



WADALBA
COMMUNITY SCHOOL
PROGRESS WITH PRIDE

2024 STAGE 6 (Year 11-12) SUBJECT SELECTION HANDBOOK



Key Dates

An outline of Key Dates for Stage 6 Subject Selections:

Milestone	Date	Time	Week
Subject Selection Night	Wednesday 2 August	4 – 5pm	Week 3, Term 3
Selection Forms open	Wednesday 2 August	5pm	Week 3, Term 3
Selection Forms close	Wednesday 9 August	3pm	Week 4, Term 3
First round of subject choices distributed	Week of 28 August		Week 7, Term 3
Subject Selection Interviews	Wednesday 13 September Thursday 14 September Friday 15 September		Week 9, Term 3
Final letter outlining subject choices distributed			Week 1, Term 4

TABLE OF CONTENTS

Principal Message.....	1
Information about the HSC.....	2
Requirements for Year 11 and 12.....	3
Terms and concepts you should know	4
Choosing from the Booklet.....	5
Courses offered at Wadalba Community School.....	6
Board Developed Courses by Faculty.....	7-60
Trade Training Centre.....	61-70
How to choose your Elective.....	71

MESSAGE FROM THE PRINCIPAL

Subject Selection for Higher School Certificate (Stage 6) courses is an important milestone in your schooling and maturity as young adults. It is an important time for you to think about your hopes and aspirations and to work closely with your family and teachers as you make decisions about the subjects you will study over the next two years.

In the senior years you will receive an exit credential for secondary education by achieving either a HSC or RoSA:

- The **Higher School Certificate (HSC)** is the highest educational achievement in secondary education in New South Wales. To be awarded your HSC you must complete Years 11 and 12, satisfy HSC course requirements, and sit for the state-wide exams.
- The **Record of Student Achievement (RoSA)** is a credential that shows your cumulative participation and achievement in courses up until you leave school, if you choose to do so after Year 10, but before completing your HSC. You also have the option to complete an online Literacy and Numeracy test.

Stage 6 course offerings are varied and diverse in both the course outcomes covered and the type of learning. For example, some courses include a major project component that is submitted or performed.

It is important that making decisions about subject selection is carefully considered. Thinking about your career aspirations, your personal interests and what subjects are on offer is generally an effective way to make good decisions. As well family and teachers, the school Career and Transition team will provide advice and support to ensure you choose subjects that assist you with your goals.

You will find more information about the HSC on the NESA website

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

For families, <http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide> is a useful link about supporting young people through their HSC.

Mrs Melinda Brown
Principal

INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE

You are about to embark on a very important two years of schooling in the lead up to the Higher School Certificate. To ensure that you make the best decisions, it is vital that you take the time to read this booklet and the accompanying information from the NSW Education Standards Authority (NESA). It is also important to discuss your ideas with your family and with people who can provide you with assistance in planning your future career.

In its current format, the HSC provides a number of opportunities. For example:

- Did you know that you may complete your HSC over five years?
- Completion of Vocational Education and Training courses will usually result in what we call 'dual accreditation' – that is, you receive your HSC as well as a qualification through the national training frameworks.
- Students will no longer be compared to each other for their results – you will now receive a mark that reflects your level of achievement when compared to existing standards.
- Each course that you successfully complete in the HSC will have a 'course report' which sets out the sorts of knowledge and skills that you have demonstrated.
- Students wishing to extend their studies in some areas may complete Extension Courses in Year 11 and Year 12.

The opportunities in the HSC are extensive and students, along with parents, are urged to consider all options very carefully. Students need to think about what you might like to do in the future. What sort of future do you want to create for yourself – Will it require university study? Should I go to TAFE? Do I need a HSC? How important to me are VET subjects? What sort of courses do I like to do?

REQUIREMENTS FOR YEARS 11 AND 12

In order to complete the Year 11 and HSC courses, students must:

- Satisfactorily complete courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) (a minimum of 12 units in **Year 11** and a minimum of 10 units in the HSC course)
- Sit for and make a serious attempt at the HSC exams
- Follow the course developed or endorsed by the NSW Education Standards Authority (NESA)
- Apply yourself with diligence and sustained effort to all of the set tasks and experiences provided in the course by the school
- Achieve some or all of the course outcomes

Your pattern of study must include:

- At least 6 units of Board Developed Courses
- At least 3 courses of 2 units or greater
- At least 4 subjects
- 2 units of English

In addition, a maximum of 6 units of courses in Science can contribute to your HSC.

