

SCONE HIGH SCHOOL



SUBJECT SELECTION GUIDE

*An Information Package for
Year 10 Students*

Preliminary Course 2024

HSC Course 2025

SUBJECT SELECTION GUIDE CONTENTS

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SELECTION OF PRELIMINARY AND HSC SUBJECTS

HIGHER SCHOOL CERTIFICATE INFORMATION FOR PARENTS AND STUDENTS OF YEAR 10

INTRODUCTION

This booklet is designed to help you choose your pattern of Preliminary and HSC Courses for Years 11 and 12 leading to the 2025 Higher School Certificate.

The senior years of school can provide important and enjoyable learning experiences. They give students time to mature, develop independence, and clarify their values and objectives as well as prepare them for future careers.

Seniors in the school can enjoy more opportunities for initiative and responsibilities, as well as gain a greater understanding of others through closer contact with peers and teachers in smaller class groups.

The experience for each student is different, however the advantages of the senior years are considerable. Parents and students are encouraged to consider the following points carefully. Participation in these years:

- Enables personal development and maturity in a supportive learning environment;
- Equips students with new skills and interests that will be valuable in future occupations as well as for life generally;
- Enables entry to Universities, TAFE Colleges and other tertiary courses;
- Permits entry to commercial and industrial fields with skills that will enhance their employment prospects;
- Leads to students receiving valuable accreditation as well as advanced standing in a variety of post secondary pathways.

Even though a student may not wish to proceed to the HSC year, the growing experience in Year 11 is invaluable. The resources of our Careers Adviser are also available to assist students make decisions regarding post school options. It is desirable to have students in a learning environment whilst waiting to gain secure employment. Students are now required to remain enrolled until their 17th birthday.

WHAT TYPES OF COURSES CAN I SELECT?

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

Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which 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 entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR, the Australian Tertiary Admission Rank determined by the Universities Admission Centre.

Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.

- Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

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.

Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.
- These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.
- These courses each have a compulsory workplace component and a minimum number of hours students spend in the workplace or a simulated workplace.
- Students receive special documentation showing the competencies gained.
- Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.
(See course details in separate booklet.)

FULL TIME AND PART TIME OPTIONS FOR STUDY

There are many ways that students can achieve the level of education they desire.

Students can study full-time at school or can choose to complete their Preliminary and HSC over a maximum of 5 years.

Students can also choose a combination of locations for their study. At Scone High School, students can access learning through the school, through TAFE, through part time traineeships or through Distance Education. Students can choose the combination to best meet their individual needs.

HOW DOES THE INCREASED LEAVING AGE IMPACT ON STUDENTS

A child who has completed Year 10 and is below the age of 17 years must continue his or her schooling unless he or she participates on a full-time basis in:

- (a) Approved education or training, or
- (b) Paid work or a combination of approved education or training and paid work (the child must be of or above the age of 15 years to be in employment).

Parents of a child who is subject to these new provisions can be prosecuted if their child does not satisfy this requirement.

PARTICIPATION IN APPROVED EDUCATION OR TRAINING

Participation in approved education or training would mean the child would be undertaking:

- (a) A higher education course,
- (b) A vocational course,
- (c) An apprenticeship or traineeship, or
- (d) Any other education or training approved by the Minister.

EMPLOYMENT

What if the young person has a job?

Full-time paid employment for 25 hours or more a week is a recognised alternative after the completion of Year 10, providing the young person is aged at least 15.

If the young person is working part-time then he or she will need to combine his or her work with approved education or training to satisfy the legal requirements of the Education Act.

Are there exemptions in relation to full-time employment for students with disabilities?

Eligible students with a disability may have a part exemption from the 25 hour requirement in relation to employment. Guidelines for students with a disability are set by the Commonwealth.

- Guidelines set by the Department of Education, Employment and Workplace Relations for the Disability Employment Network (open employment) state that an employee is someone who works more than eight hours per week.
- Department of Families, Housing, Community Services and Indigenous Affairs guidelines set eight hours per week for a school-leaver.

ALLOWANCES & FUNDING

Will a school-leaver who is looking for work and does not have a Year 12 or a Certificate II qualification be eligible for Youth Allowance?

No. The Commonwealth has provided that from 1 July 2009, young people without Year 12 or a Certificate II qualification will have to be in education or training for at least 25 hours a week to be eligible for Youth Allowance.

Young people who are working or studying part-time will need to complete 25 hours per week in a combination of paid employment, training or approved activities to be eligible for Youth Allowance. Find out about eligibility from the Department of Education, Employment and Workplace Relations Youth Allowance website.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of 12 units in the Preliminary course at Scone High School. You may also choose an additional 2 units at TAFE. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects

At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- The Board of Studies 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.
- If you wish to receive the ATAR you must study a minimum of 12 Board Developed units in the Preliminary course and 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2026 Year 10 Booklet*, published by UAC and available at the end of July, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Students who wish to apply for a university position in 2026 must meet the requirements to gain an ATAR.

Special requirements for an ATAR

- 10 units of Board Developed Courses must be counted
- 2 units of English will be counted but not English Studies.
- at most 2 units of category B courses may be counted.

(Courses with Category B status are indicated on the courses offered insert sheet).

WHAT ARE UNITS?

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

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

$$\begin{aligned} 2 \text{ units} &= 4 \text{ hours per week (120 hours per year)} \\ &= 100 \text{ marks} \end{aligned}$$

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

2 UNIT COURSE

- This is the basic structure for all courses. It has a value of 100 marks

EXTENSION COURSE

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

1 UNIT COURSE

- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.
- There are a number of 1 unit Board Endorsed Courses. These courses do not count towards an ATAR.

HOW SHOULD I SELECT MY PRELIMINARY AND HSC COURSES?

- 1 Key considerations when making subject selection.
 - What subjects do I enjoy?
 - What subjects am I good at in Year 10?
 - What subjects lead to the area of work or further training that I am interested in?
 - What combination of subjects gives me the best credit transfer into further training?
 - Do I need an ATAR in order to go to university?
 - Are there any pre-requisites for entry to what I want to do?
 - Are my goals and therefore subject choices realistic and achievable?
- 2 If you have a definite career in mind, check with the Careers Adviser about prerequisite or recommended courses.
They have all the information you need about University requirements as well as subject requirements to enter various occupations.
- 3 Maximise your future opportunities by setting the highest goals you can to match the ability you have, and leaving as many career options open as you can.
This is especially important if you are undecided about your future career direction.
- 4 Read **each** course detail carefully so that your choice is an informed choice.
- 5 Need help? Talk to any of these people if you have any queries, problems or if you need further information.
 - The Careers Adviser
 - The Head Teacher of that course
 - Your Selection Head Teacher
 - The Year Advisor
 - A teacher of that course.
- 6 A choice now is important to help the school set up lines, but there may be changes due to:
 - Clashes when the courses are grouped together into "lines"
 - Not enough students selecting a course to enable it to be offered.
- 7 We encourage students to choose carefully now as changes in the Preliminary Year may not be possible.

