



THE RIVERS

SECONDARY COLLEGE

RICHMOND RIVER HIGH CAMPUS

The heart of secondary education for Lismore



PRELIMINARY COURSE 2019

HIGHER SCHOOL CERTIFICATE

COURSE 2020

**INFORMATION BOOKLET FOR STUDENTS,
PARENTS/CARERS AND STAFF**

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PART 1: GENERAL INFORMATION

INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE

This is your introduction to the Higher School Certificate (HSC) and the many options available. More information is available from the NSW Educational Standards Authority website on the following page:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

Courses are linked to further education and training.

Extension courses (including undergraduate university courses) enable students to undertake in-depth study in areas of special interest.

Vocational Education and Training courses count towards the HSC and also lead to qualifications recognised across a range of industries.

The HSC includes Life Skills courses for students with special education needs.




The HSC fairly assesses each student's knowledge and skills.

If you meet the minimum standard expected in a course you will receive a mark of 50 out of a possible 100. (25 out of 50 in a 1 unit course). If you have a higher standard of performance you will receive a higher mark.

For each course you will receive easy-to-understand reports. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

Course Coding

Throughout this booklet the following codes have been used to help you make best subject choices.

*****	High Academic requirements. High Level Literacy and/or Numeracy Skills.
****	Substantial Academic Requirements Essay Writing, Detailed Analysis and or Calculations
***	Academic Requirements suited towards student interest
**	Some Academic requirements suited to areas of interest. Suited towards Vocational Pathway
*	Life Skills Courses are available in most courses other than VET
✂	HSC major work, performance or Project marked by external markers Term 3 of HSC year contributes major percentage of HSC mark.
	Course includes Mandatory Workplacement which must be undertaken during the school term. To count the course towards your HSC requires successful completion of Workplacement Hours
	HSC Major Individual Research Project marked by your class teacher(s) in the HSC year, contributes major percentage of school assessment mark.
	Assessment includes <i>active participation</i>

WHAT TYPES OF COURSES CAN I SELECT?

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 the NSW Education Standards Authority. 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 Australian Tertiary Admission Rank (ATAR).

Board Developed Courses are classified as Category A or Category B. Students who wish to gain an ATAR may include ONE Category B course towards their ATAR but will have to sit the relevant HSC examination in order to do so.

- **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 the Board of Studies 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.

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.**

CONTENT ENDORSED COURSES, OTHER THAN VET CECs, OFFERED AT RICHMOND RIVER: (All CEC courses coding **)

Photography and Digital Imaging
Sport, Lifestyle and Recreational Studies
Work Studies
Content Endorsed English
Computing Applications
Exploring Early Childhood
General Mathematics Pathways 1 (HSC only)
Ceramics

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 specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools (SVET), while others will be delivered by TAFE (TVET).

Board Developed VET courses are classified as Category B subjects.

Further information about SVET and TVET courses appears in the “Subject Details” section. For students wanting to participate in a TAFE (TVET) course an expression of interest form must be completed. The school submits the expression of interest on behalf of the student. It is recommended that a student initially pick TVET units in addition to the 12 school units of study as there is no guarantee that a TVET course selected will run.

Life Skills Courses as part of a Special Program of Study

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

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

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

The Board expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

All Life Skills courses coded as *.

Life Skills courses are not available for Vocational Education and Training (VET) Courses.

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 units.

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

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

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

2 UNIT COURSE This is the basic structure for all courses. 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.

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 and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

at least 6 units from 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 Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements Year 10 Booklet*, published by UAC 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. **A summary is provided at the end of this booklet - pages 77-79.**

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.

HSC VOCATIONAL EDUCATION AND TRAINING (VET) COURSES OVERVIEW

HSC BOARD DEVELOPED COURSES

VET Curriculum Frameworks

The Board has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. You must undertake a work placement to complete these courses successfully.

The seven frameworks are:

Construction	Primary Industries
Information and Digital Technology	Hospitality
Metal and Engineering	Retail Services
	Skills for Work and Training

The courses below marked * include a written examination in the Higher School Certificate in addition to the other requirements of the course.

Richmond River High School has staff accredited to teach:

Cert II in Construction Pathways	Cert II in Agriculture
Cert II in Information Digital & Media Technology	Cert II in Hospitality
Cert II in Engineering	Cert II in Skills for Work and Training
	Cert II In Retail

Other VET courses are delivered at other schools and TAFE.

VET Courses offered at Richmond River High Campus

Subject	Course	Extension
VET Curriculum Frameworks		
Construction	Construction (240 hours)*	
Information & Digital Technology	Information & Digital Technology (240 hours)*	Information Technology Specialisation Studies (60 hours)
Primary Industries	Primary Industries (240 hours)*	
Hospitality	Hospitality (240 hours)*	
Metal and Engineering	Metal & Engineering (240 hours)	
Retail Services	Retail Services (240 hours)	
Skills for Work and Training	Skills for Work & Training	

ASSESSMENT AND REPORTING

- The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- 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. An Assessment Booklet for both the Preliminary and HSC year will be published separately.
- 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. 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 statewide distribution of marks in the course is also shown.)

An Introduction to The Rivers Secondary College

In 2015 the college was created to provide greater opportunity, diversity, and excellence for all our young people in the Lismore region. The college model that is now firmly established between Kadina High Campus, Lismore High Campus and Richmond River High Campus provides unprecedented opportunities for students to access a very broad senior curriculum. First class programs and highly qualified teachers provide the ideal learning environment where every student can realise their true potential.

One of the great strengths of our college structure is our ability to provide a much broader senior curriculum across our three campuses. In choosing subjects, please be aware that we cannot be certain as to which subjects will be offered across the college until the student selection process has been completed. As a guide, some subjects are regularly run as Shared Curriculum in a particular campus, or will be offered for 2019 as a Shared Curriculum subject in one campus only; examples are set out below. These subjects will be indicated on the subject selection sheet as running at only that campus.

- Agriculture at Richmond Rivers High Campus
- Engineering Studies at Lismore High Campus
- Dance at Lismore High Campus
- Entertainment at Kadina High Campus
- Music 2 at Lismore High Campus
- Music extension at Lismore High Campus
- Japanese Beginners at Richmond River High Campus

The timetables of each campus are synchronised, with senior curriculum classes running from 8.30am to 3.15pm, Monday to Friday. VET courses, which run on Wednesdays, may finish at the later time of 5:00pm. Shared Curriculum classes are timetabled as double lessons so as to reduce the impact of commuting from one campus to another. Students have responsibility to make their own travel arrangements from home to classes starting in period 1, at 8:30am. Similarly, students who have a Shared Curriculum class that finishes at the end of the day at a host campus, will need to make their own arrangements to travel home. Where Shared Curriculum students need to commute from one campus to another during the school day, transport between campuses has been arranged. This is a free service for all Shared Curriculum students and is provided each day.

Students who select a Shared Curriculum subject will have an opportunity to visit the host campus, meet their prospective teacher, peers and the campus coordinator to discuss any details of the course or Shared Curriculum organisation as a whole, at the start of Term 4.

SCHOOL CONTRIBUTIONS

The Subject Materials Contributions

Payments for items consumed in core practical subjects are essential for ongoing availability of hands on materials used by students. These subjects use a wide range of materials to stimulate and develop students' interests and abilities. We would appreciate the payment of these contributions as soon as possible. If there are any difficulties paying subject contributions financial assistance can be applied for from the Student Assistance Scheme, or part payments can be made.

YEAR 11	Subject	Cost
	Agriculture	\$30.00
	Construction	\$55.00
	Computing Applications	\$28.00
	Ceramics	\$120.00
	Design & Technology	\$55.00
	Drama	\$35.00
	Engineering Studies	\$28.00
	Food Technology	\$160.00
	Geography	Excursion and Fieldwork costs
	Hospitality Operations	\$55.00 Uniform – Toolbox \$30.00
		\$40.00 per Term
	Industrial Technology Timber	\$60.00
	Information Processes & Technology	\$28.00
	Information & Digital Technology	\$28.00
	Mandatory Information Technology Fee	\$10.00
	Metal & Engineering	\$55.00
	Music	\$40.00
	PD/H/PE	\$10.00 + Excursion Costs
	Photography and Digital Imaging	\$130.00 + diary + camera
	Primary Industries	\$65.00
	Software Design & Development	\$28.00
	Sport, Lifestyle and Recreational Studies	\$10.00 + Excursion Costs
	Textiles & Design	\$30.00
	Visual Arts	\$70.00 + diary
	Biology	Excursion Costs

Please note that these costs are set each year by the School's Finance Committee.

The General School Contribution

To provide some incentive and flexibility, there are a number of options when paying the General School Contribution. These contributions are currently under review for the commencement of the 2018 year given the increasing costs of textbooks, library resources and paper supplies used for classroom activities and school publications.

Library Fund Donations

We have been advised by the Australian Taxation Office to make the following notice about the operation of our Library Fund:

Parents may make a voluntary donation to our Library Fund for the purchase of Library resources.

This donation is tax deductible and is **NOT** an alternative to existing general or subject contributions.

Things to be aware of when choosing Electives that involve payment of fees

Payment is compulsory for all Electives where it states that a fee is required. The fees can be paid up front for the year or term by term. **All Fees must be paid by week three of every term if paying by term.** Payment is to be made to the front office and the receipt must be shown to the class teacher. As you are electing to do these practical subjects you are obligated to pay the fees. A payment plan or assistance to pay the fees can be arranged, please discuss this option with the relevant Class Teacher and Head Teacher.

Students who do not pay their fees will be provided with an alternative pattern of study to learn the associated skills. Students will not be permitted to take projects home or consume food cooked in class if fees are not paid.

When choosing Industrial Arts subjects including, Wood, Metal and other subjects in the TAS area, students must supply their own safety glasses (discuss with relevant class teacher), leather shoes and hearing protection (ear plugs/muffs).

It is a legal requirement that students have this equipment. This equipment is to be worn at all times otherwise they will not be permitted into the workshops. Leather shoes must be worn into all TAS classrooms and Science Labs. Students must have these resources if they wish to participate in these courses.

Areas where safe footwear must be worn

In accordance with the Safe Working Policy the Department has identified areas of its workplaces where appropriate footwear must be worn by staff students and visitors to ensure their safety.

Areas where enclosed leather footwear (or other material confirmed by the manufacturer to be suitable, refer to Australian/NZ Standard 2210: Safety Protective and Occupational Footwear) is required are:

- Industrial Arts and trades workshop areas
- Science laboratories
- Canteen or Food Technology (Kitchen) areas

Sandals, open footwear or high heeled shoes are not permitted in these areas. If students present for a class or activity with inappropriate footwear the student will be offered alternative educational activities until they are wearing appropriate footwear.