Homework and Home Study

Year 11 students should spend 2 hours, 5 days per week on home study. This can take the form of revision of school-work completed that day, completing projects, research, formal homework and additional reading of library books.

The school has collated some ideas for independent study.

Hyperlink: <https://wadalba-c.schools.nsw.gov.au/about-our-school/study-wcs.html>

TERMS AND CONCEPTS YOU SHOULD KNOW

Year 11	Refers to the courses usually completed in Year 11.
HSC	Refers to courses usually completed in Year 12.
NESA	NSW Education Standards Authority, the organisation that develops the syllabus and conducts the exams.
ATAR	Australian Tertiary Admission Rank – this is calculated by the Universities as a way of determining entry to University courses.
VET	Vocational Education and Training – students can get ‘dual accreditation’ by completing these subjects – a HSC and Australian Qualifications Framework award.
2 Unit Subject	The basis of subjects in the HSC, equates to about 4 hours per week or 120 hours per year and is marked out of 100 in internal and external assessment.

TYPES OF COURSES

There are 3 types of courses offered as a part of the HSC:

Board Developed Courses These courses are developed by the NSW Education Standards Authority (NESA) and have a formal external HSC exam at the end of Year 12. These courses are eligible for calculation in your ATAR.

VET Courses Are also **Board Developed Courses** that count towards the HSC, but enable the student to gain an Australian Qualifications Framework qualification as well. These are recognised by industry Australia wide. Work placement (35 hours per year) is mandatory, the external examination is optional. When the external exam at the end of Year 12 is done, these courses can be used in the calculation of the ATAR.

TYPES OF COURSES CONTINUED

Board Endorsed Courses

These courses are developed by the school, and endorsed by the NSW Education Standards Authority (NESA) and count towards the HSC, but they DO NOT have a HSC exam at the end of Year 12. A mark is provided to the NSW Education Standards Authority (NESA) by the school based entirely on the student's work and efforts at school.

Life Skills

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

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

CHOOSING FROM THIS BOOKLET

Students are encouraged to seek as much information as possible prior to making their subject choices. This information comes from a number of sources, including this booklet, teachers, parents and careers advisers – make sure you use all of them!

**Please visit the Wadalba Community School
Subject Selection Website link below.**

<https://sites.google.com/wadalbacs.com/wadalbacomunityschoolsubjects/home>

Steps you should follow:

- STEP 1** Collect all the information you need to make informed choices. Discuss your ideas with parents and teachers. Then you are ready to choose subjects.
- STEP 2** EVERY student must do English. Choose the most appropriate level for your needs.
- STEP 3** Choose at least 5 more subjects. These courses enable you to qualify for a HSC.

COURSES OFFERED AT WADALBA COMMUNITY SCHOOL

BOARD DEVELOPED COURSES

CAPA – Head Teacher - Janelle Johnson	TAS – Head Teacher – Meredith Smee
Dance	Design & Technology
Drama	Food Technology
Music 1	Industrial Technology -
Visual Arts	Graphics
English – Head Teacher – Alison Clark	Multimedia
English Standard	Timber
English Advanced	Software Engineering
English Extension 1 (1 unit)	Textiles & Design
English Extension 2 (1 unit)	English
HSIE – Head Teacher – Dean Hancock	English Studies (ATAR Optional)
Aboriginal Studies	Mathematics
Ancient History	Mathematics Standard 1
Business Studies	Mathematics Standard 1 (Maths in Trade Pathway)
Geography	Trade Training
Legal Studies	Construction
Modern History	Cookery
Society & Culture	Primary Industries
Study of Religion	VET
Language -Head Teacher – Jennifer Cox	Business Services
Japanese Beginners	Construction
Japanese Continuers	Cookery
PDHPE – Head Teacher – Shannon Cameron	Entertainment Industry
Community and Family Studies	Hospitality
PDHPE	Information & Digital Technology
Mathematics – Head Teacher – Triscia von Pralitz	Retail Services
Mathematics Advanced	
Mathematics Extension 1 (1 unit)	
Mathematics Standard 2	
Science – Head Teacher– Colin Harris	
Biology	
Biology – STEAM	
Chemistry	
Earth & Environmental Science	
Investigating Science	
Physics	

BOARD ENDORSED COURSES

TAS	Trade Training
Exploring Early Childhood	Manufacturing & Engineering – Introduction
PDHPE	
Sport, Lifestyle and Recreation (SLR)	TAFE Course with a HSC exam
Science	Include -
Marine Studies	Automotive
VET	Human Services
Sports Coaching	Electro Technology
Work Studies	Tourism and Events

- All courses are 2-UNIT except for Extension English & Extension Mathematics, which are 1-unit courses.
- Trade Training Centre Courses, which are 4-unit courses completed in one calendar year.

