sufficient class time to read all set texts in class.
- Study texts which are widely regarded as quality literature, including texts written about intercultural perspectives.
- Study a range of Australian texts, including texts by Aboriginal or Torres Strait Islander authors and those that give insight into Aboriginal or Torres Strait Islander peoples.
- Complete tasks that include reading, writing, listening, speaking, viewing and representing. Literary analysis is a particularly important focus of the English Advanced course.

**Personal Qualities**

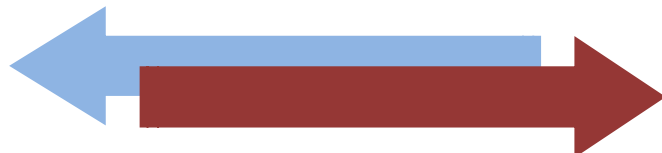
- |  |                       |
|--|-----------------------|
| • Motivation                                   | • Insightfulness      |
| • Creativity                                   | • Independent reader  |
| • Dedication to analysis and creation of texts | • Independent thinker |
| • Love of English and reading                  | • Excellent writer    |



| <b>PRELIMINARY EXTENSION ENGLISH</b>  | <b>ATAR</b> | <b>UNITS</b> | <b>COSTS</b> |
|---|-------------|--------------|--------------|
| <b>HSC ENGLISH EXTENSION I &amp; HSC ENGLISH EXTENSION II</b><br><b>ENGLISH FACULTY</b>   | <b>YES</b>  | <b>1</b>     | <b>NIL</b>   |
| <p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br/> <b>Board Developed Course</b><br/> <b>Exclusions:</b> English (Standard) Course; English Studies Course, English EAL/D</p>   |             |              |              |
| <p><b>Course Description</b><br/>           In the <b>Preliminary English (Extension)</b> Course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In the <b>HSC English (Extension) Course 1</b> students explore ideas of value and consider how cultural values and systems of valuation arise.<br/>           In the <b>HSC English (Extension) Course 2</b>, students develop a sustained composition and document their reflection on this process.</p> <p><b>Prerequisites</b><br/>           1 unit of study for each of Preliminary and HSC<br/>           (a) Preliminary English Advanced Course is prerequisite for Extension Course 1.<br/>           (c) Extension Course 1 is prerequisite for Extension Course 2 (Year 12 only).</p> |             |              |              |
| <p><b>Main Topics Covered</b><br/> <b>Preliminary Extension Course</b><br/>           The course has one mandatory section, Module: Texts, Culture and Value. Students will also be required to complete a research project.<br/> <b>HSC Extension Course 1</b><br/>           Students are required to complete the common module Literary Worlds with one elective module offered.<br/> <b>HSC Extension Course 2</b><br/>           The course requires students to complete a Major Work.</p>   |             |              |              |
| <p><b>Particular Course Requirements</b><br/> <b>Preliminary English (Extension) course</b> requires students to examine a key text from the past and its manifestations in one or more recent cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.<br/> <b>The HSC English (Extension) course 1</b> requires the study of prescribed texts from the elective module of which two are extended print texts. Students will also study at least two related texts.<br/> <b>The HSC English (Extension) course 2</b> requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.</p>  |             |              |              |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Creativity</li> <li>• Dedication to analysis and creation of texts</li> <li>• Love of English and reading</li> <li>• Insightfulness</li> <li>• Independent reader</li> <li>• Independent thinker</li> <li>• Excellent and sophisticated writer</li> </ul>   |             |              |              |



| ENGLISH STANDARD<br>ENGLISH FACULTY   | ATAR | UNITS | COSTS |
|---|------|-------|-------|
| <b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br><b>Board Developed Course</b><br><b>Exclusions:</b> English Advanced, English Studies, English Extension, English EAL/D   | YES  | 2     | NIL   |
| <b>Course Description</b><br>In the <b>Preliminary English (Standard)</b> course students explore the ways events, experiences, ideas and processes are represented in and through texts.<br>In the <b>HSC English (Standard)</b> course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes. The <b>HSC English (Standard) course</b> requires students to study at least <b>three</b> types of prescribed texts, one drawn from each of the following categories: prose fiction, poetry <b>or</b> drama, film <b>or</b> media <b>or</b> non-fiction. A wide range of additional related texts and textual forms will be studied.  |      |       |       |
| <b>Main Topics Covered</b><br><b>Year 11 (Preliminary) Course</b><br>The course has two sections: <ul style="list-style-type: none"> <li>• Content common to the Standard and Advanced courses is undertaken through a common module called 'Reading to Write'. Students explore texts and develop skills in composition.</li> <li>• Modules, in which students explore, examine and analyse texts and analyse aspects of meaning. The two modules studied in the Preliminary Course are 'Contemporary Possibilities' and a 'Close Study of Literature'.</li> </ul> <b>Year 12 (HSC) Course</b><br>The course has two sections: <ul style="list-style-type: none"> <li>• The HSC Common Content consists of a module titled 'Texts and Human Experiences'. This module is common to the HSC Advanced, Standard and English Studies courses. In this module students analyse and explore texts and apply skills in analysis and composition.</li> <li>• Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The modules for the HSC course are: Module A: 'Language, Identity and Culture', Module B: 'Close Study of Literature' and Module C: 'The Craft of Writing'.</li> </ul> |      |       |       |
| <b>Particular Course Requirements</b><br>Across this course students will be required to: <ul style="list-style-type: none"> <li>• Study a range of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. The expectation is that students will complete independent reading of set texts outside of class time.</li> <li>• Study texts which are widely regarded as quality literature, including texts written about intercultural perspectives.</li> <li>• Study a range of Australian texts, including texts by Aboriginal or Torres Strait Islander authors and those that give insight into Aboriginal or Torres Strait Islander peoples.</li> <li>• Complete tasks that include reading, writing, listening, speaking, viewing and representing.</li> </ul>  |      |       |       |
| <b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Enthusiasm</li> <li>• Imagination</li> <li>• Commitment to improving written and oral skills</li> <li>• Good reader and writer, reads independently</li> <li>• Enjoys writing and English</li> </ul>   |      |       |       |



## ENGLISH STUDIES

### ENGLISH FACULTY

| ATAR | UNITS | COSTS |
|------|-------|-------|
| Yes  | 2     | NIL   |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

#### Board Developed Course

**Exclusions:** English Standard, English Advanced, English EAL/D, English Extension

#### Course Description

In the Stage 6 **English Studies course**, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and express the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. Coursework undertaken in this subject will support students to develop their literacy skills and to prepare for workplace and vocational communication in the forms of speaking, writing, understanding and presenting.

In both the **Preliminary** and **HSC English Studies** course students understand, use, enjoy and value the English language in its various textual forms and become thoughtful, imaginative and effective communicators in English.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

The course has three modules:

- Mandatory module: 'Achieving through English: English in education, work and community' and at least two additional modules that will be informed by student interests, need and experiences.

##### Year 12 (HSC) Course

The course has two sections:

- The HSC Common Content consists of a module titled 'Texts and Human Experiences'. This module is common to the HSC Advanced, Standard and English Studies courses. In this module students analyse and explore texts and apply skills in analysis and composition.
- Students will also study at least 3 other modules which may include 'On the Road', 'Playing the Game', 'We Are Australians', 'Local Heroes and Telling Us All About It'. This is in addition to the modules studied in the Preliminary Course.

#### Particular Course Requirements

**Preliminary English Studies course** requires:

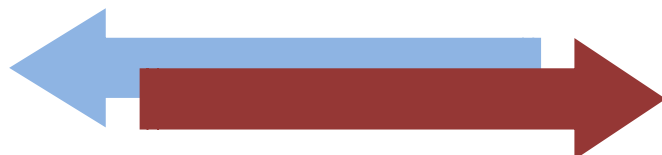
- Completion of mandatory module and at least 2 additional modules.

**Preliminary HSC English Studies course** requires:

- Completion of mandatory module and at least 3 additional modules.

#### Personal Qualities

- Enthusiasm
- Imagination
- Commitment to improving communication skills in listening, writing and speaking



## FOOD TECHNOLOGY

### TAS – HOME ECONOMICS FACULTY

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$80        | \$80     |

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

**Food Technology is the study of the science of food.** 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.

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

**Please note** – this course does not involve a lot of cooking, usually once a fortnight.

#### Main Topics Covered

##### Year 11 (Preliminary) Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

##### Year 12 (HSC) Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Food Issues in Nutrition (25%)

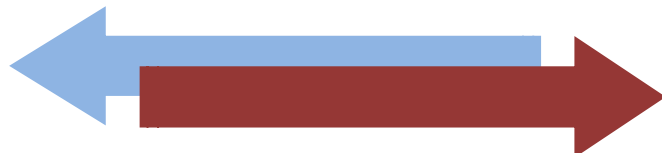
#### Particular Course Requirements

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 food issues.

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

#### Personal Qualities

- Commitment to the demands of a rigorous HSC course
- Responsibility for your own learning
- Willingness to participate in all class activities
- Ability to meet deadlines.
- Well-developed time management and organisational skills in practical lessons



**GEOGRAPHY**  
**HSIE FACULTY**

| ATAR | UNITS | COSTS |
|------|-------|-------|
| YES  | 2     | NIL   |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

**Course Description**

**Geography is the study of the land and man’s use of our planet.**

The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography.

Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends.

Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment.

**Main Topics Covered**

**Year 11 (Preliminary) Course**

- Earth’s Natural Systems (33% of course time)
- People, Patterns and Processes (45% of course time)
- Human-environment Interactions (17% of course time)
- Geographical Investigation (17% of course time)

**Year 12 (HSC) Course**

- Global Sustainability (25% of course time)
- Rural and Urban Places (37% of course time)
- Ecosystems and Global Biodiversity (37% of course time)

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

**Particular Course Requirements**

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

**Personal Qualities**

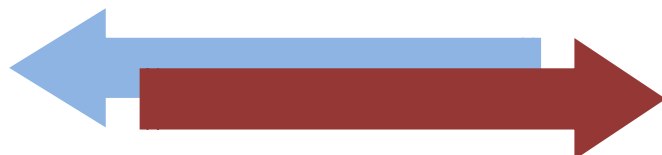
An interest in

- The environment
- Global issues
- Current Affairs
- Conducting practical research and fieldwork

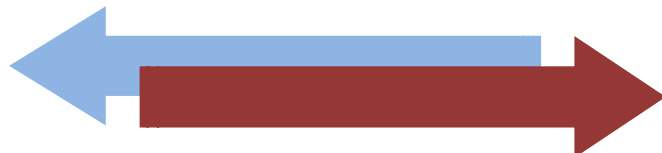
**Desirable Knowledge**

- Environmental terminology and issues
- Geographical skills (eg, map, graph and statistics interpretation)
- Understanding of research methods





| <b>INDUSTRIAL TECHNOLOGY<br/>TAS – INDUSTRIAL ARTS FACULTY</b>   | <b>ATAR</b> | <b>UNITS</b> | <b>Prelim Cost</b>                     | <b>HSC Cost</b>                        |
|--|-------------|--------------|--|--|
|  | <b>YES</b>  | <b>2</b>     | <b>Timber \$60<br/>Multimedia \$20</b> | <b>Timber \$20<br/>Multimedia \$20</b> |
| <p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br/> <b>Board Developed Course</b><br/> <b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and the Content Endorsed Course Furnishing.</p>   |             |              |  |  |
| <p><b>Course Description</b><br/>           Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.</p> <p>Students have the option of studying either the <b>Timber Products or Furniture Industry Focus</b> of Industrial Technology OR the <b>Multimedia Industry Focus</b> of Industrial Technology at St Clair High School.</p> <p style="text-align: center;"><b>STUDENTS ARE NOT ABLE TO SELCT BOTH INDUSTRY FOCUS AREAS.</b></p>  |             |              |  |  |
| <p><b>Main Topics Covered</b><br/> <b>Year 11 (Preliminary) Course</b><br/>           The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety</li> <li>• Design and Management – designing, drawing, computer applications, project management</li> <li>• Workplace Communication – literacy, calculations, graphics</li> <li>• Industry Specific Content and Production</li> </ul> <p><b>Year 12 (HSC) Course</b><br/>           The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design and Management, and Communication</li> <li>• Production</li> <li>• Industry Related Manufacturing Technology</li> </ul> |             |              |  |  |
| <p><b>Particular Course Requirements</b><br/>           In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p>   |             |              |  |  |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Ability to apply theory to practical projects</li> <li>• Ability to meet deadlines</li> <li>• Willingness to take responsibility for own learning</li> <li>• Creative thinker</li> <li>• Ability to demonstrate safe work practices</li> </ul>   |             |              |  |  |
| <p><b>Desirable Knowledge</b><br/>           Student has completed Cabinetwork subjects in Years 9-10. A working knowledge of computer software such as Photoshop, Paint shop Pro, Power Point, MSWord, Excel etc., and reasonably competent in computer usage.</p>  |             |              |  |  |



**INVESTIGATING SCIENCE**  
**SCIENCE FACULTY**

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$30        | \$30     |
|      |       |             |          |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

**Course Description**

The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course provides students with the opportunity to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course allows students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth. The knowledge, understanding and skills gained from this course are intended to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

**Note:** While Investigating Science can be undertaken as a standalone course, it is also designed to supplement other Stage 6 Science courses.

**Main Topics Covered**



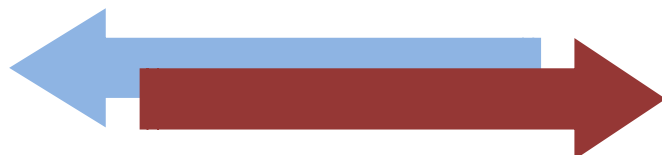
**Particular Course Requirements**

The Preliminary course includes both practical investigations and secondary-sourced investigations. Practical experiences are essential part of the Year 11 course and must occupy a minimum of 35 hours of course time including time allocated to practical investigations in depths studies.

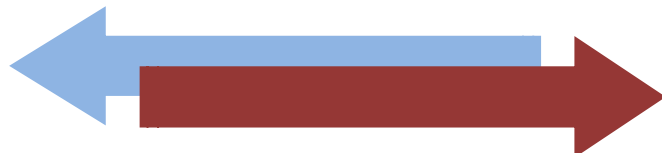
**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

**Personal Qualities**

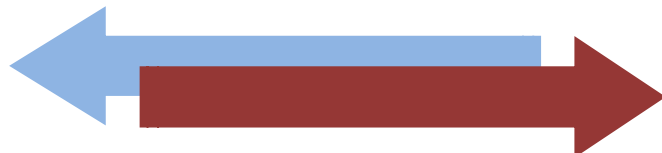
Enjoy investigating and reporting on problems, Work safely, Persevere to solve complex problems.



| <b>LANGUAGES - Japanese</b><br><b>HSIE FACULTY</b>   | <b>ATAR</b> | <b>UNITS</b> | <b>COSTS</b> |
|--|-------------|--------------|--------------|
|  | <b>YES</b>  | <b>2</b>     | <b>NIL</b>   |
| <p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br/><b>Board Developed Course</b><br/><b>Exclusions:</b></p>   |             |              |              |
| <p><b>Course Description</b><br/>Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.</p> <p>Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.</p> <p>Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem solving.</p> <p>Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.</p> <p>Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.</p> |             |              |              |
| <p><b>What does the study of Languages involve?</b><br/>Language study involves gaining an understanding of the language, culture, lifestyle, attitudes, religions, and traditions of the country. The skills of listening and speaking, reading and writing in the target language are developed.</p> <p>The activities undertaken in class are very varied and range from listening to conversations or songs in the chosen language to reading short excerpts in the language; from researching topics in the library to tasting a traditional feast; from watching videos showing the colourful traditions of the country to planning a tour and putting on dramatic performances and role plays highlighting the language and culture which have been learnt.</p>   |             |              |              |
| <p><b>Particular Course Requirements</b></p> <p>If you are interested in studying a Language for the HSC please speak to Miss Holt and/or refer to the Saturday School of Languages information available on page 81.</p>  |             |              |              |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Students should have an interest and passion towards the native country of a language.</li> <li>• A curiosity of the vocabulary of a language and the colloquial uses of a foreign language</li> </ul>   |             |              |              |



| <b>LEGAL STUDIES</b><br><b>HSIE FACULTY</b>  | <b>ATAR</b> | <b>UNITS</b> | <b>COSTS</b> |
|--|-------------|--------------|--------------|
| <b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br><b>Board Developed Course</b><br><b>Exclusions: Nil</b>  | <b>YES</b>  | <b>2</b>     | <b>NIL</b>   |
| <b>Course Description</b><br><br><b>Legal Studies is the study of our laws and how and why they are made, and how they work.</b><br>This two year course provides students with basic knowledge and understanding of how our legal system works.<br><br>This allows students to develop an awareness of their role in society. It is an interesting and informative course for all young people. It deals with both civil and criminal law, the role of courts and juries, the constitution, and examines significant legal cases.   |             |              |              |
| <b>Main Topics Covered</b><br><br><b>Year 11 (Preliminary) Course</b> <ul style="list-style-type: none"> <li>• The Legal System</li> <li>• The Individual and the Law</li> <li>• Law in Practice</li> </ul> <b>Year 12 (HSC) Course</b> <ul style="list-style-type: none"> <li>• Crime</li> <li>• Human Rights</li> </ul> <b>Options:</b> 2 areas must be chosen from the following selection. <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Family</li> <li>• Shelter</li> <li>• World Order</li> <li>• Global Environment Protection</li> <li>• Indigenous Peoples</li> <li>• Workplace</li> </ul> |             |              |              |
| <b>Particular Course Requirements</b><br>Nil   |             |              |              |
| <b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Hard working</li> <li>• Self-motivated</li> <li>• Willingness to express oneself in a verbal and written format</li> </ul>  |             |              |              |
| <b>Desirable Knowledge</b> <ul style="list-style-type: none"> <li>• Students who have studied Commerce units in Stage 4, particularly the law topics, will have a basic understanding of the course.</li> </ul>  |             |              |              |



**MATHEMATICS ADVANCED**  
**MATHEMATICS FACULTY**

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$10        | \$10     |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** This course may **not** be studied in conjunction with Mathematics Standard courses.