ASSESSMENT AND REPORTING

- The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers have a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your 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.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - **The HSC Testamur**
(The official certificate confirming your achievement of all requirements for the award.)
 - **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 you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.)

COURSES OFFERED AT SCONE HIGH SCHOOL IN 2024-2025

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|---|------------------|------------------------------------|------------------|
| Course: Agriculture | | Category A Course | |
| 2 units for each of Preliminary and HSC Board Developed Course | | | |
| <p>Course Description: The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analyzing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study.</p> | | | |
| <p>Main Topics Covered:</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • Overview of Australian Agriculture • The Farm Case Study • Plant Production • Animal Production <p><u>HSC Course</u></p> <ul style="list-style-type: none"> • Plant/Animal Production • Farm Product Study <p>1 of the following electives:</p> <ul style="list-style-type: none"> • 21st Century Farming • Climate Challenge • Agri-food, fibre and fuel technology | | | |
| <p>Particular Course Requirements: Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process diary must be submitted to the Board of Studies.</p> | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A three hour written examination | 100 | Farm Enterprise/Product Study | 25 |
| | | Plant/Animal Production Enterprise | 50 |
| | | Elective | 25 |
| | 100 | | 100 |

| | | |
|--|--|--------------------------|
| Course: Ancient History | | Category A Course |
| 2 units for each of Year 11 and HSC Board Developed Course | | |
| <p>Course Description: The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. 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 investigation of the ancient past develops students' appreciation of the diversity of ancient societies.</p> | | |
| Main Topics Covered | | |
| <u>Year 11 Course</u> | | |
| <u>Part One</u> | | |
| <ul style="list-style-type: none"> • Features of Ancient Societies • Case Studies | | |
| <u>Part Two</u> | | |
| <ul style="list-style-type: none"> • Features of Ancient Societies • Historical Investigation | | |
| <u>HSC Course</u> | | |
| <ul style="list-style-type: none"> • Part I: Core: Cities of Vesuvius - Pompeii and Herculaneum – • Part II: Ancient Personality in the Context of Their Time – one personality to be studied from the Personality options offered in the syllabus • Part III: Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus • Part IV: Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus | | |
| Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome. | | |
| Assessment: HSC course only | | |
| External Assessment: A 3 hour written examination in four parts | Internal Assessment: The four parts of the course are assessed through a range of tasks including: <ul style="list-style-type: none"> • Research • Source analysis • Oral and written communication | |

| | | | |
|--|------------------|--|----------------------|
| Course: Biology | | Category A Course | |
| 2 units for each of Year 11 and Year 12 Board Developed Course | | | |
| <p>Course Description: The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on Earth and its habitats.</p> | | | |
| Main Topics Covered: | | | |
| <u>Year 11</u> | | | |
| <ul style="list-style-type: none"> • Cells as the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics | | | |
| <u>Year 12</u> | | | |
| <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-infectious disease and disorders | | | |
| Particular Course Requirements: | | | |
| The Year 11 course includes a field study. Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time. A 15 hour depth study is to be completed in both years. | | | |
| Assessment: Year 12 course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination | 100 | Model Building Depth Study Practical Task Trial Examination | 20 20 30 30 |
| | 100 | | 100 |

Course: Chemistry**Category A Course****2 units for each of Year 11 and Year 12****Board Developed Course****Course Description:**

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Main topics covered:**Year 11 Course**

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

Year 12 Course

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements:

Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time. A 15-hour depth study is to be completed in both years.

Assessment: Year 12 course only

| External Assessment | Weighting | Internal Assessment | Weighting |
|----------------------------|------------------|---|------------------|
| A written examination | 100 | Chemistry is assessed through a range of tasks including practical tasks, research tasks, depth studies and written examinations. | 100 |
| | 100 | | 100 |

| | | | |
|--|------------------|---|------------------|
| Course: Community and Family Studies | | Category A Course | |
| 2 units for each of Preliminary and HSC Board Developed Course | | | |
| <p>Course Description: Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities. Students will examine the changing nature of Australian society, enabling them to plan and manage resources effectively.</p> | | | |
| <p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • 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 <p>HSC Course</p> <ul style="list-style-type: none"> • Research Methodology Research methodology and skills culminating in the production of an Independent Research Project • Groups in Context The characteristics and needs of specific community groups • Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society <p>HSC Option Modules <i>Select one of the following:</i></p> <ul style="list-style-type: none"> • Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. • Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. | | | |
| <p>Particular Course Requirements: As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p> | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination: Section I - Part A | 20% | Core Research Methodology Groups in Context Parenting and Caring | 70% |
| Part B Groups in Context Research Methodologies Parenting and Caring | 55% | Options Families and Societal Interactions OR Social Impact of Technology OR Individuals and Work | 30% |
| Section II Families and Societal Interactions OR Social Impact of Technology OR Individuals and Work | 25% | Trial Examination | |
| | 100 | | 100 |

| Course: Design and Technology | | Category A Course | |
|---|------------------|--|------------------|
| 2 units for each of Preliminary and HSC Board Developed Course | | Course Cost: Year 11 \$50; Year 12 \$20 plus Students are required to cover the cost of their Major Design Project | |
| <p>Course Description Design and Technology is a subject that covers a range of areas including; Products, Systems and Environments. This allows students to choose a project for the HSC course that is suited to their skills and interests.</p> <p>The Preliminary course consists of project work and a case study that provide a broad range of skills and knowledge related to Design and Technologies. It includes an introduction to the design process, innovation, ideas and skills. Each project will place emphasis on the development of different skills and knowledge in designing and producing.</p> <p>The HSC course consists of the development, management and communication of a major design project and a case study on innovation. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity.</p> | | | |
| <p>Main Topics Covered</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • Designer Case Study • Design Processes • Project development <p><u>HSC Course</u></p> <ul style="list-style-type: none"> • Innovation Case Study • Major Design Project development and documentation | | | |
| <p>Particular Course Requirements In the Preliminary Course; students must design and develop projects in varied areas of studies. Each project will include a folio designed to introduce elements of the Major Design Project. The students also complete a case study on significant designers. In the HSC Course; Students must design, develop a Major Design Project with an extensive folio. They will also complete a case study on innovations of the 21st century. The Major Design Project is focused on solving an issue or identified opportunity, can fall into three categories: a Product, System or Environment, which allows for a range of projects to be completed.</p> | | | |
| HSC External Assessment | Weighting | HSC Internal Assessment | Weighting |
| Major Design Project (Externally Marked) | 60 | Project Design and Management | 25 |
| | | Case study Innovation | 25 |
| A One and a half hour written examination | 40 | Design Development | 25 |
| | | Trial HSC Examination | 25 |
| | 100 | | 100 |