BOARD DEVELOPED COURSES

**For HSC ONLY, you must choose English
and two other
Board Developed Courses**

- To get into university straight after you complete Year 12 you will need to have an ATAR study pattern.
 - To receive an ATAR we advise you to choose **ENGLISH** either Standard or Advanced and at least another four Board Developed Courses.
 - You need 10 units of Board Developed Courses with only one Board Endorsed Course used to calculate your ATAR.
 - The Vocational Education and Training (VET) Courses have optional Exams.
 - You **MUST** do the HSC Examination if you wish to include it in the calculation of your ATAR.
-

**The following courses are all Board
Developed Courses and can be used to
calculate your ATAR**

DANCE (CAPA) Board Developed Course

2 units for each Year 11 & HSC.

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. Composition works must be your own work. Dance work performed with an outside agency cannot be submitted.

Course Fee: \$40 - annually

What will I be doing in this course?

Dance in Stage 6 is designed for students to experience, understand and value dance as an art form through the study of performance, composition and dance appreciation. Dance as an art form involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Case studies could include dance works such as Bangarra's "Ochres" and "Terrain", Jiri Kylian's "Sarabande" and Mat Ek's "Juliet and Romeo".

What will the final HSC examination be like?

Practical Examination:

- 2 x compulsory performance (Core Performance & Core Composition)
- 1 x major project (choice of composition, performance, film or appreciation)

Written Examination:

- 90 minutes: Appreciation in Dance: In depth study of 2 Dance artworks by well-known choreographers

Particular course requirements:

No pre-requisites. Students can select Dance even if they have not studied Dance in Year 9 and 10. It is strongly recommended that students have experienced forms of dance. Internal assessment is also conducted through performance, composition and visual analysis on selected case studies / choreography. For the external practical examination students will be required to compile a record or diary of the processes involved in creating and developing their Dance works. Students must have a developing proficiency or a preparedness to learn and develop their dance technique, safe dance practice and performance quality to achieve the outcomes of this course. Routine rehearsals in their own time is a strong requirement of this course.

DRAMA (CAPA) Board Developed Course

2 units for each of Year 11 & HSC.

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

Course Fee: \$20 – annually

What will I be doing in this course?

Over the two-year study of Drama, students will study practices in making, performing and critically studying theatre. The preliminary year will focus on play building skills, theatrical styles and traditions and the use of production elements such as costume, set design and lighting. Workshops are largely collaborative with the potential for students to also complete a director's folio as an individual project.

In the HSC course students will study four plays through detailed analysis and performance workshops that apply the knowledge and skill acquired in the preliminary course. They will also collaborate in groups to devise an original piece of theatre as a part of their external examination.

What will the final HSC examination be like?

Practical Program:

- 1 x Group Performance
- 1 x Individual Project (choice of design, critical analysis, video drama, script writing or performance)

Written Examination: 90 minutes

Particular course requirements:

Internal assessment in the HSC course is also conducted through performance, written analysis and project progress. Throughout preparation for the Group Performance and Individual Project, students are required to log the progress of their project in a development logbook. The Group Performance is a compulsory project in this course and success in this task will rely on a student's ability to engage collaboratively with their peers. It is not compulsory but is strongly advised that students have studied the Stage 5 Drama course.

MUSIC 1 (CAPA) Board Developed Course

2 units for each of Year 11 & HSC

Exclusions: nil

Course Fee: \$40 annually

What will I be doing in this course?

Over the two-year study of Music, students will study the Concepts of Music through the learning experiences of performance, composition, musicology and aural analysis. Music is studied through a range of styles, periods and genres such as Pop Music, Music of a Culture, Music in Film and Music for Small Ensembles.

What will the final HSC examination be like?

Practical Program:

- 1 x compulsory performance
- 3 x elective projects (choice of composition, performance or viva voce)

Aural Examination: 1 hour

Particular course requirements:

Internal assessment is also conducted through performance, viva voce, composition and aural analysis. Students selecting composition or musicology electives for the external examination will be required to compile a portfolio of work as a part of the process of preparing a submitted work. Students must have a developing proficiency or a preparedness to learn an instrument or voice to achieve the outcomes of this course. Routine rehearsal at home is a strong requirement of this course.

VISUAL ARTS (CAPA) Board Developed Course

2 units for each of Year 11 & HSC

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

Course Fee: \$60 annually

What will I be doing in this course?