**Course Description**

The course is intended to give students who have demonstrated general competence in the skills of Stage 5.3 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world.

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

It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial Mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 (3 Unit) or Extension 2 (4 Unit) courses.

**Prerequisites:** This course is constructed on the assumption that students have achieved the outcomes **up to and including 5.3 in each strand for the Mathematics ROSA** and achieved a commendable level.

**Main Topics Covered**

| Year 11 (Preliminary) Course          |  | Year 12 (HSC) Course    |  |
|---------------------------------------|--|-------------------------|--|
| Topics                                | Subtopics  | Topics                  | Subtopics  |
| Functions                             | <b>MA-F1</b> Working with Functions  | Functions               | <b>MA-F2</b> Graphing Techniques   |
| Trigonometric Functions               | <b>MA-T1</b> Trigonometry and Measure of Angles<br><b>MA-T2</b> Trigonometric Functions and Identities | Trigonometric Functions | <b>MA-T3</b> Trigonometric Functions and Graphs  |
| Calculus                              | <b>MA-C1</b> Introduction to Differentiation   | Calculus                | <b>MA-C2</b> Differential Calculus<br><b>MA-C3</b> Applications of Differentiation<br><b>MA-C4</b> Integral Calculus |
| Exponential and Logarithmic Functions | <b>MA-E1</b> Logarithms and Exponentials   | Financial Mathematics   | <b>MA-M1</b> Modelling Financial Situations  |
| Statistical Analysis                  | <b>MA-S1</b> Probability and Discrete Probability Distributions  | Statistical Analysis    | <b>MA-S2</b> Descriptive Statistics and Bivariate Data Analysis<br><b>MA-S3</b> Random Variables                     |

**Particular Course Requirements**

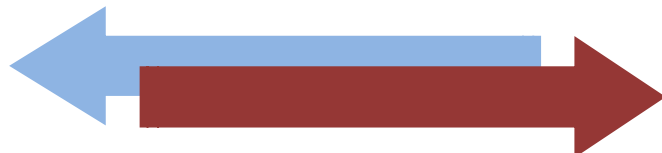
- Students should have studied Mathematics at **5.3 level**.

**Personal Qualities**

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

**Desirable Knowledge**

- A thorough understanding of the **Level 5.3** Mathematics course is needed to satisfactorily complete this subject.



**MATHEMATICS EXTENSION 1**  
**MATHEMATICS FACULTY**

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 1     | \$10        | \$10     |

1 unit for each of Year 11 (Preliminary) and Year 12 (HSC)

**Board Developed Course**

**Exclusions:** This course may **not** be studied in conjunction with Mathematics Standard courses.

**Course Description**

The content of this course, which includes the whole of the Mathematics Advanced, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world.

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the 3 unit course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the 4 unit course in Year 12.

**Prerequisites:** 3 units in each of Preliminary and HSC Board Developed Course. This course is constructed on the assumption that students have achieved the outcomes up to and including 5.3 in each strand for the RoSA and achieved a commendable level.

**Main Topics Covered**

| Year 11 (Preliminary) Course |   | Year 12 (HSC) Course    |   |
|------------------------------|---|-------------------------|---|
| Topics                       | Subtopics   | Topics                  | Subtopics   |
| Functions                    | ME-F1 Further Work with Functions<br>ME-F2 Polynomials                          | Proof                   | ME-P1 Proof by Mathematical Induction                           |
| Trigonometric Functions      | ME-T1 Inverse Trigonometric Functions<br>ME-T2 Further Trigonometric Identities | Vectors                 | ME-V1 Introduction to Vectors                                   |
| Calculus                     | ME-C1 Rates of Change   | Trigonometric Functions | ME-T3 Trigonometric Equations                                   |
| Combinatorics                | ME-A1 Working with Combinatorics  | Calculus                | ME-C2 Further Calculus Skills<br>ME-C3 Applications of Calculus |
|                              |   | Statistical Analysis    | ME-S1 The Binomial Distribution                                 |

**Particular Course Requirements**

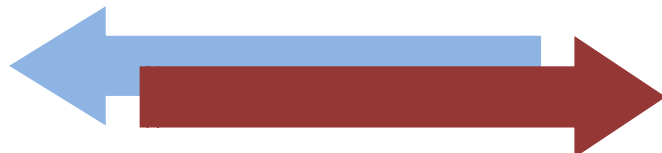
- Students should have studied in Mathematics 5.3 Polynomials, Functions and Circle Geometry. Please note this is not part of the Stage 5.3 Scope and Sequence.

**Personal Qualities**

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

**Desirable Knowledge**

- **Level 5.3** Mathematics at a well above satisfactory level is required.



**MATHEMATICS STANDARD 2**  
**MATHEMATICS FACULTY**

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$10        | \$10     |

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

**Board Developed Course**

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 2.

**Note:** For Mathematics Standard 1 course Description, please see the Board Developed **Category B** section.

**Course Description**

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level and TAFE. Such areas of study would include business, humanities, nursing and paramedical sciences.

The Mathematics Standard courses contain content required to meet the Australian Core Skills Framework Numeracy Level 3 and should develop sufficient skills for students who are yet to fulfill the Numeracy Requirement for the Higher School Certificate.

**Prerequisites:** This course is constructed on the assumption that students have achieved the outcomes up to and including 5.2 in each strand for the RoSA.

**Main Topics Covered**

| Year 11 (Preliminary) Course |   | Year 12 (HSC) Course  |  |
|------------------------------|---|-----------------------|--|
| Topics                       | Subtopics   | Topics                | Subtopics  |
| Algebra                      | <b>MS-A1</b> Formulae and Equations<br><b>MS-A2</b> Linear Relationships      | Algebra               | <b>MS-A4</b> Types of Relationships  |
| Measurement                  | <b>MS-M1</b> Applications of Measurement<br><b>MS-M2</b> Working with Time    | Measurement           | <b>MS-M6</b> Non-right-angled Trigonometry<br><b>MS-M7</b> Rates and Ratios  |
| Financial Mathematics        | <b>MS-F1</b> Money Matters  | Financial Mathematics | <b>MS-F4</b> Investments and Loans<br><b>MS-F5</b> Annuities                 |
| Statistical Analysis         | <b>MS-S1</b> Data Analysis<br><b>MS-S2</b> Relative Frequency and Probability | Statistical Analysis  | <b>MS-S4</b> Bivariate Data Analysis<br><b>MS-S5</b> The Normal Distribution |
|                              |   | Networks              | <b>MS-N2</b> Network Concepts<br><b>MS-N3</b> Critical Path Analysis         |

**Particular Course Requirements**

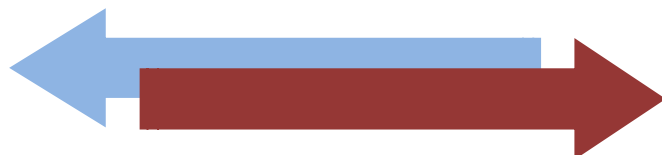
- Students should have studied Mathematics at **5.3/5.2** level.

**Personal Qualities**

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

**Desirable Knowledge**

- A thorough understanding is needed to satisfactorily complete this subject at Level **5.2/5.3** Mathematics



**MATHEMATICS STANDARD 1**  
**MATHEMATICS FACULTY**

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| Yes  | 2     | \$10        | \$10     |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard 1.

**Course Description**

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

The Mathematics Standard courses contain content required to meet the Australian Core Skills Framework Numeracy Level 3 and should develop sufficient skills for students who are yet to fulfill the Numeracy Requirement for the Higher School Certificate.

**Prerequisites:** This course is constructed on the assumption that students have achieved the outcomes up to and including 5.1/5.2 Mathematics in each strand for the RoSA.

**Main Topics Covered**

| Year 11 (Preliminary) Course |   | Year 12 (HSC) Course  |  |
|------------------------------|---|-----------------------|--|
| Topics                       | Subtopics   | Topics                | Subtopics  |
| Algebra                      | <b>MS-A1</b> Formulae and Equations<br><b>MS-A2</b> Linear Relationships      | Algebra               | <b>MS-A3</b> Types of Relationships  |
| Measurement                  | <b>MS-M1</b> Applications of Measurement<br><b>MS-M2</b> Working with Time    | Measurement           | <b>MS-M3</b> Right-angled Triangles<br><b>MS-M4</b> Rates<br><b>MS-M5</b> Scale Drawings |
| Financial Mathematics        | <b>MS-F1</b> Money Matters  | Financial Mathematics | <b>MS-F2</b> Investment<br><b>MS-F3</b> Depreciation and Loans                           |
| Statistical Analysis         | <b>MS-S1</b> Data Analysis<br><b>MS-S2</b> Relative Frequency and Probability | Statistical Analysis  | <b>MS-S3</b> Further Statistical Analysis  |
|                              |   | Networks              | <b>MS-N1</b> Networks and Paths  |

**Particular Course Requirements**

- Students should have studied Mathematics at **5.2/5.1** level.

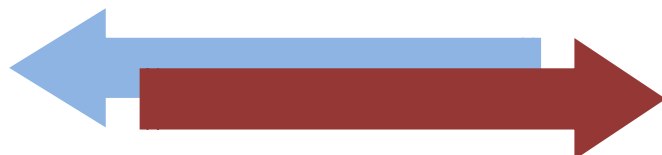
**Personal Qualities**

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

**Desirable Knowledge**

- A thorough understanding is needed to satisfactorily complete this subject at Level **5.1/5.2** Mathematics





**MODERN HISTORY**  
**HSIE FACULTY**

| ATAR | UNITS | COSTS |
|------|-------|-------|
| YES  | 2     | NIL   |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

**Course Description**

Modern History is the study of crucial events, people and issues that have formed the modern world, from the French Revolution until the 21<sup>st</sup> century. The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

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

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

**Main Topics Covered**

**Year 11 (Preliminary) Course**

**Part I:** Investigating Modern History 50%

- The Nature of Modern History – The Investigation of Sites and Source, the Contestability of the Past.
- Case Studies Examples include: Assassination of JFK; Cambodian genocide; Cuban and/or Chilean Revolution; The Romanov dynasty

**Part II:** Historical Investigation (20%)

**Part III:** The Shaping of the Modern World (30%). Examples include: World War 1

**Year 12 (HSC) Course**

**Part I: Core Study - Mandatory**

Power and Authority in the Modern World 1919-1946 – Germany and the Rise of dictatorships post-WWI

**Part II: National Study** – one of Japan 1904-1937; USA 1919-1941; Russia 1917-1941

**Part III: Peace and Conflict** - One of

Conflict in the Pacific; Cold War; Arab-Israeli Conflict; Conflict in Indochina; Conflict in Europe

**Part IV: Change in the Modern World** – One of

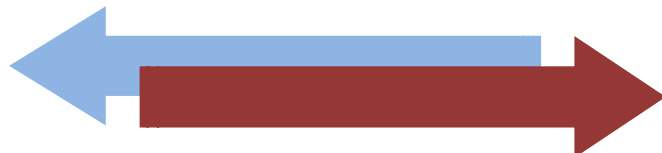
Pro-democracy Movement in Burma 1945–2010; The Cultural Revolution to Tiananmen Square 1966–1989;

Civil Rights in the USA 1945–1968; The Changing World Order 1945–2011; The Nuclear Age 1945–2011;

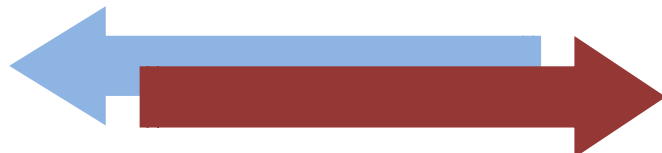
Apartheid in South Africa 1960–1994

**Personal Qualities**

- Ability to research and analyse information
- Curiosity
- Persistence
- Investigative skills
- Willingness to learn
- Ability to complete extended response writing



| <b>MUSIC 1</b><br><b>CREATIVE &amp; PERFORMING ARTS FACULTY</b>  | <b>ATAR</b> | <b>UNITS</b> | <b>Prelim Cost</b> | <b>HSC Cost</b> |
|--|-------------|--------------|--------------------|-----------------|
|  | <b>YES</b>  | <b>2</b>     | <b>\$55</b>        | <b>\$55</b>     |
| <p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br/> <b>Board Developed Course</b><br/> <b>Exclusions:</b> Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>   |             |              |                    |                 |
| <p><b>Course Description</b><br/> This course provides students with the opportunity to 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 nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course.</p> <p>In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p><b>Prerequisites:</b> Music mandatory course (or equivalent)</p> |             |              |                    |                 |
| <p><b>Main Topics Covered</b></p> <p>Students study three topics in each year of the course. Topics include Methods of Notating Music, Music of a Culture (Preliminary Course), Technology and its Influence on Music.</p>   |             |              |                    |                 |
| <p><b>Particular Course Requirements</b><br/> Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority to validate authorship of the submitted work.</p> <p><b>All students are expected to perform, compose and analyse music.</b> Students must also study the musicology of the topics covered. Students will need to take part in compulsory workshops (African Drumming, HSC Work Shop) and excursions (Recording Studio and Concert participation) to complete and learn course content. Students will need to cover the costs of each work shop and excursion.</p>  |             |              |                    |                 |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Ability to work independently</li> <li>• Prepared to work outside of school hours to practice and refine repertoire</li> <li>• Confidence to perform in front of other people</li> </ul>   |             |              |                    |                 |
| <p><b>Desirable Knowledge</b></p> <ul style="list-style-type: none"> <li>• An ability to read standard notation</li> <li>• Private instrumental tuition outside of school</li> </ul>   |             |              |                    |                 |



## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

| ATAR | UNITS | COSTS |
|------|-------|-------|
| YES  | 2     | NIL   |

### PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION FACULTY

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

**PDHPE is the study of physiology, health and social issues.**

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

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

#### Main Topics Covered

##### Year 11 (Preliminary) Course

##### Core Topics (70%)

- Better Health for Individuals
- The Body in Motion

##### Optional Components (30%)

- Students to select two options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

##### Year 12 (HSC) Course

##### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

##### Optional Component (40%)

- Students to select two options each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

#### Particular Course Requirements

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

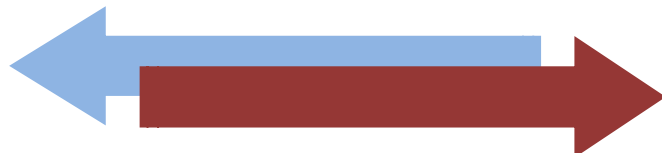
#### Personal Qualities

Students should be:

- Committed to learning at a high standard
- Prepared for the demanding **theoretical** aspect of this course (not a lot of practical PE)
- Determined to achieve to the best of their ability

#### Desirable Knowledge

Students should have completed all Health and Sports Science units in Years 7-10 to a satisfactory standard. Students need to have a keen interest in health issues in Australia and the variety of factors affecting the performance of athletes.



**PHYSICS**  
**SCIENCE FACULTY**

| ATAR | UNITS | Prelim Cost | HSC Cost |
|------|-------|-------------|----------|
| YES  | 2     | \$30        | \$30     |
|      |       |             |          |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

**Course Description**

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with energy and force fields. Physics deals with the study of phenomena on scales of space and time – from particles smaller than atoms to how objects interact at the age and size of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in directing the future.

The problem-solving nature of physics will help students to further develop the skills used by working scientists. Students will explore scientific models, theories and laws, in a way which encourages them to understand that different phenomena can sometimes be connected to each other. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Practical experiences in the Preliminary Course and the HSC Course will occupy a minimum of 35 indicative hours per course, including 15 hours allocated to practical investigations in depth studies

**Main Topics Covered**



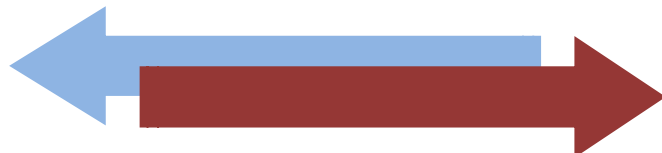
**Particular Course Requirements**

The Preliminary course includes both practical investigations and secondary-sourced investigations. Practical experiences are essential part of the Year 11 course and must occupy a minimum of 35 hours of course time including time allocated to practical investigations in depths studies.

**Pattern of Study:** Maximum of 6 units can be undertaken in Science in Year 11

**Personal Qualities**

Problem solving, creativity, urge to understand the reasons ‘why’, ability to apply basic mathematical operations to finding relationships between variables in experiments.



## SOCIETY & CULTURE

### HSIE FACULTY

| ATAR | UNITS | COSTS |
|------|-------|-------|
| YES  | 2     | NIL   |

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

#### Course Description

Society & Culture is the study of people and how they live in communities together.

Areas of interest such as the challenges of adolescence, the family, gender roles, the media and globalization are explored in this subject.