PART 2: SUBJECT DETAILS

Courses: English Extension 1	Code *****
English Extension 2	Code *****
1 unit of study for each of Preliminary and HSC Board Developed Course	
Prerequisites: (a) English (Advanced) Course (b) Preliminary English Extension Course is prerequisite for Extension Course 1 (c) Extension Course 1 is prerequisite for Extension Course 2.	
Exclusions: English Standard; English Studies.	
Course Description: The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.	
Main Topics Covered: Preliminary Extension Course The course has one mandatory section, Module: Texts, Culture and Value.	
HSC Extension Course 1 Common module: Literary Worlds with ONE elective option	
HSC Extension Course 2 The Composition Process, Major Work, Reflection Statement, The Major Work Journal	
Particular Course Requirements: Preliminary English (Extension) Course For the Year 11 English Extension course students are required to: <ul style="list-style-type: none"> ● undertake the common module ● undertake the related independent research project. The HSC English (Extension) Course 1 For the Year 12 English Extension 1 course students are required to: <ul style="list-style-type: none"> ● complete the Year 11 English Extension course as a prerequisite ● undertake ONE elective option from the common module. The HSC English (Extension) Course 2 For the Year 12 English Extension 2 course students are required to: <ul style="list-style-type: none"> ● be undertaking study of the Year 12 English Extension 1 course ● complete a Major Work and Reflection Statement ● document coursework in a Major Work Journal. 	
Assessment: HSC Extension Course 1	
Internal Assessment	External Assessment
Three assessment tasks one task may be a formal written examination one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%.	Written Examination
Assessment: HSC Extension Course 2	
Internal Assessment	External Assessment
Viva Voce addressing the proposal for the Major Work Report – The impact of independent investigation on the development of the Major Work Draft version of the Major Work, and reflection on progress to date	Major Work Reflection statement

Course: English Advanced		Code *****
2 units for each of Preliminary and HSC Board Developed Course Exclusions: English Standard; English Studies		
Course Description: In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.		
Main Topics Covered: Preliminary Course: Common module: Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature Students study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading. HSC Course: Common module: Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B		
Particular Course Requirements: Across Stage 6 the selection of texts must give students experience of the following: <ul style="list-style-type: none"> ● a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. ● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia ● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples ● texts with a wide range of cultural, social and gender perspectives ● integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 		
Assessment: HSC Course only		
Internal Assessment:		External Assessment:
Common Module: Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing		Written Examination

Course: English Standard		Code ****
2 units for each of Preliminary and HSC		
Exclusions: English Advanced; English Studies, Extension		
Course Description:		
<p>English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p>		
Main Topics Covered: Preliminary Course		
Preliminary Course		
Common module – Reading to Write: Transition to Senior English		
Module A: Contemporary Possibilities		
Module B: Close Study of Literature:		
HSC Course		
Common module – Texts and Human Experiences		
Module A: Language, Identity and Culture		
Module B: Close Study of Literature		
Module C: The Craft of Writing		
<p>For the Year 11 English Standard course students are required to:</p> <p>Students are required to study ONE complex multimodal or digital text in Module A.</p> <p>Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 course requires students to support the study of texts with their own wide reading.</p> <p>For the Year 12 English Standard course students are required to:</p> <p>Students are required to closely study three types of prescribed texts, which may include prose fiction, poetry, drama, film, media or non-fiction. The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences.</p> <p>Particular Course Requirements:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 		
Assessment: HSC course only		
Internal Assessment:	External Assessment:	
Common module – Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing	Written Examination	

Course: English Studies	Code **
2 units for each of Preliminary and HSC years Exclusions: English Advanced; English Standard, English Extension	
<p>Course Description: The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p> <p>Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student’s Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.</p>	
<p>Main Topics Covered:</p> <p>Preliminary Course (120 indicative hours):</p> <ul style="list-style-type: none"> students complete the mandatory module, Achieving Through English, as the first unit of work students complete additional modules from the elective modules <p>HSC Course (120 indicative hours):</p> <p>Mandatory common module – Texts and Human Experiences</p> <ul style="list-style-type: none"> students complete additional modules from the elective modules <p>In Year 12 students will also be required to:</p> <p>study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experience.</p>	
<p>Particular Course Requirements</p> <p>In each of the 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 (for example a novel, biography or drama) study at least one substantial multimodal text (for example film or a television series). be involved in planning, research and presentation activities as part of one individual and/or collaborative project develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

Assessment: HSC Course Only	
Internal Assessment	External Assessment
<p>Assessment of learning in the mandatory and elective modules.</p> <p>One task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</p> <p>Assessment of the Common Module must integrate teacher or student selected related material.</p>	<p>Optional examination contributing to student ATAR achievement</p>

Course: Mathematics Standard/ HSC Mathematics Standard 1		Code***
2 units Preliminary Board Developed Course		2 units HSC Board Developed Course
Prerequisites:		
The Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7-10 Syllabus</i> up to, and including, the content and outcomes of Stage 5.1 (Standard Mathematics) and the following substrands of Stage 5.2 (Intermediate Mathematics) • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis and Probability		
Exclusions:		
Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.		
Course Description:		
The Mathematics Standard course and the HSC Mathematics Standard 1 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity.		
The Mathematics Standard course is the same Year 11 course that forms part of the Mathematics Standard/HSC Mathematics Standard 2 pathway. The Mathematics Standard/HSC Mathematics Standard 1 pathway provides students with the opportunity to develop an understanding of, and competence in, further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.		
<i>Note: Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).</i>		
Main Topics Covered:		
Preliminary Course	HSC Course	
<ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis 	<ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks 	
Assessment:		
There will be three assessment tasks in year 11 with a minimum weighting for an individual task of 20% and a maximum weighting for an individual task of 40%. One task will be an assignment or investigation-style with a weighting between 20–30%. In year 12 there will be a maximum of four assessment tasks with the following criteria: the minimum weighting for an individual task is 10%, the maximum weighting for an individual task is 40%, one task may be a formal written examination with a maximum weighting of 30% and one task must be an assignment or investigation-style with a weighting of 15–30%.		
External Assessment	Internal Assessment	%
There is an optional external assessment for this course. Examination specifications for the optional Mathematics Standard 1 examination will be available in Term 3 2018.	Understanding, fluency and communication Problem solving, reasoning and justification	50 50
		100

Course: Mathematics Standard/HSC Mathematics Standard 2		Code****	
2 units Preliminary Board Developed Course		2 units HSC Board Developed Course	
Prerequisites:			
The Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7-10 Syllabus</i> up to, and including, the content and outcomes of Stage 5.1 (Standard Mathematics) and the following substrands of Stage 5.2 (Intermediate Mathematics) • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis and Probability			
Exclusions:			
Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.			
Course Description:			
The Mathematics Standard course and the HSC Mathematics Standard 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity.			
The Mathematics Standard/HSC Mathematics Standard 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training and for university courses in the humanities, nursing and paramedical sciences.			
Main Topics Covered:			
Preliminary Course		HSC Course	
<ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis 		<ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks 	
Assessment:			
There will be three assessment tasks in year 11 with a minimum weighting for an individual task of 20% and a maximum weighting for an individual task of 40%. One task will be an assignment or investigation-style with a weighting between 20–30%. In year 12 there will be a maximum of four assessment tasks with the following criteria: the minimum weighting for an individual task is 10%, the maximum weighting for an individual task is 40%, one task may be a formal written examination with a maximum weighting of 30% and one task must be an assignment or investigation-style with a weighting of 15–30%.			
External Assessment	%	Internal Assessment	%
Examination specifications for the Mathematics Standard 2 examination will be available in Term 3 2017.	100	Understanding, fluency and communication Problem solving, reasoning and justification	50 50
	100		100

Course: Mathematics Advanced		Code *****
2 units for each of Preliminary and HSC Board Developed Course Prerequisites: The course is constructed on the assumption that students have achieved most of the outcomes in the Stage 5.3 Mathematics course for the School Certificate.		
Course Description: The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the 3 or 4 unit Extension 1 or 2 courses.		
Main Topics Covered:		
Preliminary Course		
<ul style="list-style-type: none"> • Working with Functions • Trigonometry and Measure of Angles • Trigonometric Functions and Identities • Introduction to Differentiation • Logarithms and Exponentials • Probability and Discrete Probability Distributions 		
HSC Course		
<ul style="list-style-type: none"> • Graphing Techniques • Trigonometric Functions and Graphs • Differential Calculus • The Second Derivative • Integral Calculus • Modelling Financial Situations • Descriptive Statistics and Bivariate Data Analysis • Random Variables 		
Assessment: Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks.		
External Assessment	Internal assessment	
NESA has not supplied information about the format of the examination.	<p>A variety of assessment tasks across all of the content of the course. May include tests, assignments and summary/reflection journals.</p> <p>It should be recognised Mathematics requires consistent practice and review throughout Year 11 and 12. The RRHS Mathematics faculty, expect all Mathematic students to complete at least 30 minutes of review and/or practice each evening in addition to formal assessment.</p>	
100	100	

Course: Mathematics Extension 1		Code *****
3 units in each of Preliminary and HSC Board Developed Course Prerequisites: The course is constructed on the assumption that students have achieved all of the outcomes of the Stage 5.3 Mathematics course for the School Certificate		
Course Description: The content of this course, which includes the whole of the 2 unit Mathematics course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the 3 unit Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the 4 unit Extension 2 course.		
Main Topics Covered:		
Preliminary Course		
<ul style="list-style-type: none"> ● Further Work with Functions ● Polynomials ● Inverse Trigonometric Functions ● Further Trigonometric Identities ● Rates of Change ● Working with Combinatorics 		
HSC Course		
<ul style="list-style-type: none"> ● Proof by Mathematical Induction ● Introduction to Vectors ● Trigonometric Equations ● Further Calculus Skills ● Applications of Calculus ● The Binomial Distribution 		
Assessment: Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks.		
External Assessment	Internal assessment	
NESA has not supplied information about the format of the examination. It is anticipated that students of Extension 1 Mathematics will also sit for the Advanced Mathematics examination.	A variety of assessment tasks across all of the content of the course. May include tests, assignments and summary/reflection journals. It should be recognised Mathematics requires consistent practice and review throughout Year 11 and 12. The RRHS Mathematics faculty, expect all Mathematic students to complete at least 30 minutes of review and/or practice each evening in addition to formal assessment.	
50	50	