Visual Arts involves students in art making, art criticism and art history through focused investigations. The preliminary course is more teacher directed and prepares students in the development of art-making techniques and practice in a variety of expressive forms (painting, sculpture, drawing, photo media). Case studies in the preliminary year have included Brett Whiteley, Rosalie Gascoigne and Andy Goldsworthy. The practical component of the HSC course is more student directed as they choose their chosen expressive form for their Body of Work. Students study a minimum of 5 case studies in the HSC course and recently these have included Ai Wei Wei and Patricia Piccinini.

What will the final HSC examination be like?

Written Examination: 90 minutes

Practical: Body of Work

Particular course requirements:

Students must be self-directed in the development of their BOW. The process for this project begins in Term 1 of the HSC and students are responsible for researching, developing and documenting their own progress in this task through the use of a VAPD. Students are expected to have a considerable interest and aptitude for art making.

ENGLISH STANDARD (ATAR) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: English (Advanced); English (ESL); English (Extension); English Studies

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Who should study this course?

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

What will I be doing in this course?

English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures.

In their study of English, students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning.

Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

Year 11 Course

- **Common Module – Reading to Write** (Transition to Senior English)
- **Module A – Contemporary Possibilities** (multi-modal/digital text)
- **Module B – Close Study of Literature** (literature)

HSC Course

- **Common Module – Texts and Human Experiences** (one prescribed text and a range of short texts)
- **Module A – Language, Identity and Culture** (one prescribed text and a range of related texts)
- **Module B – Close Study of Literature** (one prescribed text)
- **Module C – The Craft of Writing** (integrated exploration of a range of short texts and writing experiences)

ENGLISH ADVANCED (ATAR) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: English (Standard); English (ESL); English Studies

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Who should study this course?

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.

What will be doing in this course?

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.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Year 11 Course

- Common Module – Reading to Write (Transition to Senior English)
- Module A – Narratives that Shape our World (a range of narratives)
- Module B – Critical Study of Literature (one text)

HSC Course

- Common Module – Texts and Human Experiences (one prescribed text and a range of short texts)
- Module A – Textual Conversations (two prescribed texts comparison)
- Module B – Critical Study of Literature (one prescribed text)
- Module C – The Craft of Writing (integrated exploration of a range of short texts and writing experiences)

ENGLISH EXTENSION 1 (ATAR) Board Developed Course

HSC English Extension 1 & HSC English Extension 2
1 unit of study for each of Year 11 and HSC

Exclusions: English (Standard); Fundamentals of English; English (ESL); English Studies

Prerequisites:

- English (Advanced)
- Year 11 English Extension is a prerequisite for HSC English Extension Course 1

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Who should study this course?

The English Extension 1 course is designed for students with an interest in literature and a desire to pursue specialised study of English. It 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.

What will be doing in this course?

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

ENGLISH EXTENSION 2 (ATAR) Board Developed Course

HSC English Extension 1 & HSC English Extension 2

1 unit of study for each of Year 11 and HSC

Exclusions: English (Standard); English (ESL); English Studies

Please note: Students do not need to select an English course.

Students are placed in the most appropriate English course for Stage 6 based on their achievement and engagement in English in Stage 5. An email will be sent to students and families advising them which English course has been recommended for them. If you prefer to complete an alternate English course, please contact the English Head Teacher to discuss your preference.

Prerequisites:

- English (Advanced)
- Year 11 English Extension is a prerequisite for HSC English Extension Course 1
- English Extension Course 1 is a prerequisite for English Extension 2 Course

Who should study this course?

The English Extension 2 course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English. It provides students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways.

What will I be doing in this course?

Students can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

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

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

ENGLISH STUDIES (ATAR optional) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)

This course provides the OPTION of an external examination which will be eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR). This option is not recommended for students wanting to receive an ATAR.

Who should study this course?

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

What will I be doing in this course?

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

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

Year 11 Course

- **Mandatory Module** – Achieving Through English
- **Modules – 2-3**

HSC Course

- **Common Module** – Texts and Human Experiences (one prescribed text and a range of short texts)
- **Modules – 2-3**

ABORIGINAL STUDIES (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.

The Year 11 course covers:

- Aboriginality and the Land
- Aboriginal Heritage and Identity
- Colonialism, Racism and Prejudice
- Research and Inquiry Methods

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

The HSC course covers:

- Social Justice and Human Rights Issues
- Elective study of Aboriginality and the Land or Aboriginal Heritage
- Major project

ANCIENT HISTORY (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

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. They use archaeological and written sources to investigate various aspects of the ancient world, including, sites, people, societies, events and developments.