Students develop an understanding of how to do social research and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

#### Main Topics Covered

##### Year 11 (Preliminary) Course

- **The Social and Cultural World** - the interactions between persons and groups within societies (20%)
- **Personal and Social Identity** - socialisation and the development of personal and social identity in a variety of social and cultural settings (40%)
- **Intercultural Communication** - how people in different social, cultural and environmental settings behave, communicate and perceive the world around them (40%)

##### Year 12 (HSC) Course

###### Core

- **Social and Cultural Continuity and Change** - the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study (30%)
- **The Personal Interest Project** - an individual research project (30%)
- Depth Studies (40%)

###### Two to be chosen from:

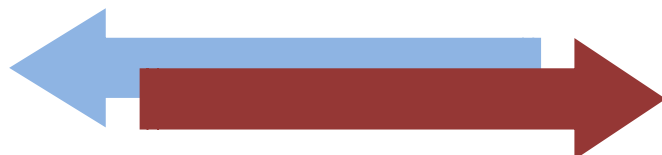
- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and non-conformity

#### Particular Course Requirements

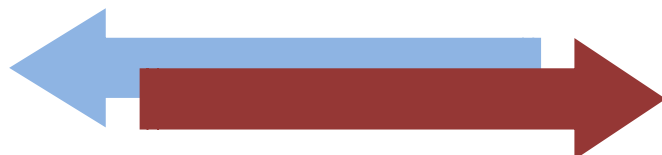
- Completion of Personal Interest Project

#### Personal Qualities

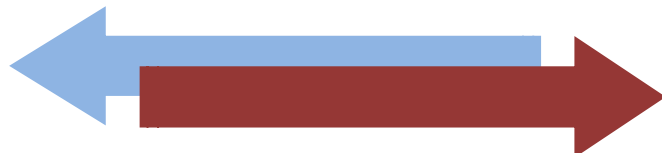
- Any student who is interested in looking at issues such as psychology, social change and the role of the media will find the course interesting.



| <b>TEXTILES &amp; DESIGN<br/>TAS – HOME ECONOMICS FACULTY</b>  | <b>ATAR</b> | <b>UNITS</b> | <b>Prelim Cost</b> | <b>HSC Cost</b> |
|--|-------------|--------------|--------------------|-----------------|
| <b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br><b>Board Developed Course</b><br><b>Exclusions: Nil</b>  | <b>YES</b>  | <b>2</b>     | <b>\$30</b>        | <b>\$30</b>     |
| <p><b>Course Description</b></p> <p>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. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>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.</p> |             |              |                    |                 |
| <p><b>Main Topics Covered</b></p> <p><b>Year 11 (Preliminary) Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)</li> </ul> <p><b>Year 12 (HSC) Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>  |             |              |                    |                 |
| <p><b>Particular Course Requirements</b></p> <p>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.</p> <p>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.</p>  |             |              |                    |                 |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Creative thinking and ability to apply this in designing your major work</li> <li>• Managing available resources and time to meet deadlines</li> <li>• Ability to be artistic in creating a practical product</li> <li>• Ability to use new technologies and innovations effectively</li> </ul>  |             |              |                    |                 |
| <p><b>Desirable Knowledge</b></p> <ul style="list-style-type: none"> <li>• Junior Textiles, Visual Arts</li> </ul>   |             |              |                    |                 |



| <b>VISUAL ARTS</b>  |  | <b>ATAR</b> | <b>UNITS</b>   | <b>Prelim Cost</b> | <b>HSC Cost</b> |
|---|--|-------------|--|--------------------|-----------------|
| <b>CREATIVE &amp; PERFORMING ARTS FACULTY</b>   |  | <b>YES</b>  | <b>2</b>   | <b>\$55</b>        | <b>\$60</b>     |
| <p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br/> <b>Board Developed Course</b><br/> <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>   |  |             |  |                    |                 |
| <p><b>Course Description</b><br/>           Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p> |  |             |  |                    |                 |
| <b>Main Topics Covered</b>  |  |             |  |                    |                 |
| <p><b>Year 11 (Preliminary) Course</b><br/>           Learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• The nature of practice in art making, art criticism and art history through different investigations</li> <li>• The role and function of artists, artworks, the world and audiences in the art world</li> <li>• The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• How students may develop meaning and focus and interest in their work</li> <li>• Building understandings over time through various investigations and working in different forms.</li> </ul>  |  |             | <p><b>Year 12 (HSC) Course</b><br/>           Learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• How students may develop their own practice of art making, art criticism, and art history, applied to selected areas of interest</li> <li>• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• How students may learn about the relationships between artists, artworks, the world and audiences within the art world</li> <li>• How students may further develop meaning and focus in their work</li> </ul> |                    |                 |
| <p><b>Particular Course Requirements</b><br/> <b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Development of a Body of Work</li> <li>• A broad investigation of ideas in art criticism &amp; art history</li> </ul>  |  |             | <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Development of a body of work and use of a process diary</li> <li>• A minimum of five Case Studies (4–10 hours each)</li> <li>• Deeper and more complex investigations of ideas in art criticism and art history</li> <li>• USB</li> <li>• A Subject Materials Contribution of \$50.00 per student.</li> </ul>   |                    |                 |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Prepared to work outside of school hours to complete required work</li> <li>• Use own time to study information given in class time.</li> <li>• Independent thinking and learning</li> <li>• Open-mindedness and organised</li> </ul>   |  |             |  |                    |                 |

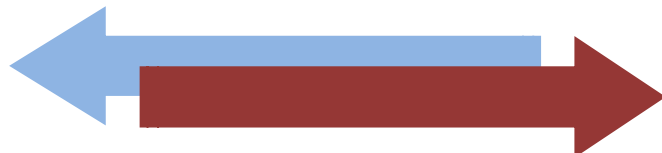


## ***Board Endorsed Courses***

### **HSC Content Endorsed Course Summary Offered at St Clair High School**

| <b>Subject</b>                       | <b>Preliminary Course</b> | <b>HSC Course</b> | <b>ATAR</b> |
|--------------------------------------|---------------------------|-------------------|-------------|
| Ceramics                             | ✓                         | ✓                 | <b>No</b>   |
| Exploring Early Childhood            | ✓                         | ✓                 | <b>No</b>   |
| Numeracy                             | ✓                         | ✓                 | <b>No</b>   |
| Photography –Digital Imaging & Video | ✓                         | ✓                 | <b>No</b>   |
| Sport Lifestyle & Recreation         | ✓                         | ✓                 | <b>No</b>   |
| Visual Design                        | ✓                         | ✓                 | <b>No</b>   |
| Work Studies                         | ✓                         | ✓                 | <b>No</b>   |





## CERAMICS

### CREATIVE & PERFORMING ARTS FACULTY

| ATAR | UNITS | Cost |
|------|-------|------|
| NO   | 2     | \$50 |

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

#### Board Developed Course

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

#### Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course in Ceramics enables students to develop:

- an understanding of ceramic processes and practices and the ways in which these can be used in making a range of products
- a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies
- a knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms
- the skills required to give form to their ideas and feelings in ceramic products

#### Main Topics Covered

##### Proposed modules studied in Year 11 &/or 12

##### Practical (70%)

- Modules may include: hand-building, wheel throwing techniques, sculptural Forms, kiln and glaze technology, surface treatment, and mixed media ceramic project.

##### Theory (30%)

- Clay technology
- Study of functional and non-functional ceramics in a range of cultural, historical and contemporary contexts.
- Study of Australian and International artists.

#### Particular Course Requirements

- USB
- A subject materials contribution of \$60.00 per student.

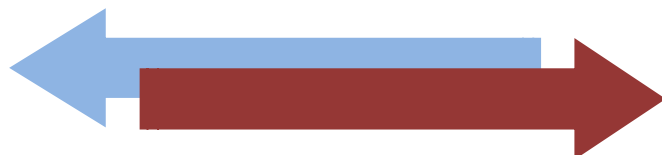
#### Personal Qualities

Students should be prepared to:

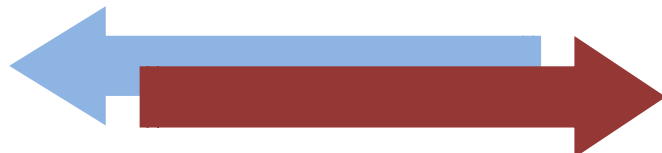
- work within health and safety guidelines
- be prepared to work outside of school hours
- work on a large scale
- be prepared to work independently

#### Desirable Knowledge

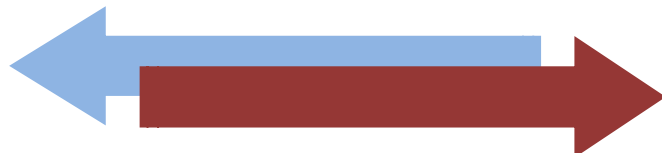
Studying Visual Arts, Photography and Visual Design in Years 9 and 10 would be an advantage to help you achieve your personal best, however, prior knowledge is not a requirement



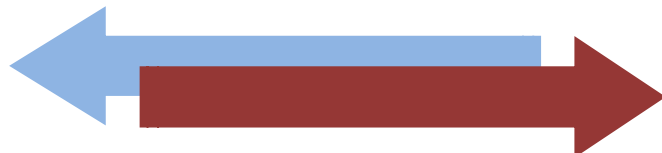
| <b>EXPLORING EARLY CHILDHOOD<br/>TAS – HOME ECONOMICS FACULTY</b>   |  | <b>ATAR</b> | <b>UNITS</b>   | <b>Prelim Cost</b> | <b>HSC Cost</b> |
|---|--|-------------|--|--------------------|-----------------|
|   |  | <b>NO</b>   | <b>2</b>   | <b>NIL</b>         | <b>\$15</b>     |
| <b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br><b>Board Developed Course</b><br><b>Exclusions: Nil</b>   |  |             |  |                    |                 |
| <b>Course Description</b><br><br>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.<br><br>The study of this course will enable students to develop knowledge and understanding, and skills in: <ul style="list-style-type: none"> <li>• the physical, social-emotional, behavioural, cognitive and language development of young children</li> <li>• the environmental factors that have an impact upon young children’s growth and development</li> <li>• the development and maintenance of positive behaviours and relationships with young children</li> <li>• communication and interaction</li> <li>• research and analysis</li> <li>• decision making and evaluation</li> <li>• Respect for the individuality and uniqueness of young children and their families an appreciation of the value and importance of supportive and responsible relationships with young children.</li> </ul> |  |             |  |                    |                 |
| <b>Main Topics Covered</b>  |  |             |  |                    |                 |
| <b>Core Study</b>   |  |             | <b>Elective Modules</b>  |                    |                 |
| <b>PART A:</b> Pregnancy and Childbirth<br><b>PART B:</b> Child Growth and Development<br><b>PART C:</b> Promoting Positive Behaviour   |  |             | <ul style="list-style-type: none"> <li>• Play and the Developing Child</li> <li>• Young Children with Special Needs</li> <li>• Food and Nutrition</li> <li>• The Children’s Services Industry</li> <li>• Young Children and the Law</li> <li>• Historical and Cultural Contexts of Childhood</li> <li>• Young Children and the Media</li> <li>• Children’s Literature</li> </ul> |                    |                 |
| <b>Particular Course Requirements</b><br>N/A  |  |             |  |                    |                 |
| <b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Ability to interact with young children</li> <li>• Willingness to participate in class discussions</li> <li>• Ability to analyse and compare information from a variety of sources, to develop an understanding of child growth and development.</li> </ul>  |  |             |  |                    |                 |



| <b>NUMERACY</b>   |  | <b>ATAR</b>   | <b>UNITS</b>   | <b>Prelim Cost</b> | <b>HSC Cost</b> |
|---|--|---------------|--|--------------------|-----------------|
| <b>MATHEMATICS FACULTY</b>  |  | <b>NO</b>     | <b>2</b>   | <b>\$10</b>        | <b>\$10</b>     |
| <b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br><b>Content Endorsed Course</b><br><b>Exclusions: NIL</b>  |  |               |  |                    |                 |
| <b>Course Description</b><br><p>The Numeracy course builds on the knowledge, skills and understandings presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.</p> <p>The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.</p> <p>The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.</p> <p>This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.</p> <p>This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.</p> |  |               |  |                    |                 |
| <b>Main Topics Covered</b>  |  |               |  |                    |                 |
| <b>Year 11 (Preliminary) Course</b>   |  |               | <b>Year 12 (HSC) Course</b>  |                    |                 |
| <b>Topics</b>   | <b>Subtopics</b>   | <b>Topics</b> | <b>Subtopics</b>   |                    |                 |
| Module 1:   | 1.1: Whole numbers<br>1.2: Operations with whole numbers<br>1.3: Distance, area and volume<br>1.4: Time<br>1.5: Data, graphs and tables                  | Module 3:     | 3.1: Percentages<br>3.2: Operations with numbers<br>3.3: Finance<br>3.4: Location, time and temperature<br>3.5: Space and design |                    |                 |
| Module 2:   | 2.1: Fractions and decimals<br>2.2: Operations with fractions and decimals<br>2.3: Metric relationships<br>2.4: Length, mass and capacity<br>2.5: Chance | Module 4:     | 4.1: Rates and Ratios<br>4.2: Statistics and probability<br>4.3: Exploring with NRMT   |                    |                 |
| <b>Particular Course Requirements</b>   |  |               |  |                    |                 |
| <ul style="list-style-type: none"> <li>Students should have studied Mathematics at <b>5.1</b> level.</li> </ul>   |  |               |  |                    |                 |
| <b>Personal Qualities</b>   |  |               |  |                    |                 |
| <ul style="list-style-type: none"> <li>Dedication and commitment to school work</li> <li>Willingness to complete of work outside the classroom</li> </ul>   |  |               |  |                    |                 |
| <b>Desirable Knowledge</b>  |  |               |  |                    |                 |
| <ul style="list-style-type: none"> <li>An understanding is needed to satisfactorily complete this subject at Level <b>5.1</b> Mathematics</li> </ul>  |  |               |  |                    |                 |



| PHOTOGRAPHY, DIGITAL IMAGING & VIDEO<br>CREATIVE & PERFORMING ARTS FACULTY  |  | ATAR   | UNITS | Prelim Cost   | HSC Cost |
|---|--|--|-------|---|----------|
|   |  | NO   | 2     | \$60  | \$60     |
| <p><b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br/> <b>Board Developed Course</b><br/> <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>   |  |  |       |   |          |
| <p><b>Course Description</b><br/>           Photography, Digital Imaging &amp; Video is an integral part of our lives. This course offers opportunities for the student to investigate one or more of these fields. Through practical and theoretical practices students investigate the contemporary world of visual arts and multimedia. This course gives students skills and knowledge to engage in such activities, it is an increasingly demanded skill in a range of careers and other school courses such as Multi -Media, Visual Design and Visual Arts.</p> <p>Photography, Video &amp; Digital Imaging Course allows students to:</p> <ul style="list-style-type: none"> <li>• Work with Wet photography/ SLR Camera</li> <li>• Work with Digital Imagery/Photoshop</li> <li>• Use these various practices as a means of visual communication of ideas.</li> <li>• Understand the different genres of photography, video and digital imagery and the roles they play in our everyday lives.</li> <li>• Have a greater understanding of and be able to critically appraise photography, video and digital imagery from both a technical and aesthetic viewpoint.</li> <li>• Understand the basics of using a Video Camera, Film production and Post-Production and editing techniques.</li> </ul> |  |  |       |   |          |
| <b>Main Topics Covered</b>  |  |  |       |   |          |
| <b>Wet Photography</b>  |  | <b>Digital Imagery</b>   |       | <b>Video Making</b>   |          |
| <p><b>Practical 70%</b></p> <ul style="list-style-type: none"> <li>• SLR camera, studio, dark room.</li> <li>• Thematic studies and series.</li> </ul> <p><b>Critical/Historical Study 30%</b></p> <ul style="list-style-type: none"> <li>• Technical/historical Knowledge</li> <li>• The visual elements of photography</li> <li>• Photographic genres (portraiture, landscape, photojournalism, etc)</li> </ul>   |  | <p><b>Practical 70%</b></p> <ul style="list-style-type: none"> <li>• Digital Camera operations</li> <li>• Thematic Studies and series.</li> </ul> <p><b>Critical/Historical Study 30%</b></p> <ul style="list-style-type: none"> <li>• Technical Knowledge</li> <li>• The visual elements of digital imagery</li> <li>• Various photographic genres (portraiture, landscape, photojournalism, etc)</li> <li>• Computer generated and manipulated imagery and layout using Photoshop</li> </ul> |       | <p><b>Practical 70%</b></p> <ul style="list-style-type: none"> <li>• Using the camera (shooting techniques, in-camera editing etc)</li> <li>• Basic digital editing techniques</li> <li>• Steps in film Production (camera crew, the production team)</li> <li>• Post production (logging footage, transitions, soundtracks etc)</li> </ul> <p><b>Critical/Historical Study 30%</b></p> <ul style="list-style-type: none"> <li>• Video and editing aesthetics</li> <li>• Film genres</li> <li>• Critical/technical analysis of movie footage</li> </ul> |          |
| <p><b>Particular Course Requirements</b><br/>           Subject contribution fee of \$60.00 - basic materials will be supplied for the making of the photographs, videos and printing computer generated imagery. Students may need to purchase additional materials such as a USB, photographic paper, video tapes and memory cards.</p>   |  |  |       |   |          |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Be prepared to work in groups and independently</li> <li>• Take responsibility for expensive equipment</li> <li>• Manage and organise time for major projects</li> <li>• Be prepared to work out of school hours</li> <li>• Be willing to share equipment without disputes (limited SLR, digital and video cameras available, limited enlargers in the darkroom).</li> </ul>  |  |  |       |   |          |



**SPORT, LIFESTYLE & RECREATION  
PERSONAL DEVELOPMENT, HEALTH  
& PHYSICAL EDUCATION FACULTY**

| ATAR | UNITS | COSTS |
|------|-------|-------|
| NO   | 2     | NIL   |

**2 units for each of Year 11 (Preliminary) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Students studying BDC PDHPE must not study CEC modules which duplicate PDHPE modules

**Course Description**

Students will learn about the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts, and skills in planning to be active.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of the course it may be possible for students to acquire recognized qualifications in these areas

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

The course features a highly practical focus; physical activity being both an area of study and a medium for learning.