Course: Mathematics Extension 2		Code *****
<p>1 unit additional to the 3 unit course, for the HSC. Board Developed Course Prerequisites: The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.</p>		
<p>Course Description: The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.</p>		
<p>Main Topics Covered:</p> <p>The course content includes the entire Advanced Mathematics course, the entire Mathematics Extension 1 course and, in addition, contains:</p> <ul style="list-style-type: none"> ● The Nature of Proof ● Further Proof by Mathematical Induction ● Further Work with Vectors ● Introduction to Complex Numbers ● Using Complex Numbers ● Further Integration ● Applications of Calculus to Mechanics 		
Assessment: HSC course only		
External Assessment	Internal assessment	
NESA has not supplied information about the format of the examination. It is anticipated that students of Extension 2 Mathematics will also sit for the Extension 1 Mathematics examination.	<p>A variety of assessment tasks across all of the content of the course. May include tests, assignments and summary/reflection journals.</p> <p>It should be recognised Mathematics requires consistent practice and review throughout Year 11 and 12. The RRHS Mathematics faculty, expect all Mathematic students to complete at least 30 minutes of review and/or practice each evening in addition to formal assessment.</p>	
50	50	

Course: Biology	Code ****				
2 units for each of Preliminary and HSC Board Developed Course					
Context The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.					
Topics <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Year 11</th> <th style="text-align: center;">Year 12</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Cells as the Basis of Life - Organisation of Living Things - Biological Diversity - Ecosystem Dynamics </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Heredity - Genetic Change - Infectious Disease - Non-infectious Disease and Disorders </td> </tr> </tbody> </table>		Year 11	Year 12	<ul style="list-style-type: none"> - Cells as the Basis of Life - Organisation of Living Things - Biological Diversity - Ecosystem Dynamics 	<ul style="list-style-type: none"> - Heredity - Genetic Change - Infectious Disease - Non-infectious Disease and Disorders
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Skills Required The course is designed for students to learn through skill acquisition. There are seven key areas of skills that students need to become sufficient in performing. <ul style="list-style-type: none"> • Questioning and Predicting - develops and evaluates questions and hypotheses for scientific investigation • Planning Investigations - designs and evaluates investigations in order to obtain primary and secondary data and information • Conducting Investigations - conducts investigations to collect valid and reliable primary and secondary data and information • Processing Data and Information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media • Analysing Data and Information - analyses and evaluates primary and secondary data and information • Problem Solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes • Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose 					
Work Ethic Required Students are required to develop independence in their learning in the Stage 6 Biology course. This will require students to take on at least two hours of work at home every week. This may take the form of revision of material from class, completing unfinished class work, expanding upon ideas discussed in class or working on assessment items. As some tasks will require students to work in groups, students need to be collaborative in their approach to learning. There are many practical components and students are expected to actively participate in all aspects of the course.					
Assessments For Year 11, there are only three assessment tasks; an examination, a depth study and one other task. For Year 12, this increases to four tasks; an examination, a depth study and two other tasks. The depth study is a major component of the course. It can contribute to 40% of the assessment weighting and will account for at least 15 hours of the 120 hour course in each year. It is an opportunity to pursue an interest in a particular aspect of Biology, acquire a depth of understanding and for students to take responsibility for their own learning. There is a MANDATORY excursion in Year 11. This is to successfully meet the field work requirement of the course. As such, there will be a cost required for this course which will be communicated via the normal excursion processes.					

Course: Chemistry	Code *****										
2 units for each of Preliminary and HSC Board Developed Course											
Context The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.											
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Work Ethic Required Students are required to develop independence in their learning in the Stage 6 Chemistry course. This will require students to take on at least two hours of work at home every week. This may take the form of revision of material from class, completing unfinished class work, expanding upon ideas discussed in class or working on assessment items. As some tasks will require students to work in groups, students need to be collaborative in their approach to learning. There are many practical components and students are expected to actively participate in all aspects of the course.											
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Course: Earth and Environmental Science	Code ***										
2 units for each of Preliminary and HSC Board Developed Course											
Context The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.											
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Skills Required The course is designed for students to learn through skill acquisition. There are seven key areas of skills that students need to become sufficient in performing. <ul style="list-style-type: none"> • Questioning and Predicting - develops and evaluates questions and hypotheses for scientific investigation • Planning Investigations - designs and evaluates investigations in order to obtain primary and secondary data and information • Conducting Investigations - conducts investigations to collect valid and reliable primary and secondary data and information • Processing Data and Information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media • Analysing Data and Information - analyses and evaluates primary and secondary data and information • Problem Solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes • Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose 											
Work Ethic Required Students are required to develop independence in their learning in the Stage 6 Earth and Environmental Science course. This will require students to take on at least two hours of work at home every week. This may take the form of revision of material from class, completing unfinished class work, expanding upon ideas discussed in class or working on assessment items. As some tasks will require students to work in groups, students need to be collaborative in their approach to learning. There are many practical components and students are expected to actively participate in all aspects of the course.											
Assessments For Year 11, there are only three assessment tasks; an examination, a depth study and one other task. For Year 12, this increases to four tasks; an examination, a depth study and two other tasks. The depth study is a major component of the course. It can contribute to 40% of the assessment weighting and will account for at least 15 hours of the 120 hour course in each year. It is an opportunity to pursue an interest in a particular aspect of Earth and Environmental Science, acquire a depth of understanding and for students to take responsibility for their own learning.											

Course: Physics	Code *****				
2 units for each of Preliminary and HSC Board Developed Course					
Context The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.					
Topics <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center; width: 50%;">Year 11</th> <th style="text-align: center; width: 50%;">Year 12</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Kinematics - Dynamics - Waves and Thermodynamics - Electricity and Magnetism </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Advanced Mechanics - Electromagnetism - The Nature of Light - From the Universe to the Atom </td> </tr> </tbody> </table>		Year 11	Year 12	<ul style="list-style-type: none"> - Kinematics - Dynamics - Waves and Thermodynamics - Electricity and Magnetism 	<ul style="list-style-type: none"> - Advanced Mechanics - Electromagnetism - The Nature of Light - From the Universe to the Atom
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Skills Required The course is designed for students to learn through skill acquisition. There are seven key areas of skills that students need to become sufficient in performing. <ul style="list-style-type: none"> • Questioning and Predicting - develops and evaluates questions and hypotheses for scientific investigation • Planning Investigations - designs and evaluates investigations in order to obtain primary and secondary data and information • Conducting Investigations - conducts investigations to collect valid and reliable primary and secondary data and information • Processing Data and Information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media • Analysing Data and Information - analyses and evaluates primary and secondary data and information • Problem Solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes • Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose 					
Work Ethic Required Students are required to develop independence in their learning in the Stage 6 Physics course. This will require students to take on at least two hours of work at home every week. This may take the form of revision of material from class, completing unfinished class work, expanding upon ideas discussed in class or working on assessment items. <p>As some tasks will require students to work in groups, students need to be collaborative in their approach to learning. There are many practical components and students are expected to actively participate in all aspects of the course.</p>					
Assessments For Year 11, there are only three assessment tasks; an examination, a depth study and one other task. For Year 12, this increases to four tasks; an examination, a depth study and two other tasks. <p>The depth study is a major component of the course. It can contribute to 40% of the assessment weighting and will account for at least 15 hours of the 120 hour course in each year. It is an opportunity to pursue an interest in a particular aspect of Physics, acquire a depth of understanding and for students to take responsibility for their own learning.</p>					

Course: Investigating Science	Code ****				
2 units for each of Preliminary and HSC Board Developed Course					
Context The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.					
Topics <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center; width: 50%;">Year 11</th> <th style="text-align: center; width: 50%;">Year 12</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Cause and Effect - Observing - Cause and Effect – Inferences and Generalisations - Scientific Models - Theories and Laws </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Scientific Investigations - Technologies - Fact or Fallacy? - Science and Society </td> </tr> </tbody> </table>		Year 11	Year 12	<ul style="list-style-type: none"> - Cause and Effect - Observing - Cause and Effect – Inferences and Generalisations - Scientific Models - Theories and Laws 	<ul style="list-style-type: none"> - Scientific Investigations - Technologies - Fact or Fallacy? - Science and Society
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Skills Required The course is designed for students to learn through skill acquisition. There are seven key areas of skills that students need to become sufficient in performing. <ul style="list-style-type: none"> • Questioning and Predicting - develops and evaluates questions and hypotheses for scientific investigation • Planning Investigations - designs and evaluates investigations in order to obtain primary and secondary data and information • Conducting Investigations - conducts investigations to collect valid and reliable primary and secondary data and information • Processing Data and Information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media • Analysing Data and Information - analyses and evaluates primary and secondary data and information • Problem Solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes • Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose 					
Work Ethic Required Students are required to develop independence in their learning in the Stage 6 Investigating Science course. This will require students to take on at least two hours of work at home every week. This may take the form of revision of material from class, completing unfinished class work, expanding upon ideas discussed in class or working on assessment items. <p>As some tasks will require students to work in groups, students need to be collaborative in their approach to learning. There are many practical components and students are expected to actively participate in all aspects of the course.</p>					
Assessments For Year 11, there are only three assessment tasks; an examination, a depth study and one other task. For Year 12, this increases to four tasks; an examination, a depth study and two other tasks. <p>The depth study is a major component of the course. It can contribute to 40% of the assessment weighting and will account for at least 15 hours of the 120 hour course in each year. It is an opportunity to pursue an interest in a particular aspect of Science, acquire a depth of understanding and for students to take responsibility for their own learning.</p>					

Course: Aboriginal Studies		Code ****✘
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
Course Description:		
<p>The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>		
Main Topics Covered:		
Preliminary Course		
<ul style="list-style-type: none"> ▪ Part I: Aboriginality and the Land (20%) ▪ Part II: Heritage and Identity (30%) ▪ Part III: International Indigenous Community: Comparative Study (25%) ▪ Part IV: Research and Inquiry Methods: Local Community Case Study (25%) 		
HSC Course		
Part I – Social Justice and Human Rights Issues (50%)		
<ul style="list-style-type: none"> ▪ A Global Perspective (20%) ▪ B Comparative Study (30%); A comparative case study on an Aboriginal and international Indigenous community 		
Part II – Case Study of an Aboriginal community for each topic (20%)		
<ul style="list-style-type: none"> ▪ A Aboriginality and the Land OR ▪ B Heritage and Identity 		
<ul style="list-style-type: none"> • Part III – Research and Inquiry Methods – Major Project (30%) Choice of project topic based on student interest. 		
Particular Course Requirements:		
In both courses students must undertake mandatory community case studies. The project log will document all work completed including the sequential development of the project and the nature and timing of community based fieldwork.		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
A three hour written examination	Section I Social Justice and Human Rights Issues Section II Aboriginality and the Land or Heritage and Identity Section III Research and Inquiry Methods – Major Project	40 20 40