| Course: Drama | | Category A Course | |
|--|------------------|-----------------------------------|------------------|
| 2 units for each of Preliminary and HSC Board Developed Course | | | |
| <p>Course Description: <i>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</i> 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 is experiential in these areas. HSC Course content Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p> | | | |
| Main Topics Covered: | | | |
| <u>Preliminary Course</u> | | | |
| <ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles | | | |
| <u>HSC Course</u> | | | |
| <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project | | | |
| Particular Course Requirements: | | | |
| <p>The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p> | | | |
| Assessment HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| Group Presentation (Core) | 30 | Australian Drama and Theatre | 30 |
| Individual Project | 30 | Studies in Drama and Theatre | 30 |
| A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre(Core) Studies in Drama and Theatre | 40 | Development of Group Performance | 20 |
| | | Development of Individual Project | 20 |
| | 100 | | 100 |

| Course: Earth and Environmental Science | | Category A Course | |
|--|------------------|---|------------------|
| 2 units for each of Year 11 and Year 12 | | | |
| Board Developed Course | | | |
| <p>Course Description: The <i>Earth and Environmental Science Stage 6</i> Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p> | | | |
| Main Topics covered: | | | |
| <u>Year 11 Course</u> | | | |
| <ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts | | | |
| <u>Year 12 Course</u> | | | |
| <ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management | | | |
| Course Requirements: | | | |
| Practical experiences should occupy a minimum of 70 indicative hours across the Year 11 and Year 12 course. A 15-hour depth study is to be completed in each year. | | | |
| Assessment: Year 12 course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination | 100 | Assessed through a range of tasks, including practical tasks, research tasks, depth studies and written examinations. | 100 |

| Course: English (Standard) | Category A Course |
|--|---|
| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: English Advanced; English Standard; English EAL/D; English Extension |
| <p>Course Description</p> <p>Preliminary English (Standard) course: students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in, and through, texts. Students study a range of texts including prose fiction, drama, poetry, non-fiction, film, digital and media, as well as Australian texts.</p> <p>HSC English (Standard) course: students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction, poetry or drama, film or media or non-fiction texts.</p> | |
| <p>Main Topics Covered Preliminary Course – The course has two sections:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is under-taken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i>, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts, and apply skills in synthesis. • Three additional modules that emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. | |
| <p>Particular Course Requirements</p> <p>Across the English Standard Stage 6 Course, students are required to study:</p> <ul style="list-style-type: none"> • texts inclusive of prose fiction, drama, poetry, non-fiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the people and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors • texts with a wide range of cultural, social and gender perspectives. <p>Preliminary Course requires the close study of:</p> <ul style="list-style-type: none"> • one complex multimodal or digital text in Module A (this may include the study of film) • one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • a wide range of additional related texts and textual forms. <p>HSC Course requires the close study of:</p> <ul style="list-style-type: none"> • at least three types of prescribed text, one from each of the following categories: prose fiction; poetry or drama; film or media or non-fiction texts • at least two additional prescribed texts from the list in Module C: <i>The Craft of Writing</i> • at least one related text in the Common module: <i>Texts and Human Experiences</i>. | |

| Course: English (Advanced) | Category A Course |
|--|---|
| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: English Standard; English Studies; English EAL/D |
| <p>Course Description</p> <p>Preliminary English (Advanced) course, students explore, examine and analyse a range of texts including prose fiction, drama, poetry, non-fiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect attitudes and values.</p> <p>HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction, poetry or drama, film or media or non-fiction.</p> | |
| <p>Main Topics Covered Preliminary Course – The course has two sections:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is under-taken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine, and analyse the ways in which texts and contexts shape and are shaped by different attitudes. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i>, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules that emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. | |
| <p>Particular Course Requirements</p> <p>Across the English Standard Stage 6 Course, students are required to study:</p> <ul style="list-style-type: none"> • texts inclusive of prose fiction, drama, poetry, non-fiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the people and cultures of Asia • a range of Australian texts, including Aboriginal and/or Torres Strait Islander authors • texts with a wide range of cultural, social and gender perspectives. <p>Preliminary Course requires the close study of:</p> <ul style="list-style-type: none"> • one complex multimodal or digital text in Module A (this may include the study of film) • one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • a wide range of additional related texts and textual forms. <p>HSC Course requires the close study of:</p> <ul style="list-style-type: none"> • at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or non-fiction texts • at least two additional prescribed texts from the list in Module C: <i>The Craft of Writing</i> • at least one related texts in the Common module: <i>Texts and Human Experiences</i>. | |

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| Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2 | Category A Course |
|---|--------------------------|

Prerequisites: 1 unit of study for each Preliminary and HSC Extension course:

- (a) English (Advanced)
- (b) Preliminary English Extension is a prerequisite for both English Extension Course 1 and 2
- (c) Course 1 is a prerequisite for English Extension Course 2

Course Exclusions: English Standard; English Studies; English EAL/D.

Course Description

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

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

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

Main Topics Covered Preliminary Extension Course

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

HSC English Extension Course 1 The course has one common module, *Literary Worlds*. Students must complete one elective from one of the five electives offered for study.

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

HSC English Extension Course 2 The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statements.

Particular Course Requirements In the Preliminary English (Extension) Course

Students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

HSC English Extension Course 1

Requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2019–2024 Electives and Prescribed Texts).

| Course: English Studies | Category B Course |
|--|---|
| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: English Advanced; English Standard; English EAL/D; English Extension |
| <p>Course Entry Guidelines</p> <p>This course is designed to meet the needs of students who wish to refine their skills and knowledge, and consolidate their literacy skills. It is a course for students who intend to proceed from school directly into employment or vocational training.</p> <p>Students considering this course should be advised that:</p> <ul style="list-style-type: none"> • English Studies is now a Stage 6 Board Developed Course with an optional HSC exam. • Students not sitting for the English Studies HSC examination will still be eligible for the HSC. • The status of ATAR eligibility is not yet determined. <p>Course Description</p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of contexts. They respond to and compose texts to extend their understanding, access information and synthesise knowledge.</p> | |
| <p>Main Topics Covered Preliminary Course – The course has two sections:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. • Students study 2-4 additional modules (selected based on their own needs/interests). • Students may also study an optional teacher-developed module. <p>HSC Course</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses. • Students study 2-4 additional syllabus modules (selected based on their own needs/interests). • Students may also study an optional teacher-developed module. | |
| <p>Particular Course Requirements - students are required to study:</p> <ul style="list-style-type: none"> • texts inclusive of prose fiction, drama, poetry, non-fiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the people and cultures of Asia • a range of Australian texts, including Aboriginal and/or Torres Strait Islander authors • texts with a wide range of cultural, social and gender perspectives. <p>Preliminary and HSC Courses – students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text and multimodal text • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts • engage with the community through, for example, visits, surveys, interviews and/or excursions <p>HSC Course – in addition to the above, students in Year 12 only are required to:</p> <ul style="list-style-type: none"> • study ONE text from the prescribed text list and one related text for the Common Module, <i>Texts and Human Experiences</i>. | |