**Main Topics Covered**

| Year 11 (Preliminary) Course  | Year 12 (HSC) Course  |
|---|---|
| <ul style="list-style-type: none"> <li>• Healthy Lifestyles</li> <li>• Athletics</li> <li>• Sports Administration</li> <li>• Sports Coaching</li> </ul> | <ul style="list-style-type: none"> <li>• Resistance Training</li> <li>• First Aid and Sports Injuries</li> <li>• Fitness</li> <li>• Outdoor Recreation</li> </ul> |

**Particular Course Requirements**

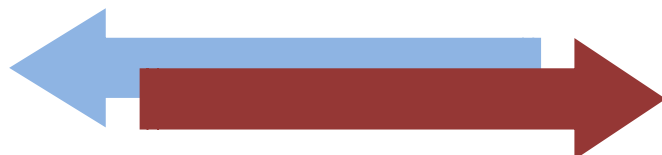
- Students must complete between 6 and 12 modules of the 15 modules on offer.

**Personal Qualities**

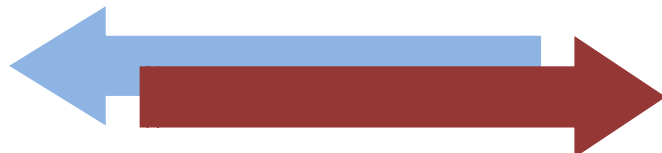
- Should be physically active
- Should have a desire to be physically fit
- Should have a desire to coach and/or train others

**Desirable Knowledge**

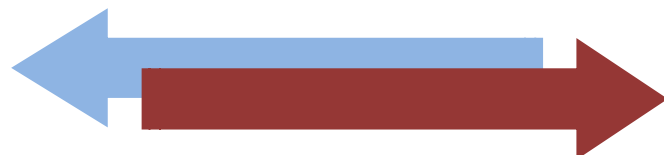
- Students should have completed all PD, Health, PE and/or PASS units in Years 7-10 to a satisfactory standard.
- Students should be actively involved in sports activities both at school and in weekend sport.



| <b>VISUAL DESIGN</b><br><b>CREATIVE &amp; PERFORMING ARTS FACULTY</b>  | <b>ATAR</b> | <b>UNITS</b>   | <b>Prelim Cost</b> | <b>HSC Cost</b> |
|--|-------------|--|--------------------|-----------------|
|  | <b>NO</b>   | <b>2</b>   | <b>\$50</b>        | <b>\$50</b>     |
| <b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br><b>Board Developed Course</b><br><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.   |             |  |                    |                 |
| <b>Course Description</b><br><br>This course provides students with the opportunities to explore the links between art and design, by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. Designed images and objects such as illustration, ceramics, jewellery, posters, publications, and packaging are explored.<br><br>This course will allow students to: <ul style="list-style-type: none"> <li>• increase visual awareness of their environment and the way visual representations can be created from this to communicate ideas and feelings</li> <li>• develop an understanding of the methods visual designers use to build meanings</li> <li>• develop skills through the acquisition of the techniques of visual design</li> <li>• use visual design as a means of visual communications and a process to aid observation and analysis</li> <li>• gain an understanding of careers involving visual design</li> </ul> <p><b>Please note that this is NOT a computer based course.</b></p> |             |  |                    |                 |
| <b>Main Topics Covered</b>   |             |  |                    |                 |
| <b>Practical 70%:</b>  |             | <b>Critical / Historical Study 30%</b>   |                    |                 |
| This course will allow students to work in one or more modules:<br><b>Graphic Design:</b> <ul style="list-style-type: none"> <li>• Publications and information</li> <li>• Illustration and Cartooning</li> </ul> <b>Wearable Design</b> <ul style="list-style-type: none"> <li>• Jewellery and Accessories</li> </ul> <b>Product Design</b> <ul style="list-style-type: none"> <li>• Packaging and ceramics</li> </ul>  |             | Students will: <ul style="list-style-type: none"> <li>• Interpret and explain design practices</li> <li>• Investigate the roles and relationships among concepts of designer, work, world, audience and consumer</li> <li>• Investigate works through different points of view</li> <li>• Explore ways in which histories and narratives are used to explain fields of design</li> </ul> |                    |                 |
| <b>Particular Course Requirements</b> <ul style="list-style-type: none"> <li>• USB</li> <li>• Uni-Ball Micro Deluxe Waterproof Black pen</li> <li>• A subject materials contribution of \$50.00 per student.</li> </ul>  |             |  |                    |                 |
| <b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Prepared to work outside of school hours to complete required work</li> <li>• Use own time to study information given in class time.</li> <li>• Independent thinking and learning</li> </ul>  |             |  |                    |                 |
| <b>Desirable Knowledge</b><br>Studying Visual Arts, Photography and Visual Design in Years 9 and 10 would be an advantage to help you achieve your personal best, however, prior knowledge is not a requirement.   |             |  |                    |                 |



| <b>WORK STUDIES</b>   | <b>ATAR</b>  | <b>UNITS</b> | <b>COSTS</b> |
|---|--|--------------|--------------|
| <b>HSIE FACULTY</b>   | <b>NO</b>  | <b>2</b>     | <b>NIL</b>   |
| <b>2 units for each of Year 11 (Preliminary) and Year 12 (HSC)</b><br><b>Board Developed Course</b><br><b>Exclusions: Nil</b>   |  |              |              |
| <b>Course Description</b><br><br>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.<br><br>The <i>Work Studies CEC</i> syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.<br>The Work Studies course will assist students to: <ul style="list-style-type: none"> <li>• recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities</li> <li>• develop an understanding of the changing nature of work and the implications for individuals and society</li> <li>• undertake work placement to allow for the development of specific job-related skills</li> <li>• acquire general work-related knowledge, skills and attitudes, transferable across different occupations</li> <li>• develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul> |  |              |              |
| <b>Main Topics Covered</b>  |  |              |              |
| <b>Year 11 (Preliminary) Course</b>   | <b>Year 12 (HSC) Course</b>  |              |              |
| <b>Core:</b> My working Life<br><b>Modules:</b> <ul style="list-style-type: none"> <li>• Preparing Job Applications</li> <li>• In the Workplace</li> <li>• Workplace Communication</li> </ul>   | <b>Modules:</b> <ul style="list-style-type: none"> <li>• Team Work and Enterprise Skills</li> <li>• Personal Finance</li> <li>• Managing Work and Life commitments</li> <li>• Workplace Issues</li> <li>• Self-Employment</li> </ul> |              |              |
| <b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Willingness to do group work</li> <li>• Enjoy planning for the future</li> </ul>   |  |              |              |

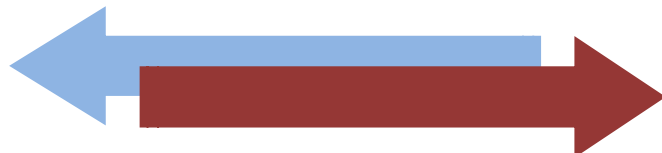


## Vocational Education & Training (VET) Courses Including Curriculum Framework Courses

| HSC VET Board Developed Course Summary |                 |                 |                 |                 |                |                                       |
|--|-----------------|-----------------|-----------------|-----------------|----------------|---------------------------------------|
| Subject                                | Offered at SCHS | Offered at TAFE | 120 hour course | 240 hour course | Work Placement | ATAR Eligible? (240 hour course ONLY) |
| Automotive (TVET)                      |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Business Services (TVET)               |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| <b>Construction</b>                    | ✓               | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Electrotechnology (TVET)               |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Entertainment (TVET)                   |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Financial Services (TVET)              |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| <b>Hospitality (F &amp; B)</b>         | ✓               | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Human Services (TVET)                  |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Information Technology (TVET)          |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Metals & Engineering (TVET)            |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Primary Industries (TVET)              |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| <b>Retail Services</b>                 | ✓               | ✓               | ✓               | ✓               | ✓              | Y                                     |
| Tourism (TVET)                         |                 | ✓               | ✓               | ✓               | ✓              | Y                                     |
| <b>Sports Coaching</b>                 | ✓               | ✓               | ✓               | ✓               | ✓              | <b>NON ATAR</b>                       |

- ▶ For inclusion of VET Framework Courses in the calculation of the ATAR **you must study the 240 hour course and sit the external examination in Year 12.**
- ▶ The VET Framework 60 hour Extension Options are Board Endorsed and not included in the calculation of the ATAR.





## PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

### School Delivered Vocational Education and Training (VET) Courses

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

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

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- 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.

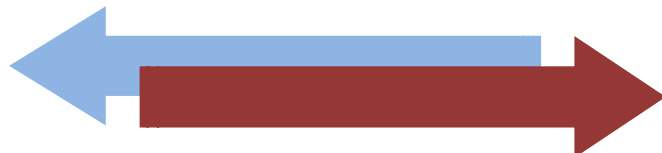
There are other VET opportunities including:


### Externally delivered Vocational Education and Training (EVET)

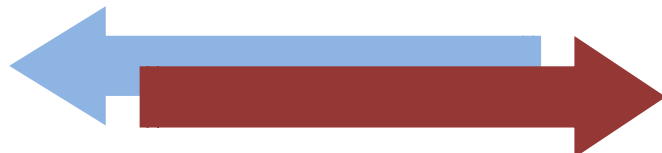
Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.



|   |  |   |   |
|---|--|---|---|
|  <b>Education</b>  |  | <b>2024 Construction Course Descriptor</b><br><b>CPC20220 Certificate II in Construction Pathways (Release 6) &amp; CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)</b><br><b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>  |   |
| <i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>   |  |   |   |
| <b>Course: Construction</b><br>Board Developed Course (240 hour)  |  | <b>2 or 4 Preliminary and/or HSC units in total</b><br>Industry Curriculum Framework (ICF) -<br>Australian Tertiary Admission Rank (ATAR) eligible course   |   |
| By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> & <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved. |  |   |   |
| <b>Entry Requirements</b><br>You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.  |  |   |   |
| <b>Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency</b>   |  |   |   |
| <b>Core Units</b>   |  | <b>Elective Units</b>   |   |
| CPCWHS2001  | Apply WHS requirements, policies and procedures in the Construction Industry | CPCCCM1011  | Undertake basic estimation and costing              |
| CPCCOM1012  | Work effectively and sustainably in the Construction Industry                | CPCCOM2001  | Read and interpret plans and specifications         |
| CPCCOM1013  | Plan and organise work   | CPCCCA2002  | Use carpentry tools and equipment                   |
| CPCCVE1011  | Undertake a basic construction project                                       | CPCCCA2011  | Handle carpentry materials                          |
| CPCCOM1015  | Carry out measurement and calculations                                       | CPCCCM2005  | Use construction tools and equipment                |
|   |  | CPCWHS1001  | Prepare to work safely in the construction industry |
| Option  | CPCJN2001  | Assemble components   |   |
|   | CPCJN3004  | Manufacture and assemble joinery components   |   |
| <b>White Card</b><br>CPCWHS1001 - Prepare to work safely in the construction industry.<br><b>The General Construction Induction Training (White Card) will be delivered as part of this course.</b>   |  | Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.<br>A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. <b>Online courses are NOT recognised by the Department of Education.</b> |   |
| <b>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</b>   |  |   |   |
| <b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>  |  |   |   |
| This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.  |  | This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.  |   |
| <b>Examples of occupations in the construction industry:</b><br>This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer   |  |   |   |
| <b>Mandatory HSC Course Requirements</b><br>Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.  |  |   |   |
| <b>External Assessment</b><br>The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.  |  |   |   |



**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$50                      HSC - \$50**

**White Card Training approximately \$100**

**Steel Capped Boots required**

**Refunds-** Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

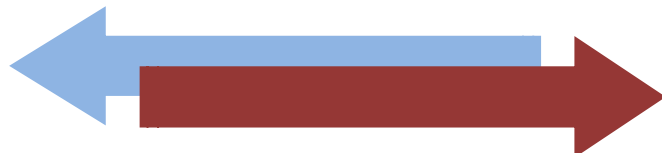
**Exclusions:** VET course exclusions can be checked on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

RTO - Department of Education - 90333, 90222, 90072, 90162  
0.20

Version

*Disclaimer: If you require accessible documents, please contact your VET Coordinator for support*



NSW Department of Education

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# Construction

This course provides an avenue for you to enter a range of trades in the construction industry or as a worker in the civil construction industry.

### Is this course right for me?

In this course you will gain hands-on, practical skills helping you start your career in the construction industry such as:

- Carpentry
- Joinery
- Bricklaying and blocklaying
- Wall and floor tiling

### Where can this course take me?

This course can lead to employment in a range of apprenticeships, such as carpentry, brick and blocklaying and wall and floor tiling, or employment as a trades or construction assistant in the civil construction industry.

Further study in courses such as CPC50320 Diploma in Building and Construction (Management) lead to job opportunities in construction project management.

[education.nsw.gov.au](http://education.nsw.gov.au)

### Subjects that support this career path

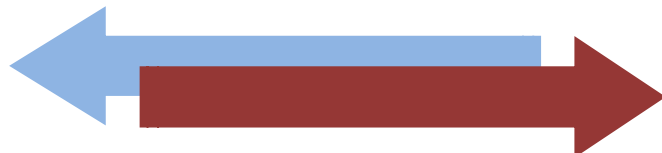
- Industrial Technology
- Mathematics Standard 1 or 2
- Investigating Science
- Manufacturing and Engineering - Introduction


|  |  |
|--|--|
| Credential available                           | Full Certificate and Statement of Attainment   |
| Course code/name                               | CPC20220 Certificate II in Construction Pathways and a statement of attainment towards CPC20120 Certificate II in Construction |
| ATAR eligible                                  | Yes  |
| Mandatory placement hours                      | 70 hours   |
| SBAT available                                 | Yes  |
| Specialisation required for full qualification | No   |

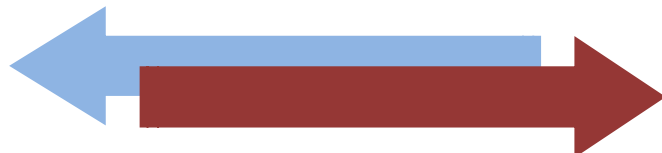


For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:  
[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)





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|--|---|--|
|  <p><b>Education</b></p>  | <p><b>2024 Hospitality Course Descriptor</b><br/> <b>SIT20322 Certificate II in Hospitality – Release 1</b><br/> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b></p>  |  |
| <p><i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i></p>   |   |  |
| <p>Course: <b>Hospitality</b><br/>Board Developed Course (240 hour)</p>  | <p><b>2 or 4 Preliminary and/or HSC units in total</b><br/>Industry Curriculum Framework (ICF)<br/>Australian Tertiary Admission Rank (ATAR) eligible course</p>  |  |
| <p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <a href="https://training.gov.au/training/details/SIT20322">https://training.gov.au/training/details/SIT20322</a>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> |   |  |
| <p><b>Entry Requirements</b><br/>You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.</p>  |   |  |
| <p><b>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</b></p>   |   |  |
| <p><b>Core</b><br/>BSBTWK201 Work effectively with others<br/>SITHIND007 Use hospitality skills effectively<br/>SITHIND006 Source and use information on the hospitality industry<br/>SITXCOM007 Show social and cultural sensitivity<br/>SITXWHS005 Participate in safe work practices<br/>SITXCCS011 Interact with customers</p>   | <p><b>Elective</b><br/>SITXFSA005 Use hygienic practices for food safety<br/>SITHCCC025 Prepare and present sandwiches<br/>SITXFSA006 Participate in safe food handling practices<br/>SITHFAB024 Prepare and serve non-alcoholic beverages<br/>SITHFAB025 Prepare and serve espresso coffee<br/>SITHFAB027 Serve food and beverages</p> |  |
| <p><b>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</b></p>   |   |  |
| <p><b>Pathways to Industry - Skills gained in this course transfer to other occupations</b></p>  |   |  |
| <ul style="list-style-type: none"> <li>Working within the hospitality industry involves</li> <li>organising information and records in both paper and electronic forms</li> <li>customer (client) service</li> </ul>   | <ul style="list-style-type: none"> <li>teamwork</li> <li>using technologies</li> <li>creating documents</li> </ul>  |  |
| <p><b>Examples of occupations in the hospitality industry:</b></p> <ul style="list-style-type: none"> <li>Café Attendant</li> <li>Waiter/Waitress</li> <li>Catering Assistant</li> <li>Barista</li> <li>Food and Beverage Attendant</li> <li>Bartender</li> </ul>  |   |  |
| <p><b>Mandatory HSC Course Requirements</b><br/>Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.<br/><b>External Assessment (optional HSC examination for ATAR purposes)</b><br/>The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>             |   |  |
| <p><b>Competency-Based Assessment</b><br/>In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p>  |   |  |
| <p><b>Appeals and Complaints</b><br/>You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>  |   |  |
| <p><b>Course Cost: Preliminary - \$90      HSC - \$90</b><br/><b>Black Leather Shoes Mandatory Requirement</b></p>   | <p><b>Refunds</b><br/>Refund arrangements are on a pro-rata basis.<br/>Please refer to your school refund policy</p>  |  |
| <p>A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>   |   |  |
| <p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>  |   |  |
| <p>2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162      Version 0.3<br/><i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>   |   |  |



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# Hospitality - Food and Beverage

This course focuses on 'front of house' and will give you the skills to prepare a restaurant, serve customers, prepare beverages, and apply the principles of hygiene and food safety.