The Year 11 Course covers:

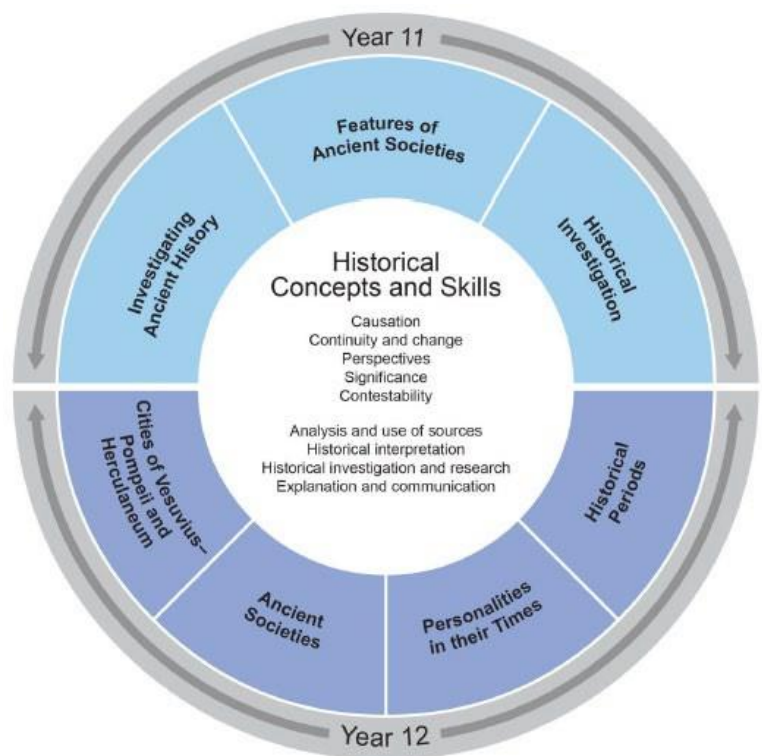
- Investigating Ancient History
 - The nature of Ancient History
 - Case studies
- Features of Ancient Societies
- Historical Investigation

The HSC Course covers:

- Core study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their times
- Historical Periods

Organisation of Content:

The following diagram (Ancient History Stage 6 Syllabus) provides an illustrative representation of elements of the course and their relationships.



BUSINESS STUDIES (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

Business Studies is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services.

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.

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

Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society, providing useful knowledge and competencies for life.

In the Year 11 Course students will study:

- Nature of Business
- Business Management
- Business Planning

In the HSC Course students will study:

- Operations
- Marketing
- Finance
- Human Resource

GEOGRAPHY (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

In the Year 11, students will study:

- Earth's natural systems
- People, patterns and processes
- Human-environment interactions
- Geographical Investigation

In the HSC Course, students will study:

- Global sustainability
- Rural and urban places
- Ecosystems and global biodiversity

Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools. Twelve hours of fieldwork are mandatory for both the Year 11 and Year 12 course. Students will be required to submit both oral and written geographic reports.

LEGAL STUDIES (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

The Year 11 course develops students' knowledge and understanding of basic legal concepts and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. Students will also experience how the law works in practice with visits to one or more courts to observe civil and criminal cases. 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 area of crime, human rights and two case studies selected from a variety of focus areas.

In the Year 11 Course students will study:

- The Legal System (40% of course)
- The Individual and the Law (30% of course)
- The Law in Practice (30% of course)

Each topic has a principal focus and themes and challenges related to the law.

In the HSC Course students will study:

- Crime (30% of course)
- Human Rights (20% of course)
- Two Focus Studies chosen from the list below (25% of course each)
 - Consumers
 - Family
 - Global environment protection
 - Indigenous peoples
 - Shelter
 - Workplace
 - Work order

Students will study some key themes which are incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

MODERN HISTORY (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

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

The HSC course provides the opportunity for students to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