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| Course: Food Technology | | Category A Course | |
| 2 units for each of Preliminary and HSC Board Developed Course | | Course Cost: Year 11 - \$80 Year 12 - \$50 | |
| <p>Course Description: The Preliminary course will develop knowledge and understanding about food nutrients, diets for optimum nutrition, the functional properties of food as well as the safe preparation, presentation and storage of food. Practical skills in planning, preparing and presenting food are integrated throughout content areas. The HSC course involves the study of The Australian Food Industry, Food Product Development, Diet and Health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout, and will form 30% of the course.</p> | | | |
| <p>Main Topics Covered:</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) • <p><u>HSC Course</u></p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Options – Contemporary Food Issues in Nutrition (25%) or Contemporary Food Issues in the Marketplace (25%) | | | |
| <p>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. <i>It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.</i></p> | | | |
| Assessment: | | | |
| HSC External Examination | Weighting | HSC Internal Assessment Yr 12 only | Weighting |
| A three hour written examination | 100% | Australian Food Industry Food Manufacture Food Product Development Trial Examination | 25% 25% 30% 20% |
| | 100 | | 100 |

| Course: Industrial Technology Timber | | Category A Course | |
|---|------------------|---|------------------|
| 2 units for each of Preliminary and HSC Board Developed Course | | Course Cost: Year 11 \$70; Year 12 \$20 plus student is required to cover the cost of timber for their Major Project | |
| <p>Course Description The Preliminary course uses project work as a means of attaining the required practical skills and associated theoretical knowledge to construct a major project in the HSC year.</p> <p>The HSC course consists of the development and construction of a major project along a design and management folio. The major project will be marked by external examiners and will form part of both the school’s assessment and the HSC assessment.</p> | | | |
| <p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Industry Study • Design • Management and Communication • Project Production • Industry Related Manufacturing Technology <p>HSC Course</p> <ul style="list-style-type: none"> • Industry Study • Major Project Design • Management and Communication • Major Project Production • Industry Related Manufacturing Technology | | | |
| <p>Particular Course Requirements In the Preliminary Course; students must design, develop and construct two projects. The students also undertake a study of an individual business within the timber products and furniture industry.</p> | | | |
| <p>Particular Course Requirements In the HSC Course; students must design and develop a Major Project with a management folio. They will also undertake a study of the overall industry related to timber products and furniture technologies area. Students are expected to cover the costs of major materials/timber for their Major Project which will be determined by the size and complexity of the piece. Suitability of the project will need to be negotiated with the teacher prior to commencement.</p> | | | |
| HSC External Assessment | Weighting | HSC Internal Assessment | Weighting |
| Major Project (product & portfolio) Design and Management Workplace Communication Production | 60 | Project Design and Management Industry Study Workplace Communications | 25 15 |
| Written examination | 40 | Trial HSC Examination | 30 30 |
| | 100 | | 100 |

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|---|------------------|---|------------------|
| Course: Industrial Technology Metal | | Category A Course | |
| 2 units for each of Preliminary and HSC Board Developed Course | | Course Cost: Year 11 \$70; Year 12 \$20 plus student is required to cover the cost of timber for their Major Project | |
| <p>Course Description</p> <p>The Preliminary course uses project work as a means of attaining the required practical skills and associated theoretical knowledge to construct a major project in the HSC year.</p> <p>The HSC course consists of the development and construction of a major project along a design and management folio. The major project will be marked by external examiners and will form part of both the school's assessment and the HSC assessment.</p> | | | |
| <p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Industry Study • Design • Management and Communication • Project Production • Industry Related Manufacturing Technology <p>HSC Course</p> <ul style="list-style-type: none"> • Industry Study • Major Project Design • Management and Communication • Major Project Production • Industry Related Manufacturing Technology | | | |
| <p>Particular Course Requirements In the Preliminary Course; students must design, develop and construct two projects. The students also undertake a study of an individual business within the Metals and Engineering sector.</p> | | | |
| <p>Particular Course Requirements In the HSC Course; students must design and develop a Major Project with a management folio. They will also undertake a study of the overall industry related to the Metals and Engineering area. Students are expected to cover the costs of major materials for their Major Project which will be determined by the size and complexity of the piece. Suitability of the project will need to be negotiated with the teacher prior to commencement.</p> | | | |
| HSC External Assessment | Weighting | HSC Internal Assessment | Weighting |
| Major Project (product & portfolio) Design and Management Workplace Communication Production | 60 | Project Design and Management Industry Study Project management Documentation | 25 15 35 |
| A one and a half hour written examination | 40 | Trial HSC Examination | 25 |
| | 100 | | 100 |

| Course: Investigating Science | | Category A Course | |
|---|------------------|---|------------------|
| 2 units for each of Year 11 and Year 12 | | | |
| Board Developed Course | | | |
| <p>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.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p> | | | |
| Main Topics Covered: | | | |
| <u>Year 11 Course</u> | | | |
| <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws | | | |
| <u>Year 12 Course</u> | | | |
| <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society | | | |
| Particular Course Requirements: | | | |
| Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time, with no less than 35 hours in the Year 12 course. A 30 hour depth study in both years is to be completed. | | | |
| Assessment: Year 12 course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination | 100 | Investigating Science is assessed through a range of tasks including practical tasks, research tasks, depth studies and written examinations. | 100 |
| | 100 | | 100 |

| Course: Legal Studies | | Category A Course |
|--|----------------------|---|
| 2 units for each of Preliminary and HSC Board Developed Course | | |
| <p>Course Description: The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p> | | |
| <p>Main Topics Covered:</p> <p>Preliminary Course Part I – The Legal System (40% of course time) Part II – The Individual and the Law (30% of course time) Part III – The Law in Practice (30% of course time) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course Core Part I: Crime – 40% of course time Core Part II: Human Rights– 30% of course time Additional Focus Studies 50% of course time. Students will study two focus studies chosen from:</p> <ul style="list-style-type: none"> • Consumers • Family • Global environment • Indigenous peoples • Shelter • Workplace • World order | | |
| <p>Particular Course Requirements: No special requirements</p> | | |
| Assessment HSC course only. | | |
| External Assessment | Weighting | Internal Assessment |
| A three hour written examination: Crime & Human Rights Human Rights Crime Focus Studies | 20 15 15 50 | Core and focus studies assessed through: Investigation and research Discussion, expositions and reports Oral and written communication |
| | 100 | 100 |