**Subjects that support this career path**

- Food Technology
- Business Studies
- Business Services
- Retail Services

**Is this course right for me?**

This course prepares you to work in a range of hospitality settings, such as restaurants, cafes, bistros and hotels to provide hospitality service using operational skills and basic industry knowledge.

**Where can this course take me?**

This course provides a pathway to work in; restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops. Institutions such as; aged care facilities, hospitals, prisons, schools.

This course can lead to further study in courses such as: SIT30622 Certificate III in Hospitality and SIT60422 Diploma in Hospitality Management.

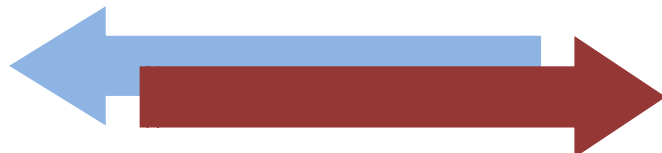
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| Credential available                           | Full Certificate                       |
| Course code/name                               | SIT20322 Certificate II in Hospitality |
| ATAR eligible                                  | Yes                                    |
| Mandatory placement hours                      | 70 hours                               |
| SBAT available                                 | Yes                                    |
| Specialisation required for full qualification | No                                     |



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:

[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)





Education

**2024 Retail Services Course Descriptor**  
**SIR30216 Certificate III in Retail**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

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

Course: **Retail Services**  
Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <https://training.gov.au/training/details/SIR30216>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.

**Entry Requirements**

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.

**Retail Services Training Package Units of Competency**

| Core       |   | Elective  |   |
|------------|---|---|---|
| SIRXCEG001 | Engage the customer                       | *SIRXMER001   | Produce visual merchandise displays         |
| SIRXWHS002 | Contribute to workplace health and safety | *SIRXPKD001   | Advise on products and services             |
| SIRXRSK001 | Identify and respond to security risks    | *SIRRINV001   | Receive and handle retail stock             |
| SIRXSL001  | Sell to the retail customer               | *SIRRINV002   | Control stock                               |
| SIRXIND001 | Work effectively in a service environment | *SIRXIND002   | Organise and maintain the store environment |
| SIRXCOM002 | Work effectively in a team                | *SIRXSL002  | Follow point-of-sale procedures             |
| SIRXCEG002 | Assist with customer difficulties         | *SIRRRTF001   | Balance and secure point-of-sale terminal   |
| SIRXCEG003 | Build customer relationships and loyalty  | * <b>Trainer will advise on elective units chosen. Not all units of competency are available.</b> |   |

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>engaging the customer</li> <li>maintaining daily store operations</li> <li>delivering on organisational expectations</li> <li>problem solving</li> </ul> | <ul style="list-style-type: none"> <li>having knowledge of product and service offerings</li> <li>creativity</li> <li>critical thinking</li> </ul> |
|---|--|

**Examples of occupations in the retail services industry:**

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>frontline sales assistant</li> <li>visual merchandiser</li> </ul> | <ul style="list-style-type: none"> <li>shop assistant</li> <li>retail supervisor</li> </ul> | <ul style="list-style-type: none"> <li>quick service restaurant assistant</li> <li>customer service representative</li> </ul> |
|--|---|---|

**Mandatory HSC Course Requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - HSC -**

**Refunds**

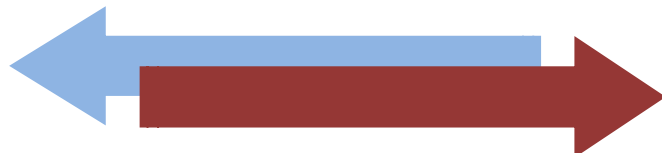
Refund arrangements are on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

2024 Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.14

*Disclaimer: If you require accessible documents, please contact your VET Coordinator for support*



NSW Department of Education

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## Retail Services

A Certificate III in Retail gives you the essential skills and knowledge you need to kick start your career in retail.

### Is this course right for me?

Nearly every aspect of our lives involves products or services delivered through the retail industry. If you have a passion for something whether it be computer games, sport, food, clothing, cars, or the creative and performing arts, the retail industry gives you the opportunity to work selling products and services in your area of interest and the potential to run your own retail business. This course prepares you to work in the retail industry providing skills to engage the customer, maintain daily store operations, and deliver on organisational expectations.

### Where can this course take me?

Potential job roles include; customer service assistant, sales person, stock controller, visual merchandiser.

Further study in courses such as SIR40316 Certificate IV in Retail Management and SIR60116 Diploma in Retail Leadership provides opportunities to take on management roles in the retail industry.

**education.nsw.gov.au**

### Subjects that support this career path

- Business Studies
- Business Services
- Financial Services
- Hospitality

|  |                                    |
|--|------------------------------------|
| Credential available                           | Full Certificate                   |
| Course code/name                               | SIR30216 Certificate III in Retail |
| ATAR eligible                                  | Yes                                |
| Mandatory placement hours                      | 70 hours                           |
| SBAT available                                 | Yes                                |
| Specialisation required for full qualification | No                                 |

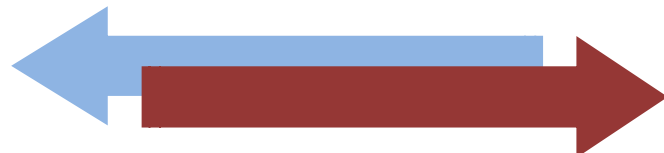



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:

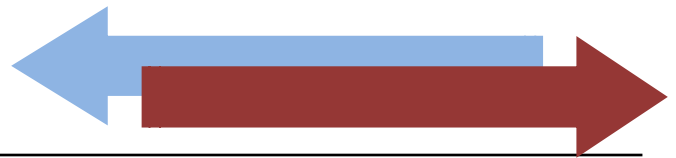
[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)







|  |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
|--|--|--|------------|-----------------------------------|------------|--|-----------|-------------------|------------|---------------------------------|-----------|--|---|--|------------|--|------------|---|------------|---|------------|---|------------|---|
|  <p><b>Education</b></p>   | <p><b>2024 Sport Coaching Course Descriptor</b><br/> <b>SIS30521 Certificate III in Sport Coaching</b><br/> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b></p>      |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i></p>   |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Course: Sport Coaching</b><br/>Board Endorsed Course (240 hour)</p>  | <p><b>2 or 4 Preliminary and/or HSC units in total</b><br/>Does not contribute towards the Australian Tertiary Admission Rank (ATAR)</p>   |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <a href="https://training.gov.au/Training/Details/SIS30521">https://training.gov.au/Training/Details/SIS30521</a>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Entry Requirements</b><br/>You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a sport coaching environment and be able to use a personal digital device including a personal computer or laptop.</p>   |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency</b></p>   |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Core</b></p> <table border="0"> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety</td> </tr> <tr> <td>SISSSCO002</td> <td>Work in a community coaching role</td> </tr> <tr> <td>SISSSCO005</td> <td>Continuously improve coaching skills and knowledge</td> </tr> <tr> <td>HLTAID011</td> <td>Provide first aid</td> </tr> <tr> <td>SISSSCO003</td> <td>Meet participant coaching needs</td> </tr> <tr> <td>BSBPOS403</td> <td>Apply business risk management processes</td> </tr> </table>   | HLTWHS001  | Participate in workplace health and safety | SISSSCO002 | Work in a community coaching role | SISSSCO005 | Continuously improve coaching skills and knowledge | HLTAID011 | Provide first aid | SISSSCO003 | Meet participant coaching needs | BSBPOS403 | Apply business risk management processes | <p><b>Elective</b></p> <table border="0"> <tr> <td>SISSSCO012</td> <td>Coach sport participants up to an intermediate level</td> </tr> <tr> <td>SISXIND006</td> <td>Conduct sport, fitness and recreation event</td> </tr> <tr> <td>SISXCAI009</td> <td>Instruct strength and conditioning techniques</td> </tr> <tr> <td>SISSSOF002</td> <td>Continuously improve officiating skills and knowledge</td> </tr> <tr> <td>SISXDIS001</td> <td>Facilitate inclusion for people with a disability</td> </tr> </table> <p><b>Teacher will select the units of competency above that will be delivered as an elective in cluster 3 to be delivered.</b></p> |  | SISSSCO012 | Coach sport participants up to an intermediate level | SISXIND006 | Conduct sport, fitness and recreation event | SISXCAI009 | Instruct strength and conditioning techniques | SISSSOF002 | Continuously improve officiating skills and knowledge | SISXDIS001 | Facilitate inclusion for people with a disability |
| HLTWHS001  | Participate in workplace health and safety   |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| SISSSCO002   | Work in a community coaching role  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| SISSSCO005   | Continuously improve coaching skills and knowledge   |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| HLTAID011  | Provide first aid  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| SISSSCO003   | Meet participant coaching needs  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| BSBPOS403  | Apply business risk management processes   |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| SISSSCO012   | Coach sport participants up to an intermediate level   |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| SISXIND006   | Conduct sport, fitness and recreation event  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| SISXCAI009   | Instruct strength and conditioning techniques  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| SISSSOF002   | Continuously improve officiating skills and knowledge  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| SISXDIS001   | Facilitate inclusion for people with a disability  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>  |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Pathways to Industry - Skills gained in this course transfer to other occupations</b></p>  |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p>Working within the sport coaching industry</p> <ul style="list-style-type: none"> <li>possess a range of well-developed skills where discretion and judgement are required</li> </ul>   | <ul style="list-style-type: none"> <li>teamwork and communication</li> <li>applying skills and knowledge to coach participants to an intermediate level in a specific sport</li> </ul> |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Examples of occupations in the Sport Coaching Industry</b><br/>This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).</p>   |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Mandatory HSC Course Requirements</b><br/>Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.</p>   |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>External Assessment</b><br/>There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.</p>  |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Competency-Based Assessment</b><br/>In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p>  |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Appeals and Complaints</b><br/>You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>  |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Course Cost: Preliminary - \$50</b></p>  | <p><b>Refunds</b><br/>Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>   |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p>A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>   |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>  |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |
| <p>2024 Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13<br/> <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>  |  |  |            |                                   |            |  |           |                   |            |                                 |           |  |   |  |            |  |            |   |            |   |            |   |            |   |



## Section 3

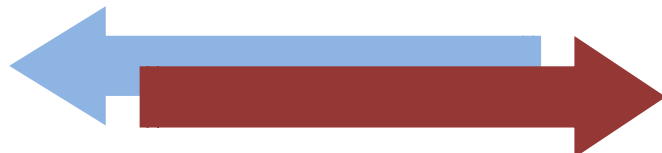
# TAFE Delivered VET Courses 2024

## TVET Guide 2023



[tafensw.edu.au/tvet](https://tafensw.edu.au/tvet)





## What are TVET Courses?

### TVET courses

- are vocational courses studied **at a TAFE College** in Years 11 and 12 as part of your HSC
- count towards both your **HSC and a TAFE qualification**
- **may contribute to your ATAR**
- can give you a **nationally recognised qualification**
- allow you to gain **work related skills**
- may provide **advanced standing** for TAFE or further education
- are **designed for all students**
- are available in a **variety of industry areas**

### Do TVET courses count towards my ATAR?

**Industry Curriculum Framework (ICF)** courses can contribute to your ATAR. You choose whether or not you want an ATAR. Industry Curriculum Framework courses are based on national training packages in Automotive, Business services, Construction, Electrotechnology, Financial Services – Accounting, Financial Services – Administration, Hospitality, Human Services, Information Technology, Metal & Engineering, Primary Industries, Retail, and Tourism.

These courses studied at TAFE are exactly the same as the Framework courses you can choose to take at school. This means that you cannot take the same course twice, For example, *you cannot do Business Services at school and at TAFE.*

### Non-Framework Courses

All other Non-Framework Courses contribute to your HSC but **do not count towards an ATAR.**

**Students need to complete an application for TVET courses.**

**Application forms can be obtained from Miss King and will need to be completed, signed and returned ASAP so that they can be submitted to TAFE.**

**Students can apply for two courses, but will only be offered one course. Students will need to therefore place these courses in order of preference.**

**Expression of Interest forms and submissions are being taken now.**

**Please note:** Courses are subject to change and cancellation up to the enrolment date in February 2024. Some classes are very competitive to enter. **Prompt returning of application forms and meeting of other criteria is crucial to increasing your chances of being offered a place in these courses.**

See Miss King, Careers Advisor for advice.

# TAFE Delivered VET Courses 2024 *Board Developed Courses*

|             |  |
|-------------|--|
| <b>ATAR</b> | This course can contribute to your Australian Tertiary Admissions Rank (ATAR) where you complete a minimum 240-hour course and sit the HSC examination.  |
| <b>WP</b>   | This course includes mandatory work placement hours.   |
| <b>SBAT</b> | This course may be offered as a school-based apprenticeship or traineeship. The qualification available for school-based apprentices and trainees may vary from the qualifications listed available for TVET students.                               |
| <b>SS</b>   | This course area has additional specialisation study available. You must be currently studying the 240-hour course at school or TAFE NSW.  |
| <b>BEC</b>  | This is a board endorsed course that contributes to your Record of School Achievement (RoSA) or HSC, but will not count towards your ATAR.   |
| <b>ICF</b>  | This is an Industry Curriculum Framework course that contributes to your HSC, and can also contribute towards your ATAR.   |
| <b>SL</b>   | Schools Launchpad courses offer virtual delivery in 20 career areas within growth industries. They combine teacher-led virtual classrooms with workshops and work placements. <a href="http://tafensw.edu.au/launchpad">tafensw.edu.au/launchpad</a> |
| <b>TD</b>   | These courses are offered through online delivery by TAFE Digital and are supported with online study materials accessible 24 hours a day, seven days a week.  |
| <b>IG</b>   | This course area is experiencing higher than average industry growth.*   |

## Automotive



Get your automotive career on the fast track. This course will teach you the skills and knowledge you need to work in the automotive industry or to perform minor service and preparatory work for light or heavy vehicles. So put your career in top gear with a TVET course.

| Is it right for you?   | Possible course options  | Potential career pathways  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Do you like all things automotive and modern engine related?</li> <li>Do you enjoy physical, hands-on, and practical work?</li> <li>Do you enjoy problem solving and working with technology?</li> <li>Are you looking for a rewarding career in a progressive industry?</li> </ul> | <ul style="list-style-type: none"> <li>Automotive mechanical technology</li> <li>Automotive vehicle body.</li> </ul> | <ul style="list-style-type: none"> <li>Trades assistant</li> <li>Vehicle service assistant</li> <li>Automotive service assistant</li> <li>Trainee service person</li> <li>Vehicle body repair assistant</li> <li>Vehicle detailer, refinishing assistant or trim assistant</li> <li>Automotive trainee and/or</li> </ul> |

## Electrotechnology



Electrical trades and electronics influence almost every aspect of daily life. Digital tech is the answer to the huge demand for electricians who can specialise in telecommunications, instrumentation, security and electronic control systems, and information technology. A TVET Electrotechnology course is a great introduction to the fundamental electrical principles, fusing theory with practical hands-on skills.

| Is it right for you?  | Possible course options  | Potential career pathways   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Are you excited by creating custom solutions?</li> <li>Do you enjoy getting technical?</li> <li>Do you like detailed work and using your hands?</li> <li>Are you good at maths?</li> </ul> | <ul style="list-style-type: none"> <li>Electrotechnology</li> <li>Computer assembly</li> <li>Computer repair.</li> </ul> | <ul style="list-style-type: none"> <li>Air-conditioning and refrigeration apprentice</li> <li>Apprentice electrician</li> <li>Electrical fitting industries.</li> </ul> |

## Entertainment Industry



If you love the entertainment industry but not necessarily the limelight, then this TVET course will teach you what you need to know to launch a career. You'll learn the various aspects of production, live performances, and events including audio, costume, front of house, lighting, makeup, props, scenic art, sets, staging and vision systems. So get ready to call 'action' on a fun, challenging and rewarding future.

| Is it right for you?  | Possible course options  | Potential career pathways   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Do you enjoy working in a team?</li> <li>Are you creative?</li> <li>Are you passionate about the entertainment industry?</li> <li>Are you practical and solution-focused?</li> <li>Are you willing to work collaboratively to solve problems?</li> </ul> | <ul style="list-style-type: none"> <li>Live production.</li> </ul> | <ul style="list-style-type: none"> <li>Camera operator</li> <li>Photographer</li> <li>Production assistant</li> <li>TV/radio presenter/assistant</li> <li>Video and motion graphics assistant</li> <li>Visual effects artist</li> <li>2D/3D animator</li> <li>3D modeller</li> <li>Rigger.</li> </ul> |

## Financial Services



Money may or may not make the world go around, but knowing how to handle and work with it can mean great things for your own personal bottomline. An entry-level TVET course will give you a great foundation in activities such as accounts payable, accounts receivable, payroll, cashier functions and the preparation of basic financial reports. For insights into a career that really adds up, enrol in a TVET Financial Services course.