Course: Ancient History

Code ****

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

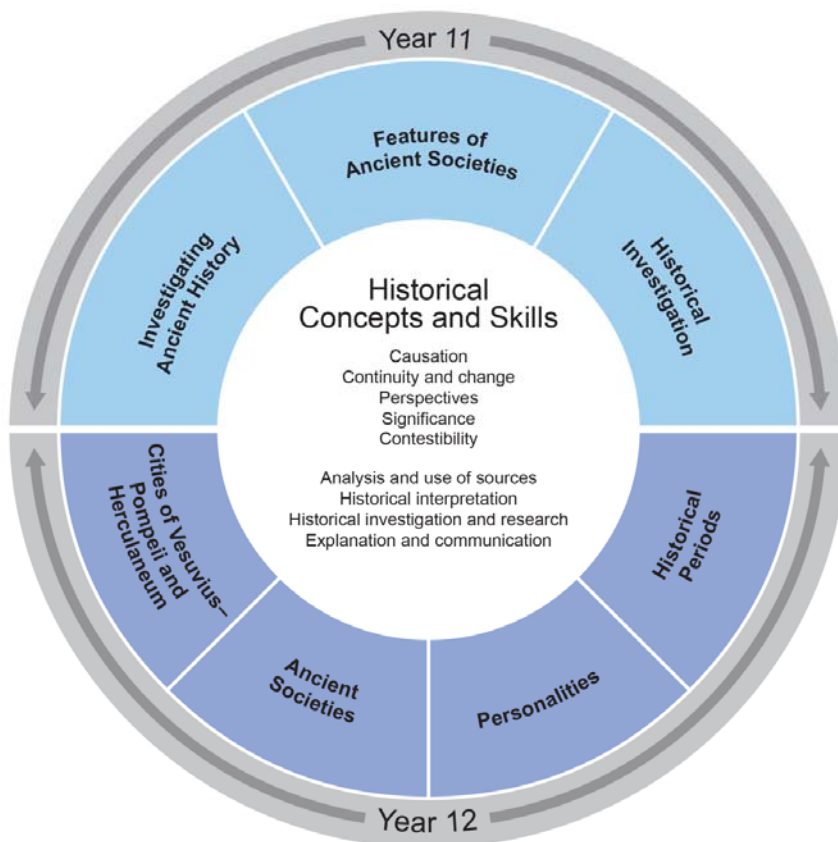
Year 11

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

Year 12

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Main Topics Covered:



Historical concepts and skills

The Historical concepts and skills content is to be integrated throughout the course. The various studies and topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

Figure 1-This diagram provides an illustrative representation of elements of the course and their relationship.

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:
Research
Source analysis
Oral and written communication

Course: Business Studies		Code ****	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Nature of business (20% of course time) • Business management (40% of course time) • Business planning (40% of course time) 			
HSC Course			
<ul style="list-style-type: none"> • Operations (25% of course time) • Marketing (25% of course time) • Finance (25% of course time) • Human resources (25% of course time) 			
Assessment: HSC course only			
External Assessment- Three Hour External examination	Mark	Internal Assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	40
<i>Section II</i> Short-answer questions	40	Stimulus-based skills	20
<i>Section III</i> Candidates answer one extended response question in the form of a business report	20	Inquiry and research	20
<i>Section IV</i> Candidates answer one extended response question	20	Communication of business information, ideas and issues in appropriate forms	20
	100		100

Course: Legal Studies		Code ****	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<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 contemporary issues. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. 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: Preliminary Course</p> <ul style="list-style-type: none"> • Part I - The Legal System (40% of course time) • Part II - The Individual and the Law (30% of course time) • Part III - The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principals of law covered in the first sections of the course. This section will be integrated with Part I and Part II.</p> <p>HSC Course</p> <ul style="list-style-type: none"> • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) • Part III – Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>			
<p>Particular Course Requirements: No special requirements</p>			
Assessment: HSC course only			
Three Hour External examination	Mark	Internal Assessment	Weighting
<i>Section I: Core</i> <i>Crime and Human Rights</i> Objective response questions	20	Knowledge and understanding of course content	60
<i>Section I: Core</i> <i>Part A Human Rights</i> Short-answer questions	15	Inquiry and research	20
<i>Part B Crime</i> One extended response question	15		
<i>Section III: Options</i> Candidates answer two extended response questions, each from a different option	50	Communication of Legal Studies information, issues and ideas in appropriate forms	20
	100		100

Course: Japanese Beginners

Code ****

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Japanese In Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.
- Particular Course Requirements: Nil

Assessment components and weightings**Preliminary course**

Component	Weighting
Listening Objective 1: Interacting Objective 2: Understanding Texts	30
Reading Objective 1: Interacting Objective 2: Understanding Texts	30
Writing Objective 1: Interacting Objective 3: Producing Texts	20
Speaking Objective 1: Interacting Objective 3: Producing Texts	20
	100

HSC Course

Component	Weighting
Listening Objective 1: Interacting Objective 2: Understanding Texts	30
Reading Objective 1: Interacting Objective 2: Understanding Texts	30
Writing Objective 1: Interacting Objective 3: Producing Texts	20
Speaking Objective 1: Interacting Objective 3: Producing Texts	20
	100

Languages Beginners HSC examination specifications

The examination will consist of a written paper worth 80 marks and an oral examination worth 20 marks.

Written Paper (80 marks)

Time allowed: 2 hours and 30 minutes plus 10 minutes of reading time.

The stimulus texts and the writing tasks will relate to the topics as listed in the syllabus. Monolingual and/or bilingual print dictionaries may be used.

Course: Society and Culture		Code ****✘	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shapes human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World: 30% • Personal and Social Identity: 40% • Intercultural Communication: 30% <p>HSC Course</p> <p>Core:</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change: 30% of course time • The Personal Interest Project: 30% <p>Depth Studies: 40%</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture • Belief Systems & Ideologies • Social Inclusion & Exclusion • Social Conformity and Non conformity 			
Particular Course Requirements: Nil			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Two hour written examination	60%	Oral	20%
Personal Interest Project	40%	Application of methodological skills	20%
		Secondary research	40%
		Tests/exams	20%
	100		100

Course: Work Studies	Code **
Content Endorsed Course	Exclusions: Nil
<p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course will assist students:</p> <ul style="list-style-type: none"> • to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities; • to develop an understanding of the changing nature of work organisation and the implications for individuals and society; • to undertake an extended work placement to allow for the development of specific job-related skills; • to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas; • to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. 	
<p>The course has one core study, and elective course module.</p> <p>Core 1 – My Working life</p> <p>Modules include: Personal finance; preparing job applications; workplace issues; workplace communications and other work related skills.</p> <p>There are 11 elective modules. Modules are studied for 15 or 30 hours.</p>	

Course: Drama		Code ****✘	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning 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>			
<p>Main Topics Covered: Preliminary Course</p> <ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles <p>HSC Course</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 			
<p>Particular Course Requirements: The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group Performance, 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. 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. EXCURSIONS: Students will be provided the opportunity to attend the annual ONSTAGE excursion early in their HSC year. The excursion consists of viewing Onstage, attending practical workshops and potential viewing of studied texts as performances. The excursion is often run as a Rivers event with Kadina High Campus.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre Studies in Drama and Theatre	30 30
Individual Project	30	Development of Group Performance Development of Individual Project	20 20
A one and a half hour written examination comprising two compulsory sections: Australian Drama and Theatre(Core) Studies in Drama and Theatre	40		
	100		100

Course: Music 1		Code ****✘	
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: Music mandatory course (Year 7 and 8 Music) (or equivalent) *It is not essential to of studied Elective Music in Years 9 & 10. However, students will be required to perform on an instrument or voice.</p> <p>Exclusions: Music 2</p>			
<p>Course Description:</p> <p>In the Preliminary and HSC courses, students will study: Performance, Composition, Musicology and Aural. Students will learn about the concepts of music. These are; pitch, duration, texture, structure, tone colour, dynamics and expressive techniques.</p> <p>Students will have the opportunity to perform across a number of styles in a variety of situations. The course caters for all instrumentalists and vocalists. All efforts will be made to individually nurture talent, however, we do recommend, where possible, students seek tuition on their chosen instrument. Participation in performance activities is essential to finding success in this course. The course is tailored to cater for individual strengths and develop musicians.</p>			
<p>Main Topics Covered: Three topics for the Preliminary Course and three topics for the HSC Course.</p> <p>Students study three topics in the preliminary HSC Course and three topics in the HSC Course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres including: An instrument and its repertoire, Australian Music, Baroque music, Renaissance Music, Medieval music, Methods, notating music, Jazz, Music and the related arts, Music and religion, Music for large/small ensembles, Music for radio, film, television and multimedia, Music in education, music of the 19th/20th/21st Centuries, Music of a culture, Popular music, Rock Music, Technology and its influence on music, Theatre music.</p>			
<p>Particular course requirements:</p> <p>HSC course</p> <p>In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. One elective is chosen for each topic.</p> <p>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.</p> <p>EXCURSIONS: Students may be provided the opportunity to attend the annual CAPA excursion early in their Preliminary HSC year. The excursion consists of attending practical workshops and potential viewing of performances. The excursions maybe run as a Rivers event. Costings involved are approximately between \$300 \$400.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)		Core performance	
1 hour aural exam	20*	Core composition	10
Electives:	30	Core musicology	10
The marks for Core Performance	60	Core aural	10
and Electives will be converted to		Elective 1	25
a mark out of 70, giving a total		Elective 2	15
mark out of 100 for the		Elective 3	15
examination			15
	100		100

Course: Music 2	Code *****✘
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: Music mandatory course (Year 7 and 8 Music) (or equivalent) *It is not essential to of studied Elective Music in Years 9 & 10. However, students will be required to perform on an instrument or voice.</p> <p>Exclusions: Music 1</p>	
<p>Course Description:</p> <p>In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. The Additional Topic is chosen from a list of six topics which covers a broad range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music.</p> <p>In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. The Additional Topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).</p>	
<p>Particular course requirements:</p> <p>In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC. The additional topic studied in the HSC must be different to the topic studied in the Preliminary course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.</p>	

Course: Music Extension	Code *****✘
<p>1 unit for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.</p> <p>Exclusions: Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Course Description:</p> <p>The Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.</p>	
<p>Particular course requirements:</p> <p>Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program. Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work</p>	

Course: Visual Arts

Code **** ✕

2 units for each of Preliminary and HSC
Board Developed Course

Course Description:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically 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.

Main Topics Covered:**Preliminary Course learning opportunities focus on:**

The nature of practice in artmaking, art criticism and art history through different investigations

The role and function of artists' artwork, the world and audiences in the artworld

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.

HSC Course learning opportunities focus on:

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 artmaking, 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 artworld

How students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course

- 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.