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|---|------------------|--|------------------|
| Course: Mathematics Advanced | | Category A Course | |
| 2 units for each of Year 11 and Year 12 Board Developed Course | | | |
| <p>Recommended Prior Study: This course is written with the assumption that students have covered all sub-strands of Stage 5.1 and 5.2 as well as the majority of Stage 5.3 sub-strands. It is recommended for any students that completed Stage 5.3.</p> <p>Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p> | | | |
| <p>Course Description: The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. Mathematics Advanced course is the base of this highly academic pattern of study to which students may also choose to add Mathematics Extension 1 in Year 11, and add Mathematics Extension 2 during Year 12.</p> <p>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.</p> <p>The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p> | | | |
| Main Topics covered: <i>Year 12 topics of the same name build upon the Year 11 topics.</i> | | | |
| <u>Year 11 Course</u> | | | |
| <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Exponential and Logarithmic Functions • Statistical Analysis | | | |
| <u>Year 12 Course</u> | | | |
| <ul style="list-style-type: none"> • Functions • Trigonometric functions • Calculus • Financial Mathematics • Statistical Analysis | | | |
| Assessment Year 12 Course Only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination | 100 | Range of topic tests, investigation tasks and formal written examination | 100 |

| | | | |
|--|------------------|--|------------------|
| Course: Mathematics Extension 1 | | Category A Course | |
| <p>1 additional units for each of Year 11 and Year 12 Mathematics Extension 2 can be added in Year 12 to give another additional unit Board Developed Course</p> | | | |
| <p>Recommended Prior Study:</p> <p>This course is written with the assumption that students have covered all sub-strands of Stage 5.1 and 5.2 as well as the majority of Stage 5.3 sub-strands.</p> <p>Students must be studying Mathematics Advanced as well.</p> <p>Exclusions:</p> <p>Students may not study the Mathematics Advanced/Extension courses in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p> | | | |
| <p>Course Description:</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. Mathematics Advanced course is the base of this highly academic pattern of study to which students may also choose to add Mathematics Extension 1 in Year 11, and add Mathematics Extension 2 during Year 12.</p> <p>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.</p> <p>Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.</p> | | | |
| <p>Main Topics covered: <i>Year 12 topics of the same name build upon the Year 11 topics.</i></p> | | | |
| <p><u>Year 11 Course</u></p> <ul style="list-style-type: none"> • Functions • Trigonometric Functions • Calculus • Combinatorics | | | |
| <p><u>Year 12 Course</u></p> <ul style="list-style-type: none"> • Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis | | | |
| Assessment Year 12 Course Only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination | 100 | Range of topic tests, investigation tasks and formal written examination | 100 |

| Course: Mathematics Standard | | Category A Course | |
|---|------------------|--|------------------|
| 2 units for each of Year 11 and Year 12 Board Developed Course | | | |
| <p>Recommended Prior Study: This course is recommended for students who have completed at least some Stage 5.2 content in Years 9 and 10.</p> <p>Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p> | | | |
| <p>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.</p> <p>The course is the same for Year 11 then it breaks into two different strands in year 12:</p> <p>Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.</p> <p>Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p> | | | |
| <p>Main Topics covered: <i>Year 12 topics of the same name build upon the Year 11 topics.</i></p> <p><u>Year 11 Course</u></p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis <p><u>Year 12 Course</u></p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks | | | |
| Assessment Year 12 Course Only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination | 100 | Range of topic tests, investigation tasks and formal written examination | 100 |

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| Course: Modern History | | Category A Course |
| <p>Course Description: The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.</p> | | |
| <p>Main Topics Covered:</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • Investigating Modern History <ul style="list-style-type: none"> - The Nature of Modern History - Case Studies • Historical Investigation • The Shaping of the Modern World <p><u>HSC Course</u></p> <ul style="list-style-type: none"> • Core Study: Power and Authority in the Modern World 1919–1946 • National Studies • Peace and Conflict • Change in the Modern World | | |
| <p>Particular Course Requirements: The Preliminary course is a prerequisite for the HSC course. For the Preliminary course, students must complete the Historical Investigation</p> | | |
| Assessment: HSC course only | | |
| External Assessment | Internal Assessment | |
| A three hour written examination, with a combination of short-answer and extended response answers. | Core, national and international studies are assessed through a range of tasks including: <ul style="list-style-type: none"> • Research • Source analysis • Historical analysis • Oral and written communication • Historical Investigation (Year 11) | |
| 100 | 100 | |

| Course: Music 1 | | Category A Course | |
|--|------------------|----------------------------|------------------|
| 2 units for each of Preliminary and HSC Board Developed Course Prerequisites: Music mandatory course (or equivalent) Exclusions: Music 2 | | | |
| Course Description: In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Music 1 is a 2 unit course. | | | |
| Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. | | | |
| Particular course requirements: HSC course In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| 45 minute – 1-hour aural exam | 30 | Core performance | 10 |
| **Core Performance (one piece) | 20 | Core composition | 10 |
| **Electives: Three electives from any combination of: Performance (one piece) composition (and submitted composition) musicology (one <i>viva voce</i>) | 20 | Core musicology | 10 |
| | | Core aural | 25 |
| | | Elective 1 | 15 |
| | | Elective 2 | 15 |
| | 20 | Elective 3 | 15 |
| | 110 | | 100 |

Course: Personal Development Health and Physical Education Category A Course

**2 units for each of Preliminary and HSC
Board Developed Course**

Course Description:

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

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

PDHPE is not a practical course although, it does have some scope to explore movement principles through practical activities.