| Is it right for you?   | Possible course options  | Potential career pathways  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Are you a team player?</li> <li>Are you a critical thinker?</li> <li>Are you well organised?</li> <li>Are you a good communicator?</li> <li>Are you strong at maths?</li> </ul> | <ul style="list-style-type: none"> <li>Accounts administration.</li> </ul> | <ul style="list-style-type: none"> <li>Accounts receivable</li> <li>Accounts payable</li> <li>Computer-based bookkeeping.</li> </ul> |

## Human Services



You'll be rewarded with your career choice when your day is spent helping people. That's what a job in human services can be like, and this TVET course is the perfect introduction. You'll get a firm grounding in the essential skills needed to undertake a range of tasks required for roles within the allied health and assistance industries. So help yourself to a great career helping others.

| Is it right for you?  | Possible course options  | Potential career pathways   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Are you empathic and patient?</li> <li>Do you have good communication skills?</li> <li>Are you interested in working with people?</li> <li>Are you dedicated and energetic?</li> </ul> | <ul style="list-style-type: none"> <li>Individual and/or ageing support</li> <li>Allied health assistance</li> <li>Health service assistance (nursing).</li> </ul> | <ul style="list-style-type: none"> <li>Aged care worker</li> <li>Personal care worker</li> <li>Assistant in nursing</li> <li>A range of roles in healthcare.</li> </ul> |

## Information and Digital Technology



If you're looking for a career in one of the most vital and in demand industries in the world, then look no further than Information and Digital Technology. This TVET course will teach you the foundation skills needed to use IT in any industry, including web and software applications, networking and hardware, and digital animation. Not a day goes by when a professional workplace doesn't need an IT specialist – and you could be that expert.

| Is it right for you?   | Possible course options   | Potential career pathways  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Can you work and communicate effectively in a team?</li> <li>Are you able to problem solve and troubleshoot?</li> <li>Do you enjoy collaborative problem solving?</li> <li>Are you able to handle changing priorities and deadlines?</li> </ul> | <ul style="list-style-type: none"> <li>Digital media and technology</li> <li>Web and software applications</li> <li>Networking</li> <li>Hardware</li> <li>Digital animation.</li> </ul> | <ul style="list-style-type: none"> <li>Network support technician</li> <li>Technical support officer</li> <li>Web designer</li> <li>Digital media technician.</li> </ul> |

## Primary Industries



Do you have a passion for the great outdoors? Love being among plants and animals, with your hands deep in the soil, working in a sustainable manner? This Primary Industries TVET course will provide you with valuable real world work experience in areas such as agriculture, horticulture, conservation and land management. You'll grow the critical skills you need to cultivate a career in this exciting and very important field.

| Is it right for you?   | Possible course options  | Potential career pathways   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Do you enjoy the outdoors?</li> <li>Do you like teamwork?</li> <li>Do you like working with plants and animals?</li> <li>Are you passionate about sustainable practices?</li> </ul> | <ul style="list-style-type: none"> <li>Agriculture</li> <li>Horticulture</li> <li>Conservation and land management</li> <li>Rural operations.</li> </ul> | <ul style="list-style-type: none"> <li>Dairy farm worker</li> <li>Farm worker</li> <li>Assistant greenkeeper</li> <li>Horticultural assistant.</li> </ul> |

## Tourism, Travel and Events



The world has packed its bags and, after a couple of years sitting on the couch, is ready to travel again. What that means is it's a great time to gain the skills you need to get a job in the tourism and events industries. You'll learn what it takes to create memories for customers, whether it's during an event or on a trip, as you create a rewarding career for yourself.

| Is it right for you?   | Possible course options  | Potential career pathways   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Do you have good geographical knowledge?</li> <li>Do you have excellent organisational skills?</li> <li>Do you enjoy working with people from different cultures?</li> <li>Do you have good communication skills?</li> <li>Can you find practical and creative solutions to a problem?</li> </ul> | <ul style="list-style-type: none"> <li>Tourism</li> <li>Travel</li> <li>Events.</li> </ul> | <ul style="list-style-type: none"> <li>Customer service agent</li> <li>Tour guide or museum guide</li> <li>Travel or tourism consultant</li> <li>Theme park attendant</li> <li>Visitor information officer</li> <li>Events and conference assistant.</li> </ul> |

## TAFE Delivered VET Courses 2024 Board Endorsed Courses

### Animal Studies



If you love our furry and feathered friends, then a career in animal care is calling. Develop the skills and knowledge you need to provide for the care and maintenance of animals, including handling, feeding, grooming, health and hygiene practices. Take a big step towards a career looking after all creatures great and small, with a TVET course.

| Is it right for you?   | Possible course options  | Potential career pathways  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Do you enjoy working with animals?</li> <li>Are you a team player?</li> <li>Do you have good communication skills?</li> <li>Are you compassionate?</li> </ul> | <ul style="list-style-type: none"> <li>Pet shop, kennel or cattery attendant</li> <li>Veterinary nurse</li> <li>Wildlife animal carer</li> <li>Zookeeper.</li> </ul> | <ul style="list-style-type: none"> <li>Animal shelter attendant</li> <li>Kennel or cattery attendant</li> <li>Pet shop attendant</li> <li>Assistant dog groomer</li> <li>Zookeeper</li> <li>Veterinary nurse.</li> </ul> |

### Baking



If you've ever wanted to raise your baking skills to a professional level, then this TVET course will help you do just that. You'll build the essential skills and knowledge needed to operate in a commercial bakery, including work health and safety regulations and legislation, as well as learn how to create magnificent pastry and baked goods. So make all your baking dreams come true with a TVET Baking course.

| Is it right for you?   | Possible course options                                   | Potential career pathways   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Do you enjoy food, baking, and cooking?</li> <li>Are you able to work under pressure?</li> <li>Do you have good communication skills?</li> <li>Do you enjoy being part of a team?</li> <li>Are you creative?</li> </ul> | <ul style="list-style-type: none"> <li>Baking.</li> </ul> | <ul style="list-style-type: none"> <li>Baker's assistant</li> <li>Apprentice baker</li> <li>Apprentice cake and pastry chef.</li> </ul> |

## Beauty Services



If you dream of highlighting the beauty in others while helping them feel and look their very best, then a TVET course in Beauty Services is for you. You'll learn how to design and apply makeup, cleanse skin, use skin care products and nail technology, as well as the communication skills needed to interact with clients. If you want a creative career in beauty services, this course is a great foundation.

| Is it right for you?  | Possible course options  | Potential career pathways  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Do you have good communication skills?</li> <li>Do you have creative flair?</li> <li>Do you have an interest in health and wellbeing?</li> <li>Are you friendly and caring?</li> </ul> | <ul style="list-style-type: none"> <li>Retail cosmetics</li> <li>Makeup</li> <li>Nail technology.</li> </ul> | <ul style="list-style-type: none"> <li>Beauty apprentice</li> <li>Beautician</li> <li>Retail cosmetic assistant</li> <li>Makeup artist or beauty assistant working in the film and television industry.</li> </ul> |

## Community Services



Community Services is one of the most fulfilling careers you could have, and this course will teach you the skills needed to work successfully with a diverse range of people in this sector. Community Services is experiencing rapid growth, with high demand for skilled workers across disciplines such as the disability, aged care, youth work and the children's services sectors. Earn a great living, knowing that you'll make a difference in the lives of people in your community.

| Is it right for you?   | Possible course options   | Potential career pathways  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Are you patient?</li> <li>Do you have good communication skills?</li> <li>Are you energetic and passionate about your community?</li> <li>Are you able to work independently?</li> <li>Are you professional and ethical?</li> </ul> | <ul style="list-style-type: none"> <li>Community services.</li> </ul> | <ul style="list-style-type: none"> <li>Community services worker</li> <li>Mental health support worker</li> <li>Youth worker</li> <li>Case worker</li> <li>Program coordinator.</li> </ul> |

## Design Fundamentals



If you've got designs on a creative design career, then learn the fundamental skills and principles with this TVET course. There's a world of opportunity in the design sector, from 3D animation and visual effects to digital and graphic design, production design, drawing and illustration, or interior design.

Some TAFE NSW locations offer a specialist focus on fashion, graphic design, interior design or jewellery design, while other locations offer more general design skills.

| Is it right for you?   | Possible course options  | Potential career pathways   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Are you creative and imaginative?</li> <li>Are you good with time management?</li> <li>Do you enjoy working as part of a team?</li> <li>Do you have a talent for illustrating and drafting concepts?</li> <li>Do you enjoy 2D or 3D designing?</li> </ul> | <ul style="list-style-type: none"> <li>General design</li> <li>Fashion design</li> <li>Interior design</li> <li>Jewellery design.</li> </ul> | <ul style="list-style-type: none"> <li>Design studio assistant</li> <li>Graphic designer</li> <li>Illustrator</li> <li>Interior designer or decorator</li> <li>Jewellery designer</li> <li>Studio assistant</li> <li>Textile designer.</li> </ul> |

## Early Childhood Education and Care



Shaping young minds is more than just a career: it's one of the most fulfilling and rewarding vocations you can have. This TVET course will give you skills in planning, implementing and managing education and developmental programs for young minds, and will also give you the opportunity to complete the full Certificate III in Early Childhood Education and Care qualification as part of your HSC.

| Is it right for you?   | Possible course options   | Potential career pathways  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Are you passionate about early childhood education?</li> <li>Are you professional and ethical?</li> <li>Do you demonstrate good judgement and initiative?</li> <li>Are you observant and patient?</li> <li>Do you have an interest in helping children grow and develop?</li> </ul> | <ul style="list-style-type: none"> <li>Early childhood education and care.</li> </ul> | <ul style="list-style-type: none"> <li>Early childhood educator in a regulated early childhood service, i.e. preschool, long day care or family day care.</li> </ul> |

## Fitness



Are you interested in a career in the multi-billion dollar fitness industry, where you're not behind a desk all day? A TVET course in Fitness will shape your customer service skills to help others feel and look their very best. You'll get a running jump on a varied and fulfilling career as you learn the underlying science behind sport and exercise, anatomical and physiological principles and how to plan, deliver and monitor exercise programs and give healthy eating recommendations.

| Is it right for you?  | Possible course options                                    | Potential career pathways  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Are you active and outgoing?</li> <li>Do you have good communication skills?</li> <li>Do you enjoy working with people?</li> </ul> | <ul style="list-style-type: none"> <li>Fitness.</li> </ul> | <ul style="list-style-type: none"> <li>Fitness instructor</li> <li>Personal trainer</li> <li>Leisure services officer</li> <li>Sport and recreation administrative officer.</li> </ul> |

## Plumbing Introduction



As long as there is plumbing and drainage, then the world will always need plumbers. This TVET course will give you the skills and techniques you need to carry out core plumbing competencies in a safe and efficient manner. Get solid foundations for an in-demand career as you learn what it takes to make your way in this lucrative field.

| Is it right for you?  | Possible course options                                     | Potential career pathways   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Are you good at planning and organising?</li> <li>Do you enjoy working with your hands?</li> <li>Are you able to interpret plans?</li> <li>Do you enjoy technical activities?</li> <li>Do you have good communications skills?</li> <li>Do you have good hand-eye coordination?</li> </ul> | <ul style="list-style-type: none"> <li>Drainage.</li> </ul> | <ul style="list-style-type: none"> <li>Apprentice plumber, drainer and gasfitter</li> <li>Apprentice roof plumber.</li> </ul> |

## Real Estate Practice and Property



The property market is booming and has been for decades. If you want to get in on the ground floor of this exciting sector, then a TVET course in real estate will help you develop the vital skills needed for success. Once you close the deal on this course, you'll be hot property, having satisfied the requirements needed to apply for a certificate of registration as an assistant agent.

| Is it right for you?  | Possible course options  | Potential career pathways   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Are you well organised?</li> <li>Do you enjoy working with people from diverse backgrounds?</li> <li>Are you goal oriented?</li> <li>Do you enjoy developing relationships?</li> </ul> | <ul style="list-style-type: none"> <li>Real estate.</li> </ul> | <ul style="list-style-type: none"> <li>Real estate administration</li> <li>Property office administration.</li> </ul> |

## Salon Assisting



If you love the idea of making people look and feel their best, take the first step in your hairdressing career with this Salon Assisting TVET course. You'll develop a range of practical skills including braiding, applying colour and blow waving hair, as well as learning head, neck and shoulder massage skills. Create head-turning styles as you learn skills that are a cut above.

| Is it right for you?  | Possible course options  | Potential career pathways  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Do you have good communication skills?</li> <li>Do you have creative flair?</li> <li>Do you have an interest in fashion and current trends?</li> <li>Are you friendly and caring?</li> </ul> | <ul style="list-style-type: none"> <li>Salon assistant.</li> </ul> | <ul style="list-style-type: none"> <li>Hairdressing salon assistant</li> <li>Hairdressing receptionist</li> <li>Apprentice hairdresser.</li> </ul> |



## Screen and Media



If you've got your viewfinder set on an exciting career in screen and media, this TVET course will help hone your digital filmmaking skills, specifically for the film, television and new media industries. You can choose to study an array of general skills or specialise in a specific area like film and television, journalism or animation. It's time to call 'lights, camera, action' on your creative dreams.

| Is it right for you?   | Possible course options   | Potential career pathways   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Do you have a passion for film and media?</li> <li>Do you enjoy writing and creating stories?</li> <li>Are you willing to work collaboratively to solve problems?</li> <li>Do you like making games?</li> <li>Do you like creating animations and 3D characters?</li> </ul> | <ul style="list-style-type: none"> <li>Screen and media.</li> </ul> | <ul style="list-style-type: none"> <li>Digital media artist</li> <li>Camera operator or light operator</li> <li>Production assistant</li> <li>2D/3D animator</li> <li>Video and motion graphics assistant.</li> </ul> |

## Sports and Recreation



If you love playing in the great outdoors, then a career in sports and recreation is calling. This TVET course will help you embrace your passion while teaching you the practical skills you'll need for a fun and rewarding career. So get paid to play, with a career in sports and recreation.

| Is it right for you?  | Possible course options   | Potential career pathways  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Are you active and outgoing?</li> <li>Do you have good communication skills?</li> <li>Do you enjoy working with people?</li> </ul> | <ul style="list-style-type: none"> <li>Sport and recreation</li> <li>Outdoor recreation.</li> </ul> | <ul style="list-style-type: none"> <li>Leisure facility assistant</li> <li>Community recreation activity assistant</li> <li>Customer service assistant</li> <li>Aquatic leisure centre assistant</li> <li>Retail assistant.</li> </ul> |

## Visual Arts



Unleash your creativity and prepare yourself for a rewarding career in the visual arts with this fantastic TVET course. You'll develop the basic conceptual and technical skills that underpin a range of visual arts and craft practices, allowing you to tap into your own wellspring of creativity. Prepare yourself for a satisfying, challenging and rewarding career in the visual arts.

| Is it right for you?  | Possible course options  | Potential career pathways  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Are you creative and imaginative?</li> <li>Are you self disciplined?</li> <li>Do you enjoy working with your hands?</li> <li>Are you detail oriented?</li> </ul> | <ul style="list-style-type: none"> <li>Visual arts.</li> </ul> | <ul style="list-style-type: none"> <li>Art gallery assistant</li> <li>Artist</li> <li>Fashion designer</li> <li>Photographer</li> <li>Printmaker.</li> </ul> |



## ***Section 4***

### ***Skills in school Virtual VET Courses 2024***



**Education  
Public Schools**



### What are Virtual VET Courses?

Virtual VET Courses are Externally delivered VET courses (EVET) that have been developed or endorsed by the NSW Education Standards Authority (NESA) and delivered by Registered Training Organisations (RTOs) and available to Stage 5 and 6 students.

Students in Year 11 and 12 (Stage 6) may choose to study either a Board Endorsed Course (BEC) or an Industry Curriculum Framework (ICF) course. **ICF courses have an optional HSC exam which contributes towards the calculation of the Australian Tertiary Admission Rank (ATAR).**

Please note that these courses will also involve **mandatory work placement** in order to be competent in the course.

| Course  | Work Placement hours | ATAR eligible |
|---|----------------------|---------------|
| Automotive: Automotive Technology                           | 70 hours             | Yes           |
| Business Services: Big Business                             | 70 hours             | Yes           |
| Business Services: Business Operations                      | 70 hours             | Yes           |
| Business Services: Entrepreneurship                         | 70 hours             | Yes           |
| Business Services: Health Administration                    | 70 hours             | Yes           |
| Business Services: Real Estate                              | 70 hours             | Yes           |
| Construction: Construction and Virtual Design               | 70 hours             | Yes           |
| Electrotechnology: Robotics                                 | 70 hours             | Yes           |
| Financial Services: Accounting                              | 70 hours             | Yes           |
| Human Services: Allied Health Assistant                     | 80 hours             | Yes           |
| Human Services: Care in Ageing                              | 120 hours            | Yes           |
| Information and Digital Technology: Cloud Computing         | 70 hours             | Yes           |
| Information and Digital Technology: Cyber Security          | 70 hours             | Yes           |
| Information and Digital Technology: Game Design             | 70 hours             | Yes           |
| Information and Digital Technology: Web Development         | 70 hours             | Yes           |
| Primary Industries: Conservation and Ecosystem Management   | 70 hours             | Yes           |
| Primary Industries: Horticulture                            | 70 hours             | Yes           |
| Retail Services: Digital Supply Chain                       | 70 hours             | Yes           |
| Retail Services: Social Media                               | 70 hours             | Yes           |
| Tourism, Travel and Events: Events and Virtual Experiences. | 70 hours             | Yes           |



## AUTOMOTIVE: AUTOMOTIVE TECHNOLOGY

Certificate II in Automotive Vocational Preparation equips you with the skills to work as a vehicle service assistant or automotive parts interpreter. Be prepared to take on a trade course and get set for a long career in this innovative and evolving industry.