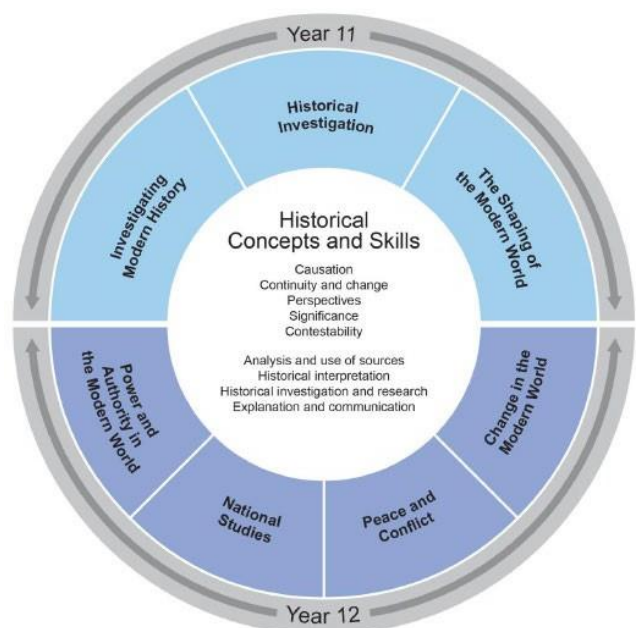
In the Year 11 Course, students will study:

- Investigating Modern History -Option and two case studies
- Conduct an historical investigation
- The shaping of the modern world

In the HSC Course, Students will study:

- Core Study: Power and authority in the modern world 1919 - 1946
- National Studies
- Peace and conflict
- Change in the modern world

In the Year 11 course, At least TWO Case Studies must be undertaken. ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. ONE Case Study must be from Europe, Northern America or Australia. In the HSC students are required to study at least ONE non-European/Western topic. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.



SOCIETY & CULTURE (HSIE) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

In the Year 11 Course, students will study:

- The Social and Cultural World – the interaction between aspects of society and cultures
- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings
- Intercultural Communication – how people in different cultures interact and communicate

In the HSC Course, students will study:

Core Study:

- Continuity and Change - The focus of this study is to understand the nature of social and cultural continuity and change and to examine it through the application of methods and social theory, in relation to a selected country
- Personal Interest Project - This is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student

Depth Studies: TWO to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

Students **MUST** Complete a Personal Interest Project worth 40% of their HSC mark.

STUDIES OF RELIGION (HSIE) Board Developed Course

2 Unit to be completed in Year 11 and 12

Exclusions: Nil

What will I be learning about in the course?

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.



Students will develop knowledge and understanding about:

- The nature of religion and belief systems in local and global contexts
- The influence and expression of religion and belief systems in Australia
- Religious traditions and their adherents

Students will study:

- Nature of Religion and Beliefs
- Religious traditions in Buddhism, Islam, Judaism, Hinduism or Christianity
- Religions of Ancient Origins eg: Aztec, Celtic, Nordic, Shinto or Taoism
- Religion and Belief Systems in Australia post 1945

JAPANESE BEGINNERS (Language) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Japanese Continuers and students who have studied Japanese for over the 100 mandatory hours in Stages 4 and 5. If you have studied Japanese at Wadalba Community School in BOTH Year 7 and Year 8, or as an elective in Year 9 or 10, you are ineligible. If you only studied Japanese in Year 8 then you are eligible.

Course Fee: Nil

Information about the Course:

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Course Description:

In the Year 11 and HSC courses, students will develop the linguistic intercultural knowledge and understanding of 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 & tourism and future plans & aspirations.

Additional Information:

Students cannot undertake this course if they are native speakers or have spent time on exchange in Japan or any other Japanese speaking country to study this course.

JAPANESE CONTINUERS (Language) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Japanese Background Speakers, Students who have not studied Japanese in Years 9 and 10, or for a significant amount of time

Course fee: Nil

Information about the course:

The study of Japanese language is of particular importance to Australians, both culturally and economically. Japan is Australia's leading trading partner and there are significant cultural ties between Australia and Japan. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Students can gain access to both the language and the rich cultural traditions of Japan, as well as an understanding of different attitudes and values within the wider Australian community and beyond.

Students who complete the Japanese Continuers course will finish with a substantial level of Japanese which could be a stepping stone to applying for Japanese work, further study, training or leisure.

Course Description:

In the Year 11 and HSC courses, students will develop and build upon their intercultural and linguistic knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. The Japanese Continuers course has 3 prescribed themes: The individual, the Japanese-speaking communities and the Changing world.

Main themes/ Topics covered:

The theme, the individual, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, the Japanese-speaking communities, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, the changing world, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

COMMUNITY AND FAMILY STUDIES (PDHPE)

Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

What will I be doing in this course?

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

The Preliminary Course covers the following topics:

- Resource Management
- Individuals and Groups
- Families and Communities

The HSC Course covers the following topics:

- Research Methodology
- Groups in Context
- Parenting and Caring
- One option



Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course. This is significant research task and requires 15-20 hours of student application.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course fee: Students will engage in a range of expected excursions throughout the duration of this course, each of which will attract a small fee.