Main Topics Covered:

Preliminary Course

- **Core Topics (60%)**
- Better Health for Individuals: Influences on our health, Health Promotion
- The Body in Motion: Skeletal & Muscular Systems; Force; Balance & Motion

Optional Component (40%)

Students select **two** of the following options:

- First Aid: Basic First Aid in class
- Composition and Performance: Movement; Assessing Performances
- Fitness Choices: Exercise options; Fitness needs
- Outdoor Recreation: Benefits of outdoor recreation; Safe participation

HSC Course

Core Topics (60%)

- Health Priorities in Australia: Causes of death & illness; Ottawa Charter
- Factors Affecting Performance: Aerobic/Anaerobic Training; Psychology; Nutrition

Optional Component (40%)

Students select **two** of the following options:

- The Health of Young People: Health status; Developmental factors
- Sport and Physical Activity in Australian Society: Sociocultural perspectives of sport
- Sports Medicine: Injury prevention; Treatment; Rehabilitation
- Improving Performance: Training programs; Coaching
- Equity and Health: Equity and Social Justice

Particular Course Requirements:

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

Assessment: HSC course only

| External Assessment | Internal Assessment | Weighting |
|----------------------------|---------------------|-----------|
| A three hour written paper | Core | 60 |
| | Options | 40 |
| 100 | | 100 |

| Course: Physics | | Category A Course | |
|---|------------------|---|------------------|
| 2 units for each of Year 11 and Year 12 | | | |
| Board Developed Course | | | |
| <p>Course Description: The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p> <p>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.</p> | | | |
| Main Topics covered: | | | |
| <u>Year 11 Course</u> | | | |
| <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves & Thermodynamics • Electricity & Magnetism | | | |
| <u>Year 12 Course</u> | | | |
| <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • Nature of light • From the universe to the atom | | | |
| Particular Course Requirements: | | | |
| Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time. A depth study (15 hours) is completed in both years. | | | |
| Assessment: Year 12 course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written examination | 100 | Assessed through a range of tasks, including practical tasks, research tasks, depth studies and formal written examinations | 100 |

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| Course: Software Design and Development | | Category A Course |
| 2 units for each of Preliminary and HSC Board Developed Course | | Exclusions: Computer Applications CEC |
| <p>Course Description: The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities and through these will learn to solve a number of interesting and relevant software problems.</p> | | |
| <p>Main Topics Covered:</p> <p><u>Preliminary Course</u> Concepts and Issues in the Design and Development of Software</p> <ul style="list-style-type: none"> • Social and ethical issues • Hardware and software • Software development approaches <p>Introduction to Software Development</p> <ul style="list-style-type: none"> • Defining the problem and planning software solutions • Building software solutions • Checking software solutions • Modifying software solutions <p>Developing software solutions</p> <p><u>HSC Course</u> Development and Impact of Software Solutions</p> <ul style="list-style-type: none"> • Social and ethical issues • Application of software development approaches <p>Software Development Cycle</p> <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and design of software solutions • Implementation of software solutions • Testing and evaluation of software solutions • Maintenance of software solutions <p>Developing a Solution Package</p> <p>Options:</p> <ul style="list-style-type: none"> • Evolution of programming languages or • Software developer’s view of the hardware | | |
| <p>Particular Course Requirements Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.</p> | | |
| Assessment : HSC course only | | |
| External Assessment | Internal Assessment | |
| A three hour written examination | <ul style="list-style-type: none"> • Knowledge and understanding about development and impact of software solutions, the software development cycle • Design and development of software solutions • Project management techniques including documentation, team-work and communication project | |
| 100 | 100 | |

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| Course: Visual Arts | | Category A Course | |
| | | Course Cost: Year 11 \$55 Year 12 \$55 | |
| <p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course: Ceramics - Visual Arts HSC Ceramics Body of Work Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work Photography – Visual Arts HSC Photography Body of Work Visual Design – Products developed cannot be used as a Body of Work in Visual Arts</p> | | | |
| <p>Course Description: Visual Arts involves students in the practice 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 of artist practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times. 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> | | | |
| <p>Main Topics Covered:</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • The nature of practice in art making, art criticism and art history through different investigations • The role and function of artists’ artwork, the world and audiences in the art world • The frames and how students might develop their own informed points of view • How students may develop meaning and focus and interest in their work • Building understandings over time through various investigations and working in different forms. • <p><u>HSC Course</u></p> <ul style="list-style-type: none"> • How students may develop their own informed points of view in increasingly more independent ways using the frames • How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest • How students may learn about the relationships between artist, artwork, world audience within the art world • How students may further develop meaning and focus in their work. • | | | |
| <p>Particular Course Requirements:</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • artworks in at least 2 forms and use of a process diary • a broad investigation of ideas in art criticism and art history <p><u>HSC Course</u></p> <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of 5 Case Studies (4–10 hours each) • deeper and more complex investigations of ideas in art criticism and art history | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| A written paper | 50 | Development of the body of work | 50 |
| Submission of a body of work | 50 | Art criticism and art history | 50 |
| | 100 | | 100 |

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| Course: Exploring Early Childhood | | Category C Course | |
| | | Course Cost: Year 11 \$40 Year 12 \$40 | |
| 2.units for each of Preliminary and HSC <i>There is no formal examination for this course, it does not count for an ATAR</i> | | | |
| <p>Course Description: The Exploring Early Childhood aims to develop understanding, skills and strategies required when interacting with young children. It gives students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the child, their family and the community. The course offers initial learning experiences that can lead to further post school study at University or TAFE or vocational training in the workplace. Learning may also occur through ongoing life experiences as an area of personal interest. Children and childhood are studied in both theory and practical applications.</p> | | | |
| Main Topics Covered: | | | |
| <u>Preliminary Course and HSC Course</u> | | | |
| Core Studies: | | | |
| Core A: Pregnancy and childbirth | | | |
| Core B: Child growth and development Core C: Promoting positive behaviour | | | |
| Optional Modules: | | | |
| <ul style="list-style-type: none"> • learning experiences for young children • Children and Change • play and the developing child • Children of Aboriginal and Torres Strait Islander Communities • starting school • gender and young children • Historical and Cultural Contexts of Childhood • the children services industry • young children and media • Young Children with Special Needs • children’s literature • Young Children and the Law • food and nutrition • child health and safety | | | |
| Particular Course Requirements: | | | |
| At least one assessment task will be derived from a formal school examination at the completion of Year 12. Over the course students will complete 3 to 4 assessment tasks per year. | | | |
| Assessment: HSC course only | | | |
| External Assessment | Weighting | Internal Assessment | Weighting |
| No HSC Examination for this course | | Knowledge & Understanding Skills | 50 |
| | | | 50 |
| | | | 100 |

Course: Sport, Lifestyle and Recreation Studies**Category C Course**

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

There is no formal HSC examination for this course and it does not count for an ATAR

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

The course features a highly practical focus; physical activity being both an area of study and a medium for learning. All students are given significant opportunities to apply theoretical understandings to practical situations. The course has a 50% theory component and a 50% practical element.


Through the course students will develop:


- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.


The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:


- Aquatics
- Athletics
- Dance
- First Aid and Sports injuries
- Fitness
- Games and Sports Application I
- Games and Sports Applications II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games & Sports
- Sports Administration
- Sports Coaching and training


Assessment tasks will be based on the modules studied throughout the course.