EXCURSIONS: First-hand experience of artworks of significance is vital in the study of Visual Arts - Students will be provided the opportunity to attend the annual CAPA excursion early in their Preliminary HSC year. The excursion consists of practical workshops, exhibition talks, life drawing classes and the potential viewing of performances. The excursions may be run as a Rivers event. Costing involved is approximately between \$350 to \$400. One day excursions to GOMA local galleries are also available.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

Course: Photography and Digital Imaging	Code **
<p>2 units for each of Preliminary and HSC Content Endorsed Course Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Course Description:</p> <p>Photography and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>This course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or digital imaging.</p> <p>Component Weighting: 70% Practical – 30% Theory</p>	
<p>Main Topics Covered:</p> <p>Modules may be selected in any of the three broad fields of</p> <ul style="list-style-type: none"> • Wet Photography • Digital Imaging <p>Modules include:</p> <ul style="list-style-type: none"> • Introduction to the Field • Developing a Point of View • Traditions, Conventions, Styles and Genres • Manipulated Forms • The Arranged Image • Temporal Accounts <p>An Occupational, Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between fields.</p>	
<p>Particular Course Requirements:</p> <p>Students are required to keep a diary throughout the course. Completion and submission of assessment tasks within the photographic diary. Students are required to purchase a film camera.</p>	
<p>Assessment: Internal Assessment Only</p> <p>Diary Process: 10%</p> <p>Art Criticism & Art History: 30%</p> <p>Portfolio Submission: 60%</p>	

Course: Ceramics	Code **
<p>2 units for each of Preliminary and HSC Content Endorsed Course</p> <p>Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Course Description: Ceramics is the art and technology of forming, firing and glazing clay to make a range of artworks and products. This natural material, which is plastic, malleable and pliant, lends itself to many applications ranging from building materials to ceramic ware, e.g. plates, bowls and drinking vessels, jewellery, sculptures and decorative wall surfaces. Various methods can be used to form clay as unique one off hand built works, wheel-thrown and cast forms, and those which are mass produced. Practices of working with clay and ceramics date back to the earliest civilizations and many of these practices are still relevant. In early societies and cultures, clay was often used for making objects basic to everyday life. These works offer contemporary audiences insights into the cultural production of the past and present. They also offer imaginative and aesthetically beautiful interpretations of working in clay. In these works we can understand the importance of conventions, traditions, and the communication of messages and meanings within ceramic forms.</p> <p>Aim Ceramics Stage 6 is designed to enable students to: Gain an increasing accomplishment and independence in their representation of ideas in ceramics and understand & value how ceramics, as a field of practice, invites different interpretations & explanations.</p> <p>Objectives: Students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> • through the making of ceramic work that leads to and demonstrates conceptual and technical accomplishment; • that lead to increasingly accomplished critical and historical investigations of ceramics. <p>Assessment: The following components and weightings are to apply:</p> <p>Component Weighting (%) Making 70% - Critical Study/Historical Study 30%</p>	

<p>Core Modules:</p> <ul style="list-style-type: none"> • Introduction to Ceramics • Occupational Health and Safety (integrated module) <p>Optional Modules:</p> <ul style="list-style-type: none"> • Hand Building • Throwing • Sculptural Forms • Kilns • Glaze technology • Casting • Surface Treatment • Mixed Media • Ceramics Project
<p>Particular Course Requirements: Students are required to keep a diary over the duration of the course. The diary may include a sketch book, folder, boxes and containers, photographs etc. Students should document the technical aspects of their work and should note the development of concepts and ideas, points of departure and changes in direction in their diaries. Students are encouraged to develop a portfolio of their work over the course. The portfolio could contain works which are accomplished, conceptually strong and well-resolved and that demonstrate students learning in the selected modules.</p>
<p>Assessment: Internal Assessment Only</p> <p>Diary Process: 10%</p> <p>Art Criticism & Art History: 30%</p> <p>Portfolio Submission: 60%</p>

Course: Personal Development Health and Physical Education Code ****

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil**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.

Main Topics Covered:**Preliminary Course****Core Topics (60%)**

- Better Health for Individuals
- The Body in Motion

Optional Components (40%)

Teachers to select two options from

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation
- Sport and Physical Activity in Australian Society

HSC Course**Core Topics (60%)**

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Teachers to select two options from

- The Health of Young People
- Sports Medicine
- Improving Performance
- Equity and Health

Particular Course Requirements:

In addition to core studies students select two options in each of the Preliminary and HSC courses. As part of the First Aid option, students are expected to complete an external First Aid qualification. This is usually through Royal Life Saving Australia. It is expected that students will cover the cost of this certificate

Assessment: HSC course only

External Assessment	Internal Assessment	Weighting
A three hour written examination	Core	60
	Options	40
100		100

Course: Sport, Lifestyle and Recreational Studies**Code ** **

2 units for each of Preliminary and HSC

Content Endorsed Course

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

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.


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 the 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:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training

Particular course requirements: Students are expected to participate in a range of activities to support their studies of this subject. This includes activities that occur off site that will require additional one off payments.

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

Course: Community and Family Studies Code *** 	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil	
<p>Course Description: Community and Family Studies provides a context within which to develop general competencies essential for the acquisition of skills that will enable students to contribute effectively to their community. The emphasis on resource management and research methodologies underpins the content and learning experiences within Community and Family Studies. Collecting, analysing and organising information provide the process by which students will conduct research. The subject also requires students to consider relevant information from a variety of sources prior to proposing management solutions in family and community contexts. An Independent Research Project is a major component of this course where the students must conduct research which focuses on the processes of: recognising purpose and audience; selecting appropriate form and style; conveying meaning clearly, concisely and coherently; and revising and correcting as required.</p>	
Preliminary Course Modules (100% Total)	HSC Course Core Modules (75% Total)
<p>Resource Management</p> <ul style="list-style-type: none"> • Basic concepts of resource management. Indicative course time: 20% <p>Individuals and Groups</p> <ul style="list-style-type: none"> • The individual's roles, relationships and tasks within and between groups. Indicative course time: 40% <p>Families and Communities</p> <ul style="list-style-type: none"> • Family structures and functions, and the interaction between family and community. Indicative course time: 40% 	<p>Research Methodology</p> <ul style="list-style-type: none"> • Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25% <p>Groups in Context</p> <ul style="list-style-type: none"> • The characteristics and needs of specific community groups. Indicative course time: 25% <p>Parenting and Caring</p> <ul style="list-style-type: none"> • Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25%
Assessment: HSC course only	<p>HSC Course Option Modules (25% Total) Select one of the following options:</p> <p>Family and Societal Interactions</p> <ul style="list-style-type: none"> • Government and community structures that support and protect family members throughout the lifespan. <p>Social Impact of Technology</p> <ul style="list-style-type: none"> • The impact of evolving technologies on individuals and lifestyle. <p>Individuals and Work</p> <ul style="list-style-type: none"> • Contemporary issues confronting individuals as they manage roles within both family and work environments

Course: Agriculture	Code ****
2 units for each of Preliminary and HSC Board Developed Course	
Exclusions: Nil	
Course Description:	
<p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course. The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
Main Topics Covered:	
Preliminary Course	
<ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 	
HSC Course Core (80%)	
<ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (30%) 	
Elective (20%) Choose ONE of the following electives to study:	
<ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 	
Particular Course Requirements	
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.	

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

Course: Engineering Studies	Code ****
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil	
Course Description Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.	
Main Topics Covered Preliminary Course Students undertake the study and develop an engineering report for each of 5 modules: <ul style="list-style-type: none"> • three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems <ul style="list-style-type: none"> • one focus module relating to the field of Bio-Engineering • one school-based elective module. HSC Course Students undertake the study and develop an engineering report for each of 5 modules: <ul style="list-style-type: none"> • three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices • two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering. 	
Particular Course Requirements Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.	

Course: Industrial Technology	Code ****✘
2 units for each of Preliminary and HSC Board Developed Course	
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses	
<p>Course Description</p> <p>Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) <ul style="list-style-type: none"> • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) <p>HSC Course</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> – Design, Management and Communication – Production • Industry Related Manufacturing Technology (25%) • 	
<p>Particular Course Requirements</p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	

Course: Food Technology	Code ****
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil	
Course Description: The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.	
Main Topics Covered Preliminary Course <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) HSC Course <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 	
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.	

Course: Information Processes and Technology		Code ***
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Computing Applications
Course Description: Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.		
Main topics covered:		
Preliminary Course		
<ul style="list-style-type: none"> • Introduction to Information Skills and Systems (20%) • Tools for Information Processes (50%) • Developing Information Systems (30%) 		
HSC Course		
<ul style="list-style-type: none"> • Project Management (20%) • Information Systems and Databases (20%) • Communication systems (20%) 		
Option Strands (40%) – Students will select TWO of the following options:		
<ul style="list-style-type: none"> • Transaction Processing Systems • Decisions Support Systems • Automated Manufacturing Systems • Multi Media 		
Particular Course Requirements:		
There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course.		
The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.		
Assessment: HSC course only		
External Assessment	Internal Assessment	
A three hour written examination	Assessment will be based on the HSC course content including project work	
100	100	

Course: Software Design and Development		Code ****	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Computing Applications CEC	
Course Description:			
<p>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.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>			
Preliminary Course		HSC Course	
<ul style="list-style-type: none"> • Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> - Social and ethical issues - Hardware and software - Software development approaches • Introduction to Software Development (50%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and designing software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions • Developing software solutions (20%) 		<ul style="list-style-type: none"> • Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> - Social and ethical issues - Application of software development approaches • Software Development Cycle (40%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and design of software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions • Developing a Solution Package (25%) • Options (20%) <ul style="list-style-type: none"> Study one of the following options: <ul style="list-style-type: none"> - Programming paradigms <p>Or</p> <ul style="list-style-type: none"> - The interrelationship between software and hardware 	
Particular Course Requirements			
<p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</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	

Course: Textiles and Design	Code ***✘
<p>2 units for each of Preliminary and HSC Board Developed Course</p>	
<p>Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016</p>	
<p>Course Description:</p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%). <p>HSC Course</p> <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%). • 	
<p>Particular Course Requirements</p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

Course: Exploring Early Childhood	Code **
<p>2 units for each of Preliminary and HSC Content Endorsed Course</p> <p>Exclusions: Students studying Board Developed Courses – Assessments covering aspects of other child related studies should be avoided.</p>	
<p>The Exploring Early Childhood course aims to achieve this by giving 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 individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.</p> <p>Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in this syllabus views childhood learning as experiential, that is, children are active learners and learn and make sense of the world around them through their experiences and through their interactions with others.</p> <p>Throughout this subject the terms infant, toddler, and preschooler are used to refer to children in the approximate age ranges of birth to twelve months, one to three years and three to five years respectively. Where children are referred to as being in the early years of school, the years from Kindergarten to Year 2, or ages five to eight, are implied.</p>	

Course: Computing Applications	Code **
<p>2 units for each of Preliminary and HSC Content Endorsed Course</p> <p>Exclusions: Students studying Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.</p>	
<p>Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.</p> <p>Computing and related information is a 'hands-on' skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.</p> <p>It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.</p>	

VOCATIONAL EDUCATION & TRAINING COURSES (VET)

0CPC20211 Certificate II in Construction Pathways (CPC08 release V9.3) Statement of Attainment towards CPC20211 Certificate II in Construction Pathways (CPC08 release V9)

2019 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCWF2002A	Use wall and floor tiling tools and equipment
CPCWHS1001	Work safely in the construction industry	CPCCM2006B	Apply basic levelling procedures
CPCCCM2005B	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
		CPCCCO2013A	Carry out concreting to simple forms
		CPCCCA2003A	Erect and dismantle formwork for foots and slabs on ground
<p>Course contribution (to be made directly to school): \$65.00 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> <p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>			

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. *Please discuss with your school if you are unable to, or have difficulty meeting these requirements.*

- \$50 White Card training
- Safety equipment including protective clothing, boots, safety glasses and ear plugs.