### Is this course right for me?

The Australian Automotive Aftermarket Association's survey found 30% of service and repair workshops are turning away customers due to staff shortages.

It also identified a record national shortage of skilled workers in the automotive industry, which is forecast to grow to more than 35,000 over the next few years.

As cars become technologically more advanced, skills will need to increase too. Future mechanics and repairers will require enhanced digital literacy, as well as technical skills to identify and resolve issues including vehicle safety technologies.

| Qualification    | Course name / code   | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | AUR20720 Certificate II in Automotive Vocational Preparation | Yes           | 70                        |

### Where can this course take me?

- Software Development
- Automotive Electrician
- Mechanics Assistant.

This course can lead to further study, such as:

- AUR20520 Certificate II in Automotive Servicing Technology,
- AUR30620 Certificate III in Light Vehicle Mechanical Technology
- AUR40216 Certificate IV in Automotive Mechanical Diagnosis.

### Subjects that support this career path

- Physics
- Business Services
- Information and Digital Technology

## BUSINESS SERVICES: BIG DATA

Certificate III in Business is your starting point for an exciting career. Data mining, stream processing, and using algorithms to generate improved web searches will see you gain knowledge in the emergence of our data driven world.

### Is this course right for me?

Businesses across all sectors are seeking to leverage big data insights and analytics.

Analysts present the data in a user-friendly way through dashboards and visualisations to support decision making. It's not the amount of data that is important, but what organisations do with the data.

| Qualification    | Course name / code                   | ATAR eligible | Mandatory placement hours |
|------------------|--------------------------------------|---------------|---------------------------|
| Full Certificate | BSB30120 Certificate III in Business | Yes           | 70                        |

### Where can this course take me?

Data science jobs in the government sector are growing, as leaders continue to acknowledge the economic, environmental and social benefit data can offer.

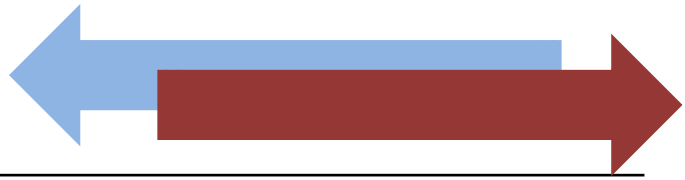
- Data Analyst
- Business Analyst
- Data and Insights Analyst
- Pathway to higher level Data Analytics roles (e.g. Data Scientist).

This course can lead to further study, such as:

- Credit towards BSB40120 Certificate IV in Business (specialisation in Big Data)
- Graduate Certificate in Data and Cyber Management
- Graduate Certificate in Data Science (Applied). Tech giants like IBM, Amazon and Microsoft hire the most data scientists in the world.

### Subjects that support this career path

- Legal Studies
- Mathematics.
- Design and Technology
- Economics



## BUSINESS SERVICES: BUSINESS OPERATIONS

The nationally recognised Certificate III in Business will empower you with the essential knowledge and skills you need to build your career in business operations.

### Is this course right for me?

Transferrable skills gained in the study of this course will support roles across multiple sectors in the industry.

Business Services graduates need both technical and enterprise skills. These skills can generally be grouped as follows:

- Business competence – financial literacy, entrepreneurship and small business, business sustainability, and business operations.
- Critical thinking and problem solving – enabling a person to gather, assess, and apply information to develop effective solutions.
- Social competence – teamwork, oral and written communication, leadership and emotional intelligence.

As new ways of working emerge across the Business Services sector (including remote teaming and the gig economy) these skills will become increasingly important for success in the workplace.

| Qualification   | Course name / code                   | ATAR eligible   | Mandatory placement hours |
|---|--------------------------------------|---|---------------------------|
| Full Certificate  | BSB30120 Certificate III in Business | Yes   | 70                        |
| <b>Where can this course take me?</b><br>According to the Department of Jobs and Small Business, the projected employment growth for administrative and support services in Australia is 6.6%.<br><ul style="list-style-type: none"> <li>• Office administration</li> <li>• Personal or executive assistant.</li> </ul> |                                      | This course can lead to further study, such as:<br><ul style="list-style-type: none"> <li>• BSB40120 Certificate IV in Business</li> <li>• BSB40520 Certificate IV in Leadership and Management</li> <li>• BSB50120 Diploma of Business.</li> </ul> |                           |
| <b>Subjects that support this career path</b><br><ul style="list-style-type: none"> <li>• Legal Studies</li> <li>• Business Studies</li> </ul>  |                                      | <ul style="list-style-type: none"> <li>• Design and Technology.</li> </ul>  |                           |

## BUSINESS SERVICES: ENTREPRENEURSHIP

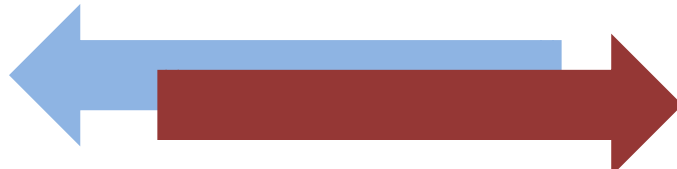
In this Certificate III in Business you will learn to develop financial plans and present business proposals to support your start up business.

### Is this course right for me?

The growth of online marketplaces and changing consumer preferences has encouraged the growth of new small businesses. These new businesses often offer unique and localised products.

Entrepreneurial skills can support prospective business owners to kickstart their business and leverage opportunities to fill market gaps.

| Qualification  | Course name / code                   | ATAR eligible  | Mandatory placement hours |
|--|--------------------------------------|--|---------------------------|
| Full Certificate   | BSB30120 Certificate III in Business | Yes  | 70                        |
| <b>Where can this course take me?</b><br><ul style="list-style-type: none"> <li>• Banking</li> <li>• Small-business finance</li> <li>• Marketing</li> <li>• Human resource management</li> <li>• Innovation entrepreneurship consultant</li> <li>• Freelancer</li> <li>• Small or micro business owner.</li> </ul> |                                      | This course can lead to further study and credit towards:<br><ul style="list-style-type: none"> <li>• BSB30220 Certificate III in Entrepreneurship and New Business</li> <li>• BSB40120 Certificate IV in Business</li> <li>• BSB40320 Certificate IV in Entrepreneurship and New Business</li> <li>• BSB40920 Certificate IV in Project Management Practice.</li> </ul> |                           |
| <b>Subjects that support this career path</b><br><ul style="list-style-type: none"> <li>• Economics</li> <li>• Legal Studies</li> <li>• Software Development and Design</li> <li>• Business Studies</li> </ul>   |                                      | <ul style="list-style-type: none"> <li>• Design and Technology</li> <li>• Visual Design</li> <li>• Visual Arts</li> <li>• Multimedia Studies.</li> </ul>   |                           |



## BUSINESS SERVICES: HEALTH ADMINISTRATION

This course with a focus on medical administration will provide you with the opportunity to work in medical and allied health practices, private surgeries, and hospitals.

### Is this course right for me?

This course will prepare you to meet the evolving business management expectations of contemporary health services where health is increasingly seen as a business.

Possible roles will see you required to contribute through effective management of staff and financial resources in a health care setting.

| Qualification    | Course name / code                   | ATAR eligible | Mandatory placement hours |
|------------------|--------------------------------------|---------------|---------------------------|
| Full Certificate | BSB30120 Certificate III in Business | Yes           | 70                        |

### Where can this course take me?

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Government and private hospitals</li> <li>• Management</li> <li>• Education and research</li> <li>• Health promotion</li> <li>• A wide range of occupations requiring an understanding of business processes.</li> </ul> | <p>This course can lead to further study, such as:</p> <ul style="list-style-type: none"> <li>• BSB40120 Certificate IV in Business</li> <li>• BSB50120 Diploma of Business</li> </ul> |
|---|--|

### Subjects that support this career path

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Biology</li> <li>• Business Studies</li> <li>• Economics</li> <li>• Community and Family Studies</li> </ul> | <ul style="list-style-type: none"> <li>• Society and Culture</li> <li>• Legal Studies</li> <li>• Food Technology</li> </ul> |
|--|---|

## BUSINESS SERVICES: REAL ESTATE

Work towards a qualification to get your foot in the door in the real estate sector. As administration staff you will apply knowledge of real estate procedures, meet customer service standards, and apply technical processes to support agency functions.

### Is this course right for me?

The growing use of property technology (proptech) will require workers in real estate with digital skills to analyse customer data and market trends, respond to online enquiries and maintain online listings.

| Qualification    | Course name / code   | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | BSB30120 Certificate III in Business, SOA towards CPP31519 Certificate III in Real Estate Practice | Yes           | 70                        |

### Where can this course take me?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Assistant real estate agent or assistant stock and station agent (Certificate of registration)</li> <li>• Real estate agent (licenced agent)</li> <li>• Stock and Station Agent (licenced agent).</li> </ul> | <p>This course can lead to further study and credit towards:</p> <ul style="list-style-type: none"> <li>• CPP41419 Certificate IV in Real Estate Practice Undergraduate.</li> </ul> |
|---|---|

### Subjects that support this career path

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Retail</li> <li>• Legal Studies</li> </ul> | <ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Economics</li> <li>• Geography.</li> </ul> |
|--|---|



## CONSTRUCTION: CONSTRUCTION AND VIRTUAL DESIGN

Certificate II in Construction Pathways provides an avenue for you to enter a range of trades in the construction industry (excluding Plumbing). You will gain knowledge in evolving technology within the industry.

### Is this course right for me?

The increasing use of Virtual Design in Construction (VDC) is changing the way of working in the industry.

VDC can give you a visual representation of data and to communicate your ideas to clients in a clear and concise way. You will be able to improve efficiency and planning in the creation of virtual environments.

| Qualification    | Course name / code                               | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | CPC20220 Certificate II in Construction Pathways | Yes           | 70                        |

### Where can this course take me?

- Engineering
- Construction trades (apprenticeships) including carpentry, bricklaying and plastering (excludes plumbing)
- Building estimator
- Contract administrator
- Building Information Modelling (BIM) Manager.

This course can lead to further study in emerging digital construction roles, including:

- CPC30220 Certificate III in Carpentry or CPC31920 Certificate III in Joinery
- CPC40120 Certificate IV in Building and Construction or CPC40320 Certificate IV in Building Project Support.

### Subjects that support this career path

- Physics
- Geography
- Industrial Technology
- Languages
- Mathematics
- Software Development and Design
- Visual Design.

## ELECTROTECHNOLOGY: ROBOTICS

Your introduction to the world of electrical systems. You will learn the essentials for entry-level work in this skills shortage area and be ready to take on an electrotechnology trade qualification.

### Is this course right for me?

Electrical trades and electronics influence almost every aspect of daily life.

The digital age continues to create an unprecedented demand for electricians specialising in telecommunications, instrumentation, security and electronic control systems, plus information technology to specialise in the growing field of Robotics and automation.

| Qualification    | Course name / code  | ATAR eligible | Mandatory placement hours |
|------------------|---|---------------|---------------------------|
| Full Certificate | UEE22020 Certificate II in Electrotechnology (Career Start) | Yes           | 70                        |

### Where can this course take me?

- Mechatronics technician
- Data Scientist
- Mechanical Engineering disciplines
- Field Robotics; Medical Robotics; Precision Robotics; Space Robotics; Agricultural Robotics
- Control Systems
- Autonomous Urban Transportation Systems.

This course can lead to further study, such as:

- 50212 Diploma of Engineering -Technical.

### Subjects that support this career path

- Mathematics
- Computing Applications
- Information Processes and Technology
- Industrial Technology
- Software Design and Development
- Engineering Studies.



## FINANCIAL SERVICES: ACCOUNTING

Certificate III in Accounts Administration will help you start your career as an accounts assistant. Gain a strong foundational knowledge in accounts and be qualified to support your team using software, spreadsheets, reports, and other financial documents.

### Is this course right for me?

This qualification reflects job roles including financial data entry, processing accounts and payrolls, providing customer service in financial transactions, and producing financial reports.

- Bookkeeping services
- Payroll roles
- Tax agent services
- Accounting
- Financial and insurance support/associate
- roles in banking, superannuation, financial planning and insurance.

| Qualification    | Course name / code  | ATAR eligible | Mandatory placement hours |
|------------------|---|---------------|---------------------------|
| Full Certificate | FNS30317 Certificate III in Accounts Administration (Release 1) | Yes           | 70                        |

### Where can this course take me?

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Accounts officer</li> <li>• Payroll officer</li> <li>• Bookkeeper</li> <li>• Financial services manager.</li> </ul> | <p>This course can lead to further study, such as</p> <ul style="list-style-type: none"> <li>• FNS40217 Certificate IV in Accounting and Bookkeeping</li> <li>• FNS50217 Diploma of Accounting</li> <li>• FNS60217 Advanced Diploma of Accounting</li> <li>• HE20532 Bachelor of Applied Commerce majoring in Accounting.</li> </ul> |
|--|--|

### Subjects that support this career path

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Economics</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematics.</li> </ul> |
|---|--|

## HUMAN SERVICES: ALLIED HEALTH ASSISTANT

Are you a compassionate person with a desire to help others in need? Then the Certificate III in Allied Health Assistance will help you turn your passion for community health into a rewarding career.

### Is this course right for me?

There is growing demand for allied health services across the aged care, mental health, disability and health sectors. Upon successful completion of the Certificate III in Allied Health Assistance, you will be qualified to work as an Allied Health Assistant, Support Worker or a Therapy Aide.

You will learn how to work with and facilitate the empowerment of:

- People with disabilities
- Community members with mental health issues
- People from diverse backgrounds.

| Qualification    | Course name / code                                   | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | HLT33015 Certificate III in Allied Health Assistance | Yes           | 80                        |

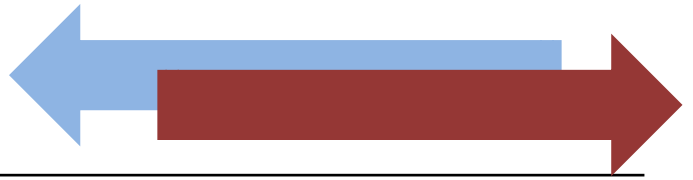
### Where can this course take me?

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Allied Health Assistant</li> <li>• Support Worker</li> <li>• Therapy Aide.</li> </ul> | <p>This course can lead to further study, such as:</p> <ul style="list-style-type: none"> <li>• HLT43015 Certificate IV in Allied Health Assistance</li> <li>• HLT54115 Diploma of Nursing.</li> </ul> |
|--|--|

### Subjects that support this career path

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Biology</li> <li>• Community and Family Studies</li> <li>• Society and Culture</li> <li>• Legal Studies</li> </ul> | <ul style="list-style-type: none"> <li>• Food Technology</li> <li>• PDHPE</li> <li>• Hospitality.</li> </ul> |
|---|--|





## HUMAN SERVICES: CARE IN AGEING

Certificate III in Individual Support (Ageing) is your starting point for a rewarding career. With an ageing population, you will be in demand in this high growth industry, caring for people in both residential, home and community care settings.

### Is this course right for me?

This qualification reflects the role of workers in both community and residential setting to provide person-centred support to people who may require assistance due to ageing, disability, or some other reason.

Graduates will have the skills and knowledge to work in a range of roles in a variety of workplace settings, including non-government organisations, primary health care organisations, Aboriginal health, local councils, public health and health promotion units.

| Qualification    | Course name / code                             | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | CHC33015 Certificate III in Individual Support | Yes           | 120                       |

### Where can this course take me?

There is a recognised skills shortage for aged care workers across NSW. With an ageing population, there is high demand for qualified aged care workers.

- Aged care worker
- Aged care support worker
- Individual support for clients in home care settings.
- Care assistant

This course can lead to further study, such as:

- Certificate IV Ageing Support
- Diploma of Nursing.

### Subjects that support this career path

- Biology
- Community and Family Studies
- Legal Studies
- Society and Culture
- Food Technology.

## INFORMATION AND DIGITAL TECHNOLOGY: CLOUD COMPUTING

Certificate III in Information Technology will provide you with knowledge and skills across information systems including cloud computing.

### Is this course right for me?

Rapid growth in the amount of data being created and stored, including confidential data, raises significant concerns about privacy and security in most industries.

As society becomes more connected and more data is stored, these concerns will grow. An increasing number of industries will need cyber security professionals to cope with advanced threat response and risk management

| Qualification    | Course name / code                                 | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | ICT30120 Certificate III in Information Technology | Yes           | 70                        |

### Where can this course take me?

- Web developer
- Programmer
- Database administrator
- Cloud architect/engineer.

This course can lead to further study, such as:

- ICT40118 Certificate IV in Information Technology
- ICT50120 Diploma of Information Technology.

### Subjects that support this career path

- Mathematics
- Computing Applications
- Information Processes and Technology
- Software Design and Development
- Engineering Studies.



## INFORMATION AND DIGITAL TECHNOLOGY: CYBER SECURITY

Certificate III in Information Technology will provide you with knowledge and skills in information technology focussing on cyber security, to identify and manage threats, protecting organisations from harm.

### Is this course right for me?

Rapid growth in the amount of data being created and stored, including confidential data, raises significant concerns about privacy and security in most industries. As society becomes more connected and more data is stored, these concerns will grow.