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|  | 2024 Business Services Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90162 | |
| <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> | | |
| Course: Business Services Board Developed Course (240 hour) | <ul style="list-style-type: none"> ▪ 2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course | |
| <ul style="list-style-type: none"> ▪ 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 BSB30120 Certificate III in Business https://training.gov.au/training/details/bsb30120. 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 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. | | |
| 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 business environment and be able to use a personal digital device including a personal computer or laptop. | | |
| Business Services Training Package (BSB 8.0) Units of Competency | | |
| Core BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTWK301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication Elective BSBTEC303 Create electronic presentation | Elective BSBTEC202 Use digital technologies to communicate in the work environment BSBOPS201 Work effectively in business environments BSBOPS301 Maintain business resources BSBINS302 Organise workplace information BSBTEC301 Design and produce business documents BSBTEC201 Use business software applications BSBPEF301 Organise personal work priorities | |
| 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"> • working within the business services industry involves customer (client) service • using technology to organise information | <ul style="list-style-type: none"> • creativity • critical thinking • problem solving | |
| Examples of occupations in the business services industry: <ul style="list-style-type: none"> <li style="width: 33%;">• medical administration <li style="width: 33%;">• office administration <li style="width: 33%;">• information desk operator <li style="width: 33%;">• clerical worker <li style="width: 33%;">• receptionist <li style="width: 33%;">• records and information administration | | |
| 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 Business 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 | | |
| <ul style="list-style-type: none"> ▪ Course Cost: Preliminary - NIL HSC - NIL | | |
| 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 BSB30120 Certificate III in Business RTO - Department of Education - 90162 Version 0.16 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support | | |

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|---|---|---|------------|---|------------|------------------------|------------|--|------------|--|---|--|------------|--|------------|---|------------|-----------------------------------|------------|----------------------------|------------|--------------------------------------|------------|---|
|  <p>Education</p> | <p>2024 Construction Course Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162</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: Construction Board Developed Course (240 hour)</p> | <p>2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - 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 CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120. 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.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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 construction environment and be able to use a personal digital device including a personal computer or laptop.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Core Units</p> <table border="0"> <tr> <td>CPCCWHS2001</td> <td>Apply WHS requirements, policies and procedures in the Construction Industry</td> </tr> <tr> <td>CPCCOM1012</td> <td>Work effectively and sustainably in the Construction Industry</td> </tr> <tr> <td>CPCCOM1013</td> <td>Plan and organise work</td> </tr> <tr> <td>CPCCVE1011</td> <td>Undertake a basic construction project</td> </tr> <tr> <td>CPCCOM1015</td> <td>Carry out measurement and calculations</td> </tr> </table> | CPCCWHS2001 | Apply WHS requirements, policies and procedures in the Construction Industry | CPCCOM1012 | Work effectively and sustainably in the Construction Industry | CPCCOM1013 | Plan and organise work | CPCCVE1011 | Undertake a basic construction project | CPCCOM1015 | Carry out measurement and calculations | <p>Elective Units</p> <table border="0"> <tr> <td>CPCCCM1011</td> <td>Undertake basic estimation and costing</td> </tr> <tr> <td>CPCCOM2001</td> <td>Read and interpret plans and specifications</td> </tr> <tr> <td>CPCCCA2002</td> <td>Use carpentry tools and equipment</td> </tr> <tr> <td>CPCCCA2011</td> <td>Handle carpentry materials</td> </tr> <tr> <td>CPCCCM2005</td> <td>Use construction tools and equipment</td> </tr> <tr> <td>CPCWHS1001</td> <td>Prepare to work safely in the construction industry</td> </tr> </table> | | CPCCCM1011 | Undertake basic estimation and costing | CPCCOM2001 | Read and interpret plans and specifications | CPCCCA2002 | Use carpentry tools and equipment | CPCCCA2011 | Handle carpentry materials | CPCCCM2005 | Use construction tools and equipment | CPCWHS1001 | Prepare to work safely in the construction industry |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the Construction Industry | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCOM1012 | Work effectively and sustainably in the Construction Industry | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCOM1013 | Plan and organise work | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCVE1011 | Undertake a basic construction project | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCOM1015 | Carry out measurement and calculations | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCCM1011 | Undertake basic estimation and costing | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCOM2001 | Read and interpret plans and specifications | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCCA2002 | Use carpentry tools and equipment | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCCA2011 | Handle carpentry materials | | | | | | | | | | | | | | | | | | | | | | | |
| CPCCCM2005 | Use construction tools and equipment | | | | | | | | | | | | | | | | | | | | | | | |
| CPCWHS1001 | Prepare to work safely in the construction industry | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Option 3</p> | <p>CPCCJN2001 CPCCJN3004</p> | <p>Assemble components Manufacture and assemble joinery components</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.</p> | <p>Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Pathways to Industry - Skills gained in this course transfer to other occupations</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.</p> | <p>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.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>External Assessment 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.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Course Cost: Preliminary - \$60 HSC - \$30</p> | | <p>Refunds- Refund arrangements are 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: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</p> | | <p>Version 0.21</p> | | | | | | | | | | | | | | | | | | | | | | |

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|---|---|---|---|
|  <p>Education</p> | <p>2024 Entertainment Industry Course Descriptor Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR CUA30420 Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162</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: Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment course) Or (300 hour) 240 hour + 60 specialisation study (Certificate III in Live Production and Technical Services (delete if not delivering))</p> | <p>2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course 2, 4 or 5 Preliminary and/or HSC units in total (delete if not delivering)</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 CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/Training/Details/CUA30420. 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 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> | | | |
| <p>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 an entertainment environment and be able to use a personal digital device including a personal computer or laptop.</p> | | | |
| <p>Creative Arts and Culture Training Package (CUA 6.0) Units of Competency</p> | | | |
| <p>Core CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry. Elective CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows</p> | <p>Elective CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers *Additional units required for 60-hour specialisation study (SS)– Contact the RTO if delivering. Delete if not delivering SS Core CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities Elective CUALGT314 Install and Operate follow spots Optional Unit HLTAID011 Provide First Aid</p> | | |
| <p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p> | | | |
| <p>Pathways to Industry - Skills gained in this course transfer to other occupations</p> | | | |
| <p>Working within the Live production and Technical Services Industry involves:</p> <ul style="list-style-type: none"> ▪ Technical production ▪ customer (client) service | <ul style="list-style-type: none"> ▪ teamwork ▪ using digital technologies ▪ creating documents | | |
| <p>Examples of occupations in the Live Production and Technical Services Industry:</p> | | | |
| <ul style="list-style-type: none"> • Front of House Assistant • Technical Assistant (Productions) • Special Effects Assistant • Assistant Sound Technician | <ul style="list-style-type: none"> • Follow Spot Operator • Runner • Props Assistant • Technical Production Assistant | <ul style="list-style-type: none"> • Sound Assistant • Assistant Scenic Artist • Stagehand • Lighting | <ul style="list-style-type: none"> • Audio and Staging Assistant • Production Crew • Stage Door Attendant • Lighting Systems Technician |
| <p>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. The HSC specialisation study includes an additional 60 hours of course work. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment Industry 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>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.</p> | | | |
| <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p> | | | |
| <p>Course Cost: Preliminary - \$40 School Specific equipment : Long black pants, Enclosed leather shoes</p> | <p>Refunds Refund Arrangements on a pro-rata basis. Refer to your school refund policy.</p> | | |
| <p>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</p> | | | |
| <p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p> | | | |
| <p>2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.</p> | | | |