What will I be doing in this course?

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

In the Year 11 Course, students will study:

- Better Health for Individuals
- The Body in Motion

Additionally, two options will be selected for study:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

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.

In the HSC Course, students will study:

- Health Priorities in Australia
- Factors Affecting Performance

Additionally, two options will be selected for study:

- Sports Medicine
- Improving Performance
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Equity and Health

More information on the content of the PDHPE Course can be found on the NESA website [here](#).

MATHEMATICS STANDARD 2 Board Developed Course

2 units for Year 11 and HSC

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.1 (Standard) course for the ROSA, together with the following sub-strands from 5.2- financial Mathematics, Linear Algebra, Non-Linear relationships, Right-angles Triangles, Single Variable Data analysis and Probability.

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

Course Fees: Year 11 & HSC Study Guides (prices TBA)

What will I be doing in this course?

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

In Year 12 the course separates into two areas, Mathematics Standard 1 Pathway and Mathematics Standard 2 Pathway.

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

In the Year 11 Course students will study:

- Formulae and Equations
- Linear Algebra
- Applications of Measurement
- Working with Time
- Money matters
- Data Analysis
- Relative Frequency and Probability

In the HSC (Category A) Mathematics Standard 2 Course (ATAR) students will study:

- Types of Relationships
- Right-angled Triangles
- Rates and Ratios
- Investments and Loans
- Annuities
- Bivariate Data Analysis
- The Normal Distribution
- Network Concepts
- Critical Path Analysis

MATHEMATICS ADVANCED Board Developed Course

2 units Year 11 Board Developed Course

2 units Year 12 (HSC) Board Developed Course

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub-strands of Stage 5.1 and Stage 5.2, the following sub-strands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem

Single variable data analysis and at least some of the content from the following sub-strands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes

Exclusions: Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 Pathway or the Mathematics Standard 2 Pathway course.

Course Fees: Year 11 & HSC Study Guides (prices TBA)

What will I be doing in this course?

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of Mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality
- All students studying the Mathematics Advanced course will sit for a HSC examination.
- Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities for students to consider various applications of Mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- Provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- Provides a basis for further studies in disciplines in which Mathematics and the skills that constitute thinking mathematically have an important role
- Provides an appropriate mathematical background for students whose future pathways may involve Mathematics and its applications in a range of disciplines at the tertiary level

In the Year 11 Course students will study topics:

- **Functions** – working with functions
- **Trigonometric functions** – Trigonometry & measure angles – Trigonometric functions and identities
- **Calculus** – Introduction to differentiation
- **Exponential & Logarithmic functions** – Logarithms & Exponentials
- **Statistical Analysis** – Probability & discrete probability distributions

In the HSC course the students will study topics:

- **Functions** – Graphic Techniques
- **Trigonometric functions** – Trigonometric functions & graphs
- **Calculus** – Differential calculus – the second derivative – Integral calculus
- **Financial Mathematics** – Modelling financial situations
- **Statistical Analysis** – Descriptive statistics & bivariate data analysis – Random Variables

MATHEMATICS EXTENSION 1 Board Developed Course

1-unit Year 11 Board Developed Course.

1-unit Year 12 (HSC) Board Developed Course

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub-strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub-strands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

Exclusions: Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Fees: Year 11 & HSC Study Guides (prices TBA)

What will I be doing in this course?

- All students studying the Mathematics Extension 1 course will sit for a HSC examination
- Enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- Provides opportunities for students to develop their awareness of the interconnected nature of Mathematics, its beauty and its functionality
- Provides a basis for progression to further study in Mathematics or related disciplines and in which Mathematics has a vital role at a tertiary level
- Provides an appropriate mathematical background for students whose future pathways may involve Mathematics and its applications in such areas as science, engineering, finance and economics

In Year 11 students will study topics:

- **Functions** - Further work with functions polynomials
- **Trigonometric Functions** – Inverse trigonometric functions – further trigonometric identities
- **Calculus** – Rates of calculus
- **Combinatorics** – Working with Combinatorics

In the HSC students will study topics:

- **Proof** – Proof of mathematical induction
- **Vectors** – Introduction to Vectors
- **Trigonometric functions** - Trigonometric equations
- **Calculus** – further calculus skills – applications of calculus
- **Statistical Analysis** – The binomial distribution

MATHEMATICS STANDARD 1 (ATAR optional)

Board Developed Course

2 units for Year 11 and HSC

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.1 (Standard) course for the ROSA, together with the following sub-strands from 5.2- financial Mathematics, Linear Algebra, Non-Linear relationships, Right- angles Triangles, Single Variable Data analysis and Probability.