An increasing number of industries will need cyber security professionals to cope with advanced threat response and risk management.

This course will give you the technical skills and ability to apply your cybersecurity expertise within the following:

- Banking and financial sector
- Government organisations
- Defence agencies
- Aviation and space industries
- Software and digital companies
- Public health organisations
- Hospitals and healthcare system.

| Qualification    | Course name / code                                 | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | ICT30120 Certificate III in Information Technology | Yes           | 70                        |

### Where can this course take me?

- Data recovery specialist
- Data privacy officer
- Application security administrator.

This course can lead to further study, such a credit towards:

- ICT40120 Certificate IV in Information Technology
- ICT50120 - Diploma of Information Technology.

### Subjects that support this career path

- Mathematics
- Computing Applications
- Information Processes and Technology
- Software Design and Development
- Engineering Studies.

## INFORMATION AND DIGITAL TECHNOLOGY: GAME DESIGN

Certificate III in Information and Digital Technology with a focus on game design will provide you with the skills to launch your career in the digital gaming industry. You will gain knowledge in programming and developing basic digital games.

### Is this course right for me?

The gaming sector including mobile gaming, is the biggest supplier of entertainment in Australia. Growth accelerated during the pandemic, with a 40% increase in new gamers. Game design projects continue to grow with new audiences expecting even greater experiences.

| Qualification    | Course name / code                                 | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | ICT30120 Certificate III in Information Technology | Yes           | 70                        |

### Where can this course take me?

- Game designer
- Game developer
- Animator
- Graphic designer

This course can lead to further study, such as:

- ICT40120 Certificate IV in Information Technology (Gaming Development)

### Subjects that support this career path

- Visual arts
- Visual design
- Computing
- Entertainment
- Industrial technology - multimedia
- Music
- Mathematics



## INFORMATION AND DIGITAL TECHNOLOGY: WEB DEVELOPMENT

Gain competency in a range of Information and Communications Technology (ICT) roles with Certificate III in Information Technology. Develop the skills and knowledge to create, modify and test websites.

### Is this course right for me?

Multimedia specialists and web developers create computer animation, audio, video and graphic image files for multimedia presentations, games, motion pictures, information kiosks and the web.

They plan, produce and maintain websites and web applications using web programming, scripting, authoring, content management and file transfer software.

| Qualification    | Course name / code                                 | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | ICT30120 Certificate III in Information Technology | Yes           | 70                        |

### Where can this course take me?

- This course can lead to further study, such as:
- Web developer
- Application developer
- Programmer
- Web content manager

This course can lead to further study or credit towards:

- ICT40120 Certificate IV in Information Technology
- ICT50120 Diploma of Information Technology

### Subjects that support this career path

- Visual Arts
- Computing
- Entertainment
- Music
- Visual Design
- Software Development and Design
- Industrial Technology - Multimedia Technology

## PRIMARY INDUSTRIES: CONSERVATION AND ECOSYSTEM MANAGEMENT

On successful completion of the Certificate II in Conservation and Ecosystem Management you will have the skills and knowledge needed to work under supervision or as an assistant to a supervisor in the conservation and land management industry.

### Is this course right for me?

Growth in the conservation and ecosystem management industry is partly due to changing demands, including a raised environmental awareness and a growing community expectation around sustainably grown and sourced materials.

The industry is increasingly seeking workers with an understanding of agricultural principles/practices and digital skills as emerging technologies are adopted.

Roles within the industry encompass a broad range of skills, or can be focussed on one or more specialisations, including:

- Indigenous land management
- Ecological restoration
- Land, parks and wildlife management
- Pest controller
- Conservation earthworks
- Marine operations
- Fire management.

| Qualification    | Course name / code   | ATAR eligible | Mandatory placement hours |
|------------------|--|---------------|---------------------------|
| Full Certificate | AHC21020 Certificate II in Conservation and Ecosystem Management | Yes           | 70                        |

### Where can this course take me?

This course can lead to further study, such as

- AHC31420 Certificate III in Conservation and Land Management

- AHC40920 Certificate IV in Conservation and Land Management.
- AHC31420 Certificate III in Conservation and Ecosystem Management

### Subjects that support this career path

- PDHPE
- Physics
- Chemistry
- Biology
- Geography
- Agriculture
- Mathematics
- Earth and Environmental Studies



## PRIMARY INDUSTRIES: HORTICULTURE

Certificate II in Horticulture is the place to start your career as a horticulture assistant. Get your hands dirty as you learn how to create and maintain beautiful gardens, assist in soil sampling and nurture plants back to health.

### Is this course right for me?

The industry is increasingly seeking young workers with an understanding of agricultural principles and practices and digital skills as emerging technologies are adopted.

Green city strategies will require workers with skills to work on community and urban gardens, rooftop gardens and vertical green walls.

| Qualification    | Course name / code                      | ATAR eligible | Mandatory placement hours |
|------------------|---|---------------|---------------------------|
| Full Certificate | AHC20416 Certificate II in Horticulture | Yes           | 70                        |

### Where can this course take me?

Pathway to horticultural trades include:

- Gardening and landscaping
- Greenkeeping and plant nursing
- Garden/landscaping labourer
- Horticulture assistant.

This course can lead to further study, such as:

- AHC30716 Certificate III in Horticulture
- AHC33719 Certificate III in Protected Horticulture
- AHC40416 Certificate IV in Horticulture
- AHC50416 Diploma of Horticulture.

### Subjects that support this career path

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• PDHPE</li> <li>• Physics</li> <li>• Chemistry</li> <li>• Biology</li> <li>• Earth and Environmental Studies</li> </ul> | <ul style="list-style-type: none"> <li>• Geography</li> <li>• Agriculture</li> <li>• Outdoor Recreation</li> <li>• Photography and Digital Media</li> <li>• Mathematics.</li> </ul> |
|---|---|

## RETAIL SERVICES: DIGITAL SUPPLY CHAIN

Certificate III in Retail gives you the essential skills and knowledge you need for a career in retail where you use a supply chain to serve customers in the expanding eCommerce sector.

### Is this course right for me?

The increase of online shopping has increased the need for supply, distribution and procurement managers. They plan, organise, direct, control and coordinate the supply, storage and distribution of goods, products and services produced.

The current boom in eCommerce and online deliveries will continue with customers demanding order tracking in real-time. Warehouse workers require the skills to ensure orders are fulfilled and be able to respond to customer queries regarding order status.

| Qualification    | Course name / code                 | ATAR eligible | Mandatory placement hours |
|------------------|------------------------------------|---------------|---------------------------|
| Full Certificate | SIR30216 Certificate III in Retail | Yes           | 70                        |

### Where can this course take me?

- Store person
- Warehouse operator
- Retail Manager
- Purchasing/Inventory Officer.

This course can lead to further study, such as:

- TLI30319 - Certificate III in Supply Chain Operations (Release 1)
- TLI20420 Certificate II in Supply Chain Operations (Release 1)
- TLI40619 Certificate IV in Warehousing Operations (Release 1)
- SIR40316 - Certificate IV in Retail Management (Release 5).

### Subjects that support this career path

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Information and Digital Technology</li> <li>• Business Services</li> </ul> | <ul style="list-style-type: none"> <li>• Society and Culture</li> <li>• Economics</li> <li>• Mathematics.</li> </ul> |
|---|--|



## RETAIL SERVICES: SOCIAL MEDIA

Learn to develop and manage social media and online strategies in an evolving retail environment. Build the skills and knowledge to meet an organisation's social media requirements while gaining skills to work in a diverse range of retail settings.

### Is this course right for me?

Retailers have turned to social media as an affordable and accessible way of engaging with existing and prospective customers through marketing; and more increasingly to sell goods.

As a retailer using social media you will develop content to build relationships with customers to raise the profile of products and brands.

| Qualification  | Course name / code                 | ATAR eligible | Mandatory placement hours |
|--|------------------------------------|---------------|---------------------------|
| Full Certificate   | SIR30216 Certificate III in Retail | Yes           | 70                        |
| <b>Where can this course take me?</b> <ul style="list-style-type: none"> <li>Advertising</li> <li>Market researcher</li> <li>Market analyst</li> <li>Statistician</li> <li>Retail management</li> <li>Retail consultant</li> <li>Brand ambassador</li> <li>Social media influencer.</li> </ul> <p>This course can lead to further study, such as:</p> <ul style="list-style-type: none"> <li>10904NAT - Diploma of Social Media Marketing</li> <li>BSB50820 - Diploma of Project Management</li> <li>BSB50420 - Diploma of Leadership and Management.</li> </ul> |                                    |               |                           |
| <b>Subjects that support this career path</b> <ul style="list-style-type: none"> <li>Visual Arts</li> <li>Drama</li> <li>Business Studies</li> <li>Economics</li> <li>English</li> <li>Geography</li> <li>Mathematics</li> <li>Industrial Technology - Multimedia Technology</li> <li>Photography</li> <li>Video and Digital Imaging.</li> </ul>   |                                    |               |                           |

## TOURISM, TRAVEL AND EVENTS: EVENTS AND VIRTUAL EXPERIENCES

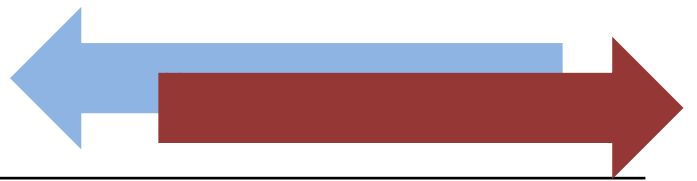
Certificate III in Events is your ticket into the events, tourism and hospitality industry. You will learn all aspects of event coordination and gain the essential hands-on skills for running a successful event.

### Is this course right for me?

Events are diverse in nature and this qualification provides a pathway to work for event or exhibition organisations operating in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

| Qualification   | Course name / code                 | ATAR eligible | Mandatory placement hours |
|---|------------------------------------|---------------|---------------------------|
| Full Certificate  | SIT30516 Certificate III in Events | Yes           | 70                        |
| <b>Where can this course take me?</b> <ul style="list-style-type: none"> <li>Events administrator</li> <li>Events officer</li> <li>Digital event co-ordinator</li> <li>Virtual event manager roles.</li> </ul> <p>This course can lead to further study, such as:</p> <ul style="list-style-type: none"> <li>SIT50316 - Diploma of Event Management</li> <li>SIT60216- Advanced Diploma of Event Management.</li> </ul> |                                    |               |                           |
| <b>Subjects that support this career path</b> <ul style="list-style-type: none"> <li>Entertainment</li> <li>Hospitality</li> <li>Food Technology</li> <li>Languages.</li> </ul>   |                                    |               |                           |



## ***Section 5***

### ***Saturday School of Community Languages***





# Saturday School of Community Languages

## What courses are offered at the Saturday School of Community Languages?

The Saturday School of Community Languages (SSCL) offers courses to students wishing to study their background language if it is not offered for study at their weekday school.

## What are the eligibility criteria to enrol at the Saturday School of Community Languages?

Students are eligible to enrol if:

- The language requested is their **background community language** and
- Is not being offered in their weekday school.

## What community languages are offered by the Saturday School of Community Languages?

- Arabic
  - Armenian
  - Bengali\*\*\*
  - Chinese Background Speakers
  - Heritage Chinese
  - Croatian
  - Filipino
  - Hindi
  - Hungarian
  - Italian
  - Japanese Background Speakers
  - Heritage Japanese
  - Khmer
  - Korean Background Speakers
  - Heritage Korean
  - Macedonian
  - Maltese
  - Modern Greek
  - Persian Background Speakers
  - Polish
  - Portuguese
  - Punjabi
  - Serbian
  - Spanish
  - Turkish
  - Ukrainian
  - Vietnamese
- \*\*\* **Cannot be counted for the ATAR**

The availability of courses is subject to sufficient student enrolments

## Where are the Saturday School of Community Languages courses offered?

There are 14 centres based in high schools in Sydney. To find out which language courses are available at which centres, go to <https://saturdaycl-h.schools.nsw.gov.au/> for current details.

## Do Saturday School of Community Languages count towards my ATAR?

Yes, except for Bengali (Bangla) which is a Board Endorsed Course only and **cannot** be counted for the ATAR.

## How do I lodge an application?

Please see Ms Nicole Holt, Head Teacher Teaching and Learning as soon as possible for more information regarding the enrolment process.

## How can I find out more about the Saturday School of Community Languages?

Go to <https://saturdaycl-h.schools.nsw.gov.au/>







## HISTORY EXTENSION

### HSIE FACULTY

| ATAR    | UNITS | COSTS |
|---------|-------|-------|
| YES – A | 1     | NIL   |

**1 unit for Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

#### Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Prerequisites:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

#### Main Topics Covered

##### Year 12 (HSC) Course

The course comprises two sections.

##### Constructing History (Minimum 40 indicative hours)

- Key Questions
  - Who are historians?
  - What are the purposes of history?
  - How has history been constructed, recorded and presented over time?
  - Why have approaches to history changed over time?
- Case Studies
  - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions. For example: JFK; Elizabeth 1; Winston Churchill.

##### History Project (Maximum 20 indicative hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Particular Course Requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

#### Personal Qualities

- Ability to research and analyse information.
- Curiosity
- Persistence
- Investigative skills
- Willingness to learn



**MATHEMATICS EXTENSION 2**  
**MATHEMATICS FACULTY**

|             |              |              |
|-------------|--------------|--------------|
| <b>ATAR</b> | <b>UNITS</b> | <b>COSTS</b> |
| YES – A     | 1            | NIL          |

**1 unit for Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** This course may not be studied in conjunction with Mathematics Standard courses.

**Course Description**

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus.

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

**Prerequisites:** 1 unit additional to the 3 unit course studied at the HSC level. The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**Main Topics Covered**

**Year 12 (HSC) Course**

| Topics          | Subtopics  |
|-----------------|--|
| Proof           | <b>MEX-P1</b> The Nature of Proof<br><b>MEX-P2</b> Further Proof by Mathematical Induction |
| Vectors         | <b>MEX-V1</b> Further Work with Vectors  |
| Complex Numbers | <b>MEX-N1</b> Introduction to Complex Numbers<br><b>MEX-N2</b> Using Complex Numbers       |
| Calculus        | <b>MEX-C1</b> Further Integration  |
| Mechanics       | <b>MEX-M1</b> Applications of Calculus to Mechanics  |

**Particular Course Requirements**

- Students must have studied Mathematics and Extension 1 Preliminary Mathematics at a high standard.

**Personal Qualities**

- Dedication and commitment to school work
- Willingness to complete a substantial amount of work outside the classroom

**Desirable Knowledge**

- Extensive knowledge of Preliminary Extension 1 and whole Mathematics 2 Unit course.



## SCIENCE EXTENSION 1 UNIT

| ATAR    | UNITS | HSC Cost |
|---------|-------|----------|
| YES – A | 1     | \$10     |

### SCIENCE FACULTY

1 unit for Year 12 (HSC)

Board Developed Course

Exclusions: Nil

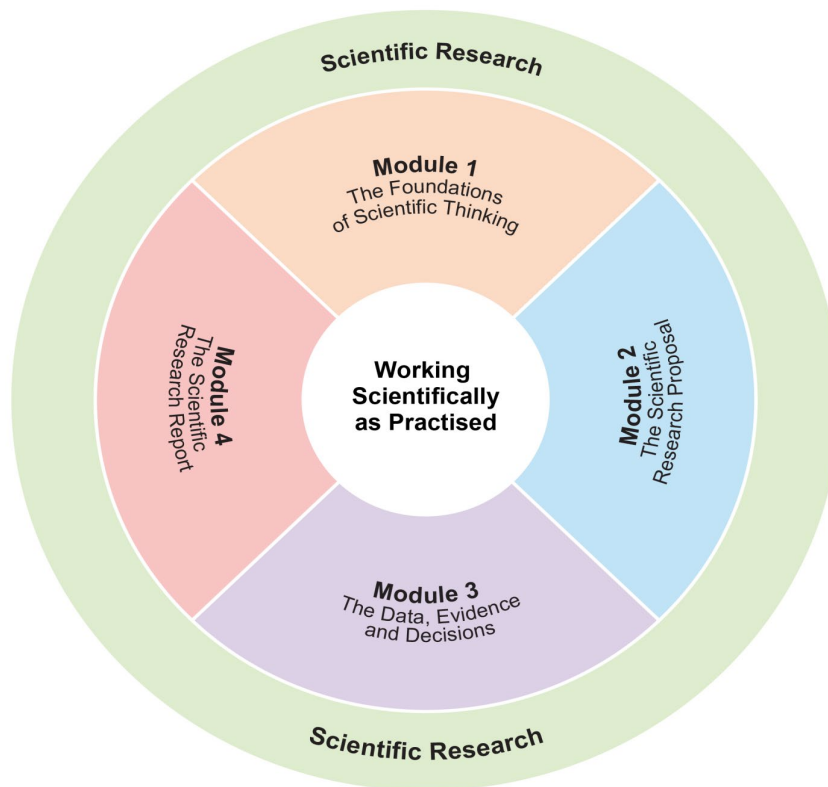
#### Course Description

The *Science Extension Stage 6 syllabus* focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research.

They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science and Physics. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering, examining evidence and analysing.

#### Main Topics Covered



#### Particular Course Requirements

The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.

#### Personal Qualities

- Working knowledge of Stage 6 Science Preliminary at a high level
- Ability to apply mathematical operations to finding relationships between variables in experiments
- Ability to question and predict, plan, conduct investigations. Be able to process, analyse data and information, problem solve and communicate scientific ideas findings and information to appropriate audiences.