Exclusions:

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

Assessment and course completion**Competency-based assessment**

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course. To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/> Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

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

SIT20316 Certificate II in Hospitality (Release 2)
Statement of Attainment towards SIT20316 Certificate II in Hospitality(Release 2)

2019 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Elective Units	
SITHIND003	Use Hospitality skills effectively	SITXINV001	Receive and store stock
SITXCOM002	Show social and cultural sensitivity	SITXINV002	Maintain quality of perishable items
SITXCCS003	Interact with customers	BSBCMM201	Communicate in the workplace
BSBWOR203	Work effectively with others	SITXCOM001	Source and present information
SITXWHS001	Participate in safe work practices	SITHCCC003	Prepare sandwiches
SITHIND002	Source and use information on the hospitality industry	SITXFSA002	Participate in safe food handling practices
SITXFSA001	Use hygienic practices for food safety	BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages	HLTAID003	Provide first aid
SITHFAB007	Serve food and beverage		
SITHFAB005	Prepare and serve espresso coffee		

Course contribution (to be made directly to school): **\$40.00 per term**
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> • \$55.00 for the uniform • Leather shoes • Folder, pens, etc. • Computer access and USB
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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>

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

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

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

MEM10105 Certificate I in Engineering (Release 2)
Statement of Attainment towards MEM10105 Certificate I in Engineering (MEM05 release 2)

2019 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Possible Elective Units – teacher will advise	
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03003B	Perform sheet and plate assembly
MEM12023A	Perform engineering measurements	MEM05004C	Perform routine oxy acetylene welding
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM05003B	Perform Soft Soldering
MEM12024A	Perform computations	MEM03001B	Perform manual production assembly
MEM14004A	Plan to undertake a routine task	MEM05007C	Perform manual heating and thermal cutting
MEM15002A	Apply quality systems	MEM05012C	Perform routine manual metal arc welding
MEM15024A	Apply quality procedures	MEM07023B	Use workshop machines for basic operations
MEM18001C	Use hand tools		
MEM18002B	Use power tools/hand held operations		

Students will also complete additional HSC content to fulfil the NSW NESA syllabus/examinable requirements for this course

Course contribution (to be made directly to school): **\$65.00**
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

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

<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>	<ul style="list-style-type: none"> • Safety equipment including protective clothing, boots, safety glasses and ear plugs.
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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>

Enrolment in a Certificate I Engineering excludes you from studying Industrial Technology - Metals and Engineering focus area.

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

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

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

AHC20116 Certificate II in Agriculture (AHC 2.0)

Statement of Attainment towards AHC20116 Certificate II in Agriculture (AHC 2.0)

2019 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES

This Course is available as	2 Unit x 1year/120 hours	2 Unit x 2years/240 hours	4Unit x 1year/240 hours
<p>Participants in this program are all enrolled in NSW public schools secondary schooling. Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</p>			
<p><i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i></p>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
<p>This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.</p>	
<p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</p>	

<p>Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>	
Compulsory/Core Units – HSC Examinable	Elective units
AHCWHS201	<p>Students may study a range of units drawn from the following areas</p> <ul style="list-style-type: none"> • Basic fencing • Weed and pest treatment and prevention • Use and maintenance of farm machinery • Safe use of tractors and other farm vehicles • Livestock care and welfare • Plants and propagation <p><i>A variety of other units relevant to farm assistance and agricultural work may also be delivered by other RTOs. Talk to your school for more information.</i></p>
AHCWRK209	
AHCWRK201	
AHCCHM201	
AHCWRK204	
and either	
AHCLSK202	
AHCPMG202	
<p>Course contribution (to be made directly to school): \$65.00 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> <p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>	
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>	<ul style="list-style-type: none"> • Work Boots • Work Wear including long pants and long sleeve shirt, hat • Computer access • Display Folder, pens, etc.
<p>Exclusions: VET course exclusions can be checked on the NESA website</p>	

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

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

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

CUA30413 Certificate III Live Production and Services (CUA release 1)
Statement of Attainment towards CUA30413 Certificate III Live Production and Services (CUA release 1)
2019 STAGE 6 COURSE DESCRIPTION – ENTERTAINMENT INDUSTRY

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

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your Campus.</i>			
BOSTES Mandatory Units		RTO mandated Units (Core in qualification)	
CUASOU301	Undertake live audio operations	BSBWOR301B	Organise personal work priorities and development
SITXCCS303	Provide service to customers	CUVPRP304A	Participate in collaborative creative projects
CUALGT301	Operate basic lighting	Elective Units	(35 hours minimum)
CPCCOHS1001A	Work safely in the construction industry	CUASMT301	Work effectively backstage during performances
CUSOHS301A	Follow occupational health and safety procedures	CUASTA202	Assist with bump in and bump out of shows
CUASTA301	Assist with production operations for live performances	CUFLGT303A	Install and operate follow spots
CUAVSS302	Operate vision systems	CUSSOU301A	Provide sound reinforcement
CUAIND301	Work effectively in the creative arts industry	MEM18002B	Use power tools/hand held operations

Course contribution (to be made directly to the Campus): \$50.00 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your Campus.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your Campus</i>	
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your Campus if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> Further details to be provided by Head Teacher/Teacher

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are not required to complete work placement

Optional HSC examination

There is no HSC examination associated with this course

Specialisation studies

There are no specialisation studies associated with this course.

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills:

There are seven Foundation Skills: Learning, Reading, Writing, Oral communication, Navigate the world of work, Interact with others and Get the work done. The Foundation Skills for each unit of competency describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance for each unit. More information on Foundation Skills for each individual unit of competency within this qualification can be found by locating the unit information from training.gov.au

School-based Apprenticeships and Traineeships (SBATs)

There is no SBAT pathway associated with this course.

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

**ICA30111 Certificate III in Information, Digital Media & Technology (ICA11 release 2)
2019 STAGE 6 COURSE DESCRIPTION – INFORMATION & DIGITAL TECHNOLOGY**

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
	2Unit x 1 Year/120 hours specialisation study		
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)		
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the information technology & digital media industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :			
Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective Units	
BSBWHS304A	Participate effectively in WHS communication and consultation processes replaces	ICAWEB303A	Produce digital images for the web
ICAICT202A	Work and communicate effectively in an IT environment	ICAWEB201A	Use social media tools for collaboration and engagement
ICAICT302A	Install and optimise operating system software	ICAWEB301A	Create a simple markup language document
ICASAS301A	Run standard diagnostic tests	ICAICT304A	Implement system software changes
ICAICT301A	Create user documentation	ICAICT307A	Customise packaged software applications for clients
BSBSUS301A	Implement and monitor environmentally sustainable work practices	ICAICT409A	Develop macros and templates for clients using standard products
ICAICT203A	Operate application software packages	ICASAS305A	Provide IT advice to clients
ICAICT308A	Use advanced features of computer applications	BSBEBU401A	Review and maintain a website
ICAWEB302A	Build simple websites using commercial programs	<i>Students must complete a 240hour course and a 120 hour specialisation study to achieve a full Certificate III qualification.</i>	
Course contribution (to be made directly to school): \$28.00 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: \$28.00 Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>			<ul style="list-style-type: none"> • Discuss with relevant Teacher

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SIR30216– Retail Services Training Package (Release 2.0)

Certificate III in Retail or statement of Attainment

2019 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

This Course is available as	2U x 1year 120 Hour	2U x 2 year240 Hour	4U x 1 year 240 hour
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The course structure will be based on SIR30216			
Compulsory/Core Units	HSC Examinable*	Elective Units	
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSL002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK001	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSL001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
<p>Course contribution (to be made directly to school): \$60.00 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>			
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> • Equipment kit supplied by the school • Access to a computer 	
<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 http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/>

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

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

**BSB20112 Certificate II in Business (BSB07 release 12)
2019 STAGE 6 COURSE DESCRIPTION – SKILLS FOR WORK AND TRAINING**

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)		
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient of the above units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :			
Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective Units	
BSBCMM201A	Communicate in the workplace	BSBADM311A	Maintain business resources
BSBCUS201B	Deliver a service to customers	BSBITU301A	Create and use databases
BSBIND201A	Work effectively in a business environment	BSBINM202A	Handle mail
BSBINM201A	Process and maintain workplace information	BSBITU201A	Produce simple word processed documents
BSBWHS201A	Contribute to health and safety of self and others	BSBITU202A	Create and use spreadsheets
BSBSUS201A	Participate in environmentally sustainable work practices		
BSBWOR202A	Organise and complete daily work activities		
BSBWOR203B	Work effectively with others		
BSBWOR204A	Use business technology		
Course contribution (to be made directly to school): Nil Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> • Discuss with relevant Teacher 	
Exclusions: VET course exclusions can be checked on the Board’s website at. www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