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|  <p>Education</p> | <p>2024 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162</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: Hospitality Board Developed Course (240 hour)</p> | <p>2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) 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 https://training.gov.au/training/details/SIT20322. 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>Entry Requirements</p> <p>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>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</p> | | |
| <p>Core BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers</p> | <p>Elective SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages</p> | |
| <p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p> | | |
| <p>Pathways to Industry - Skills gained in this course transfer to other occupations</p> | | |
| <ul style="list-style-type: none"> • Working within the hospitality industry involves • organising information and records in both paper and electronic forms • customer (client) service | <ul style="list-style-type: none"> • teamwork • using technologies • creating documents | |
| <ul style="list-style-type: none"> • Café Attendant • Waiter/Waitress • Catering Assistant • Barista • Food and Beverage Attendant • Bartender | | |
| <p>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 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>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.</p> | | |
| <p>Course Cost: Preliminary - \$175 HSC - \$150</p> | <p>Refunds Refund arrangements are 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: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p> | | |
| <p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p> | | |
| <p>2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</p> | | |

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|  <p>Education</p> | <p>2024 Manufacturing and Engineering Introduction Course Descriptor MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways RTO - Department of Education - 90333, 90222, 90072, 90162</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: Manufacturing and Engineering Introduction Board Endorsed Course 240 hour</p> | <p>2 or 4 Preliminary and/or HSC units in total There is not an Australian Tertiary Admission Rank (ATAR) option for this 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 MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways https://training.gov.au/Training/Details/MEM10119 and https://training.gov.au/Training/Details/MEM20413. 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 MEM10119 Certificate I in Engineering, you must achieve 1 core unit of competency and elective units of competency to a minimum value of fourteen (14) points. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.</p> | | |
| <p>Entry Requirements</p> <p>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 manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools and be able to use a personal digital device including a personal computer or laptop.</p> | | |
| <p>Manufacturing and Engineering (MEM 2.1) & Metal and Engineering (MEM05 11.1) Training Package Units of Competency</p> | | |
| <p>Core MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry</p> | <p>Elective MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/handheld operations MEM16008 Interact with computing technology MEM07032 Use workshop machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment</p> | |
| <p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p> | | |
| <p>Pathways to Industry - Skills gained in this course transfer to other occupations</p> | | |
| <p>This qualification provides a pathway to the primary trades in the manufacturing industry.</p> | <p>This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.</p> | |
| <p>Examples of occupations in the business services industry:</p> <ul style="list-style-type: none"> <li style="width: 33%;">▪ Fitter machinist <li style="width: 33%;">▪ refrigeration and air conditioning mechanic <li style="width: 33%;">▪ toolmaker <li style="width: 33%;">▪ maintenance fitter | | |
| <p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment (optional HSC examination for ATAR purposes) There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.</p> | | |
| <p>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.</p> | | |
| <p>Course Cost: Preliminary - \$50 HSC - \$50</p> | <p>Refunds Refund arrangements are 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: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p> | | |
| <p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p> | | |
| <p>2024 Manufacturing and Engineering (Introduction) Course Descriptor MEM 210119 Certificate I in Engineering + Statement of Attainment towards MEM20413 Certificate II in Engineering (Pathways) RTO - Department of Education - 90333, 90222, 90072, 90162 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</p> | | <p>Version 0.11</p> |

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|  <p>Education</p> | <p>2024 Primary Industries Course Descriptor AHC20116 Certificate II in Agriculture RTO - Department of Education - 90333, 90222, 90072, 90162</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: Primary Industries Board Developed Course (240 hour)</p> | <p>▪ 2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) 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 AHC20116 Certificate II in Agriculture https://training.gov.au/training/details/ahc20116. 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 3 core and 15 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> | | |
| <p>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 an agricultural environment and be able to use a personal digital device including a personal computer or laptop.</p> | | |
| <p>Agriculture, Horticulture and Conservation and Land Management Training Package (AHC 8.0) Units of Competency</p> | | |
| <p>Core AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry AHCWRK209 Participate in environmentally sustainable work practices.</p> <p>Elective AHCWRK205 Participate in workplace communications AHCWRK201 Observe and report on weather AHCPCMG201 Treat weeds AHCCHM201 Apply chemicals under supervision AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock AHCLSK204 Carry out regular livestock observations AHCPCMG202 Treat plant pests, diseases and disorders AHCNSY206 Care for nursery plants AHCPCM204 Recognise plants</p> | <p>Elective - continued *AHCMMOM202 Operate tractors *AHCMMOM304 Operate machinery and equipment *AHCLSK211 Provide feed for livestock *AHCLSK209 Monitor water supplies *AHCINF202 Install, maintain and repair farm fencing *AHCINF201 Carry out basic electric fencing operations *AHCNSY207 Undertake propagation activities *AHCNSY205 Pot up plants *AHCNSOL203 Assist with soil or growing media sampling and testing *AHCLSK316 Prepare livestock for competition *AHCBIQ203 Inspect and clean machinery, tools and equipment to preserve biosecurity</p> <p>* Trainer will advise on elective units chosen. Not all units of competency are available.</p> | |
| <p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p> | | |
| <p>Pathways to Industry - Skills gained in this course transfer to other occupations</p> | | |
| <p>This qualification provides a general vocational outcome in agriculture.</p> | <p>The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.</p> | |
| <p>Examples of occupations in the agricultural industry:</p> <ul style="list-style-type: none"> • farm or station hand/labourer • nursery assistant • assistant farm or station worker • shearing hand • livestock worker • assistant animal attendant/stockperson | | |
| <p>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 Primary Industries 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>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.</p> | | |
| <p>▪ Course Cost: Preliminary - \$0 HSC - \$0</p> | <p>▪ Refunds ▪ Refund arrangements are 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: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p> | | |
| <p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p> | | |
| <p>2024 Course Descriptor AHC20116 Certificate II in Agriculture RTO - Department of Education - 90333, 90222, 90072, 90162 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</p> | | <p>Version 0.10</p> |