BOARD ENDORSED COURSES

Non ATAR

Course Name	Course Codes	Study Pattern	NESA Course Number	Delivery day and times	Wollongbar	Lismore	Casino	Ballina
ANIMAL STUDIES - Certificate II 4 Terms	ACM20110	4u x 1yr	58154	Wednesday 9:00 am - 4:00 pm		■		
ANIMAL STUDIES - Certificate III must have completed Certificate II Animal studies	ACM30110	2u x 1yr	58152	Wednesday 9:00 am - 4:00 pm		■		
AVIATION – FLIGHT OPERATIONS – Certificate II	AVI30116	2u x 1yr	65401	Wednesday 1:00 pm – 5:00 pm	■			
AVIATION – GROUND OPERATIONS – Certificate II	AVI20216	2u x 2yr	51411	Wednesday 1.00 pm – 5.00 pm	■			
BAKING – RETAIL BAKING SOA in Certificate III	FD30710	2u x 1yr	59425	Wednesday 1.00 pm – 5.00 pm		■		
BEAUTY SERVICES – Make-Up – SAO in Certificate III	SHB30215	2u x 2yr	43883	Wednesday 1:00 pm – 5:00 pm	■			
BEAUTY SERVICES – Nail Technology – SOA in Certificate III	SHB30315	2u x 2yr	43886	Wednesday 1:00 pm – 5:00 pm	■			
BEAUTY SERVICES – Retail Cosmetic’s – Certificate II	SHB20116	2u x 2yr	43468	Wednesday 1:00 pm – 5:00 pm	■			
DESIGN – Fashion and Technology - SOA in Certificate II	LMT21707	2u x 1yr	41017	Wednesday 1:00 pm – 5:00 pm	■			
DESIGN – Fashion and Technology Certificate II in Applied Fashion Design and Technology	LMT21707	2u x 2yr	41016	Wednesday 1.00pm - 5.00pm	■			
DESIGN – Graphic - SOA in Certificate III	CUA0715	2u x 1yr 2u x 2yr	43747 43748	Wednesday 1.00 pm – 5.00 pm		■		
EARLY CHILDHOOD EDUCATION AND CARE - SOA in Certificate III	CHC30113	2u x 2yr	41824	Wednesday 1:00 pm – 5:00 pm	■			
EARLY CHILDHOOD EDUCATION AND CARE - Certificate III	CHC30113	4u x 2yr	41826	Wednesday 8.30 am – 5.00 pm	■		■	
HAIRDRESSING SALON SKILLS - SOA in Certificate II	SHB20216	2u x 1yr	65238	Wednesday 1.00 pm – 5.00 pm	■			
INDIGENOUS PRIMARY HEALTH CARE - one year course – Certificate II	HLT20113	3u x 1yr	43622	Wednesday 8.30 am – 5.00 pm			■	
MARITIME OPERATIONS – Deckhand – one year course - Certificate I Maritime Operations (General Purpose Near Coastal)	MAR10313	2u x 1yr	59673	Wednesday 1:00 pm – 5:00 pm				■
MEDIA – Digital Photography/Screen/Media SOA in Certificate III	CUA31015	2u x 1yr	59854	Wednesday 1:00 pm – 5:00 pm		■		
MEDIA – Digital Photography/Screen/Media Certificate III	CUA31015	2u x 2yr	59855	Wednesday 1.00 pm – 5.00 pm		■		
PLUMBING - SOA in Certificate III	CPC32413	2u x 1yr 2u x 2yr	52210 52212	Wednesday 1:00 pm – 5:00 pm	■			
SPORT AND RECREATION – Certificate II	SIS20115	4u x 1yr	50409	Wednesday 9.00am – 3.00pm		■		

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a rank between 0.00 and 100 with increments of 0.05. It provides an overall academic achievement in the Higher School Certificate that assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by the University Admissions Centre (UAC).

Admission to most tertiary courses is based on performance in the Higher School Certificate with applicants ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition or questionnaire may be taken into account with the ATAR for certain courses.

Who receives the ATAR?

NSW Higher School Certificate students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR advice from UAC at about the same time they receive their HSC results from the Board of Studies.

Eligibility for an ATAR

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least 2 units of English) of ATAR courses, including at least 8 units of Category A Courses.

Refer Table for Category A and Category B Courses.

Courses completed must include at least three Board Developed Courses of two units or greater and at least four subjects.

For further information go to www.uac.edu.au or use the University Entry Requirements 2018 Year 10 Booklet which covers all relevant information for Year 10 students choosing courses for Years 11 and 12 in preparation for tertiary study in 2018.

CATEGORY A COURSES

Number	Course name	Unit value	Subject
15000	Aboriginal Studies	2	Aboriginal Studies
15010	Agriculture	2	Agriculture
15020	Ancient History	2	Ancient History
15280	HSC History Extension ¹	1	Ancient History
15030	Biology	2	Biology
15040	Business Studies	2	Business Studies
15050	Chemistry	2	Chemistry
15060	Community and Family Studies	2	Community and Family Studies
15070	Dance	2	Dance
15080	Design and Technology	2	Design and Technology
15090	Drama	2	Drama
15100	Earth and Environmental Science	2	Earth and Environmental Science
15110	Economics	2	Economics
15120	Engineering Studies	2	Engineering Studies
15150	English as a Second Language	2	English
15130	English Standard	2	English
15140	English Advanced	2	English
15160	HSC English Extension 1	1	English
15170	HSC English Extension 2	1	English
15180	Food Technology	2	Food Technology
15190	Geography	2	Geography
15210	Information Processes and Technology	2	Information Processes and Technology
15220	Legal Studies	2	Legal Studies
15230	General Mathematics	2	Mathematics
15240	Mathematics	2	Mathematics
15250	HSC Mathematics Extension 1*	1/2	Mathematics
15260	HSC Mathematics Extension 2	2	Mathematics
15270	Modern History	2	Modern History
15280	HSC History Extension ¹	1	Modern History
15290	Music 1 ²	2	Music
15300	Music 2 ²	2	Music
15200	Industrial Technology	2	Industrial Technology

Number	Course name	Unit value	Subject
15310	HSC Music Extension ²	1	Music
15320	Personal Development, Health and Physical Education	2	Personal Development, Health and Physical Education
15330	Physics	2	Physics
15340	Senior Science	2	Senior Science
15350	Society and Culture	2	Society and Culture
15360	Software Design and Development	2	Software Design and Development
15370	Studies of Religion I ³	1	Studies of Religion
15380	Studies of Religion II ³	2	Studies of Religion
15390	Textiles and Design	2	Textiles and Design
15400	Visual Arts	2	Visual Arts

Languages

15500	Arabic Beginners	2	Arabic
15510	Arabic Continuers	2	Arabic
15520	HSC Arabic Extension	1	Arabic
15530	Armenian Continuers	2	Armenian
15540	Chinese Beginners	2	Chinese
15550	Chinese Continuers	2	Chinese
15560	Chinese Background Speakers	2	Chinese
15570	HSC Chinese Extension	1	Chinese
15580	Classical Greek Continuers	2	Classical Greek
15590	HSC Classical Greek Extension	1	Classical Greek
15600	Classical Hebrew Continuers	2	Classical Hebrew
15610	HSC Classical Hebrew Extension	1	Classical Hebrew
15620	Croatian Continuers ⁴	2	Croatian
15630	Czech Continuers ⁺	2	Czech
15640	Dutch Continuers	2	Dutch
15660	Filipino Continuers	2	Filipino
15670	French Beginners	2	French
15680	French Continuers	2	French
15690	HSC French Extension	1	French
15700	German Beginners	2	German
15710	German Continuers	2	German
15720	HSC German Extension	1	German
15730	Hindi Continuers	2	Hindi
15740	Hungarian Continuers	2	Hungarian
15750	Indonesian Beginners ⁵	2	Indonesian
15760	Indonesian Continuers ⁵	2	Indonesian
15770	Indonesian Background Speakers ⁵	2	Indonesian
15780	HSC Indonesian Extension ⁵	1	Indonesian
15790	Italian Beginners	2	Italian
15800	Italian Continuers	2	Italian
15810	HSC Italian Extension	1	Italian
15820	Japanese Beginners	2	Japanese
15830	Japanese Continuers	2	Japanese
15840	Japanese Background Speakers	2	Japanese
15850	HSC Japanese Extension	1	Japanese
15860	Khmer Continuers	2	Khmer
15870	Korean Beginners	2	Korean
15880	Korean Continuers	2	Korean
15890	Korean Background Speakers	2	Korean
15900	Latin Continuers	2	Latin
15910	HSC Latin Extension	1	Latin
15920	Latvian Continuers ⁺	2	Latvian
15930	Lithuanian Continuers ⁺	2	Lithuanian
15940	Macedonian Continuers ⁴	2	Macedonian
15950	Malay Background Speakers ⁵	2	Malay
15960	Maltese Continuers	2	Maltese
15970	Modern Greek Beginners	2	Modern Greek
15980	Modern Greek Continuers	2	Modern Greek
15990	HSC Modern Greek Extension	1	Modern Greek
16000	Modern Hebrew Continuers	2	Modern Hebrew
16010	Persian Background Speakers	2	Persian

Number	Course name	Unit value	Subject
16020	Polish Continuers	2	Polish
16030	Portuguese Continuers	2	Portuguese
16040	Russian Background Speakers	2	Russian
16050	Serbian Continuers ⁴	2	Serbian
16060	Slovenian Continuers ^{4 +}	2	Slovenian
16070	Spanish Beginners	2	Spanish
16080	Spanish Continuers	2	Spanish
16090	HSC Spanish Extension	1	Spanish
16100	Swedish Continuers	2	Swedish
16110	Tamil Continuers	2	Tamil
16120	Turkish Continuers	2	Turkish
16130	Ukrainian Continuers	2	Ukrainian
16140	Vietnamese Continuers	2	Vietnamese
Distinction Courses			
25010	Comparative Literature	2	Comparative Literature
25020	Cosmology	2	Cosmology
25030	Philosophy	2	Philosophy
CATEGORY B COURSES			
Number	Course name	Unit value	Subject
16150	Accounting ⁶	2	Accounting
16745	Business Services (Examination) ⁷	2	Business Services ⁸
16305	Construction (Examination) ⁷	2	Construction ⁸
16955	Entertainment (Examination) ⁷	2	Entertainment ⁸
16365	Information Technology (Examination) ⁷	2	Information Technology ⁸
16425	Metal and Engineering (Examination) ⁷	2	Metal and Engineering ⁸
16485	Primary Industries (Examination) ⁷	2	Primary Industries ⁸
16515	Retail (Examination) ⁷	2	Retail ⁸
16565	Hospitality (Examination) ⁷	2	Hospitality ⁸
16595	Tourism (Examination) ⁷	2	Tourism ⁸

Line Assistance Subject Planning Sheet 2019 - Year 11

NAME: _____

You must select 12 units. This sheet will be used to decide what subjects run at school and on what line subjects will be placed.

Subject	Unit Value	Category A	Category B	Level Studied	HT Signed
ENGLISH	2	✓		STANDARD ADVANCED	
ENGLISH	2			STUDIES	
TOTAL Studied at school					

Note:

- There is no guarantee that the subjects you have selected will be offered in the final line sheet. The computer will decide the “best fit” of courses chosen by students. Not all students will get all of their first chosen subjects.
- You are choosing subjects to be studied at school during class time.
- Extension courses will run on Wednesdays and will be extra to what you have chosen above.
- TAFE courses will be run on Wednesdays and will be extra to what you do at school.

Extras				
TAFE				
English Extension 1				
Mathematics Extension1				
Distance Education				
TOTAL				



Year 11 Student Subject Offerings Information 2019

This sheet aims to provide students in the Rivers Secondary College a guide to the subject offerings for Year 11 in 2019. ***It is important to note that not all subjects in this list will run.*** The College will work to offer students as broad a range of subjects as possible. Final offerings will depend on student interest. Subjects that have a particular campus indicated in the *notes* column will be offered to all students in the college, but will run at the campus indicated. Other subjects on this list, may not run at your campus, but be offered at a campus another campus. In this situation, you will be notified. If you decide to continue with that subject, you will be expected to attend classes at that campus. Additional subjects may be made available across the college once subject selections are complete and lines are set.

Instructions:

1. Select what you are interested in and what you are good at.
2. All students must select 2 units of English and at least 10 other units. Extension courses are in addition. You may choose Extension English AND Extension Mathematics if you wish.
3. Category A Courses contribute to ATAR calculations.
4. Only one **Category B** course may be included in ATAR calculations. Subjects in *italics* are Board Endorsed (*BE*) and **DO NOT** count towards ATAR calculations.
5. Students choosing Extension courses may not be able to participate in SVET or TVET courses as they both run on Wednesday.

Subject	Units	Cat	Notes
English Standard	2	A	****
English Advanced	2	A	*****
English Extension	1	A	*****
English Studies	2	A	**
Mathematics Standard 1	2	A	***
Mathematics Standard 2	2	A	****
Mathematics	2	A	*****
Mathematics Extension	1	A	*****
Biology	2	A	****
Chemistry	2	A	*****
Earth and Environmental Science	2	A	****
Physics	2	A	*****
Investigating Science	2	A	****

Subject	Units	Cat	Notes
Aboriginal Studies	2	A	****✘
Ancient History	2	A	****
Business Studies	2	A	****
Geography	2	A	****
Legal Studies	2	A	****
Japanese Beginners	2	A	***
Society & Culture	2	A	****✘
<i>Work Studies</i>	2	CEC	**
Drama	2	A	****✘
Music 1	2	A	****✘
Music 2	2	A	*****LHC Only
Music Extension	1	A	*****LHC Only
Visual Arts	2	A	****✘
<i>Photography</i>	2	CEC	**
<i>Ceramics</i>	2	CEC	**



THE RIVERS SECONDARY COLLEGE

The heart of secondary education for Lismore

Subject	Units	Cat	Notes
Personal Dev, Health & PE	2	A	****
<i>Sport, Lifestyle & Recreation</i>	2	CEC	**
Dance	2	A	** LHC only
Community & Family Studies	2	A	****
<i>Exploring Early Childhood</i>	2	CEC	**
School Delivered VET			
Construction – Building	2	B	**Cert/**HSC
Entertainment	2	B	**Cert/**HSC KHC only
Hospitality	2	B	**Cert/**HSC
Information & Digital Technology	2	B	**Cert/**HSC
Metal & Engineering	2	B	**Cert/**HSC
Primary Industries	2	B	**Cert/**HSC
Retail Services	2	B	**Cert/**HSC
<i>Skills for Work and Training</i>	2	CEC	**Cert/**HSC

Subject	Units	Cat	Notes
Agriculture	2	A	****
Design and Technology	2	A	***
Engineering Studies	2	A	****LHC Only
Industrial Technology Timber	2	A	***
Information Processes & Technology	2	A	***
Food Technology	2	A	****
Software Design & Development	2	A	****
Textiles & Design	2	A	***
<i>Computing Applications</i>	2	CEC	**

*****	High Academic requirements. High Level Literacy and/or Numeracy Skills.
****	Substantial Academic Requirements Essay Writing, Detailed Analysis and or Calculations
***	Academic Requirements suited towards student interest
**	Some Academic requirements suited to areas of interest. Suited towards Vocational Pathway
*	Life Skills Courses are available in most courses other than VET
	HSC major work, performance or Project marked by external markers Term 3 of HSC year contributes major percentage of HSC mark.
	Course includes Mandatory Work placement which must be undertaken during the school term. To count the course towards your HSC requires successful completion of Work placement Hours
	HSC Major Individual Research Project marked by your class teacher(s) in the HSC year, contributes major percentage of school assessment mark.
	Assessment includes <i>active physical participation</i>

TOP 10 TIPS FOR YEAR 10 STUDENTS CHOOSING THEIR HSC COURSES

- 01** Choose HSC courses you're good at and interested in, and will lay a foundation for your future plans.
- 02** Choose courses best suited to your ability. Don't choose courses just because of scaling or because you think they will give you a better ATAR.
- 03** Make the link between your choice now and where you want to go after Year 12.
- 04** Check if the uni you want to go to (and/or the course you want to do) has prerequisites and assumed knowledge – this booklet has all this info.
- 05** If you want to get an ATAR, make sure you will be eligible.
- 06** Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50s, while marks closer to 80 could lead to an ATAR of 80.00. This is because most students have marks between 70 and 80 so when you are ranked that group really spreads out.
- 07** If you are getting marks in the 70s do your best to get closer to 80 – it will make a big difference to your ATAR.
- 08** Remember that unis often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 4 and above).
- 09** If you're not sure what level maths and English to take, choose the level that suits your ability and future plans. You will not necessarily get a higher ATAR just by studying a lower level course, and unis don't always increase your selection rank to reward your performance in the lower level courses, no matter how well you do. Also check prerequisites in case you need to get a certain performance band.
- 10** To maximise your ATAR you have to make good choices about what to study, work to the best of your ability and work towards your goals for life after school.

We have a School Careers Website.

UAC/VTAC/QTAC

VET

LATEST NEWS AND EVENTS

WORK EXPERIENCE

DO AN INTERESTS TEST

FIND A JOB

CHOOSE A UNIVERSITY

GAP YEAR

CREATE A RESUME

DEFENCE CAREERS

YOUTH ALLOWANCE

It's a "One Stop Shop" for everything you need with Career Planning and help.

CHECK IT OUT NOW!

Mr Eden Weir

Career Adviser



THE BEST WAY TO PREDICT THE FUTURE IS TO CREATE IT



Shape your future



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Australia's career information and exploration service

Register with your DoE Education email for free

Got a question?

See your Career Adviser Mr Eden Weir for assistance

or

Contact us via the myfuture website or connect with us on social media.



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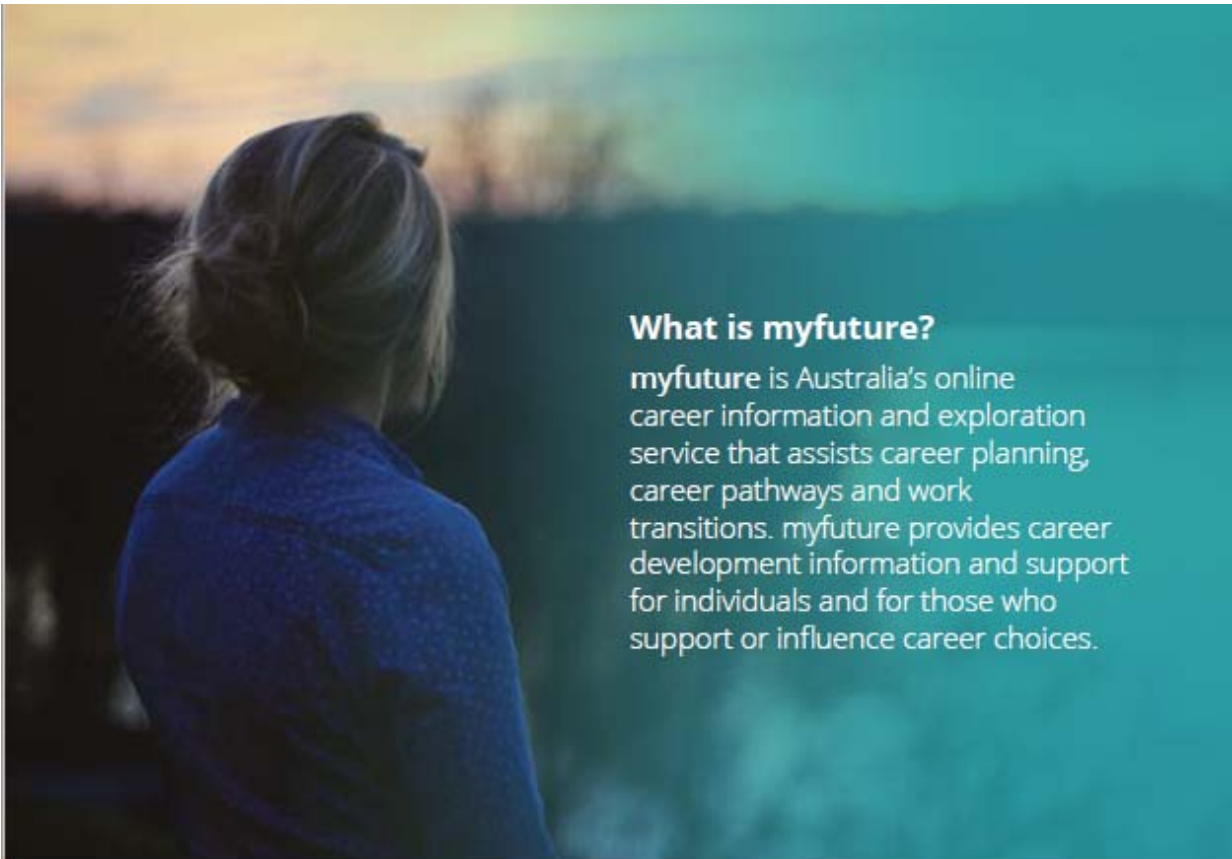


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What is myfuture?

myfuture is Australia's online career information and exploration service that assists career planning, career pathways and work transitions. **myfuture** provides career development information and support for individuals and for those who support or influence career choices.



Career bullseyes

The interactive digital *Career bullseyes* allow you to explore occupations by your preferred learning areas. See what options are available to you based on your level of education and training.



Occupation profiles

The popular and comprehensive occupation profiles include earnings data, indications of future job openings, information about similar occupations and links to related courses.



Career insight

Dozens of topical articles on work readiness, entrepreneurship, education and training, job search and much more. Many articles have been written by career development professionals.



My career profile

My career profile has been simplified to provide you with a list of suggested occupations for further exploration.



Case studies

Be inspired by other people's career stories. Our case studies highlight the paths and achievements of people at different stages of their career.



Business profiles

Key businesses and associations will showcase traditional, non-traditional and emerging career pathways and industry-specific content and articles.

Our School Password is:

richmond

A word cloud featuring various professions such as Dentist, Engineer, Designer, Mechanic, Technician, Nurse, Teacher, Architect, and many others. A large play button icon is centered over the word cloud. Several professions are accompanied by circular icons: a chef, a person with a crown, a woman with glasses reading a book, a nurse, and a person with a headset.

The news for your Careers sent to you!

Visit: www.jobjump.com.au