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

Course Fees: Nil

What will I be doing in this course?

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

In Year 12 the course separates into two areas Mathematics Standard 1 Pathway and Mathematics Standard 2 Pathway.

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

Students may sit an optional HSC Examination that may contribute to achieving an ATAR.

In the Year 11 Course students will study:

- Formulae and Equations
- Linear Algebra
- Applications of Measurement
- Working with Time
- Money matters
- Data Analysis
- Relative Frequency and Probability

In the HSC Mathematics Standard 1 Course (ATAR) students will study:

- Types of Relationships
- Right-angled Triangles
- Rates
- Scale Drawings
- Investments
- Depreciation and Loans
- Further Statistical Analysis
- Network and Paths

MATHEMATICS STANDARD 1 Maths in Trade Pathway

(non-ATAR) Board Developed Course

2 units for Year 11 and HSC

This course would run concurrently with the Standard 1 Pathway, but with a hands-on trade-based approach.

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.1 (Standard) course for the ROSA, together with the following sub-strands from 5.2- financial Mathematics, Linear Algebra, Non-Linear relationships, Right- angles Triangles, Single Variable Data analysis and Probability.

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

This Pathway will also not have the option for attainment of an ATAR.

Course Fees: NIL

What will I be doing in this course?

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

In Year 12 the course separates into two areas Mathematics Standard 1 Pathway and Mathematics Standard 2 Pathway.

Mathematics Standard 1 (Maths in Trade Pathway) is aimed at the level that is needed for students to have the best opportunity of improving their Mathematics and numeracy skills specifically for trades. Students on Maths in Trades Pathway are able to apply their Mathematics and numeracy knowledge and skills in a real-world context. Students have opportunities to improve their overall numeracy performance which will be benchmarked by MAPLAN and Australian Core Skills Framework. The pathway is dictated by the Mathematics Standard 1 course, however, there is a large emphasis on trade-based learning tasks.

BIOLOGY (Science) Board Developed Course

2 units for each of Year 11 and HSC

Course Fee: Nil

What will I be doing in this course?

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

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

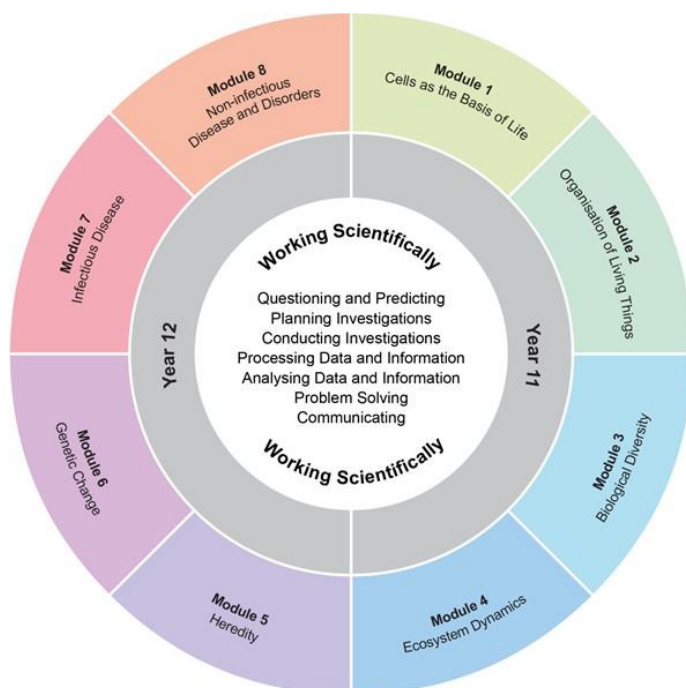
The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

In the Year 11 Course students will study:

Module 1: Cells as the Basis of Life
Module 2: Organisation of Living Things
Module 3: Biological Diversity
Module 4: Ecosystem Dynamics

In the HSC Course students will study:

Module 5: Heredity
Module 6: Genetic Change
Module 7: Infectious Disease
Module 8: Non-infectious Disease and Disorders



BIOLOGY – STEAM (Science) Board Developed Course

Continued 2 units for each of Year 11 and HSC.

Only current Y10 STEaM students may choose this subject.

The class will continue their HSC studies in Accelerated Biology as per the outline below.

Course Fee: Nil

What will I be doing in this course?

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

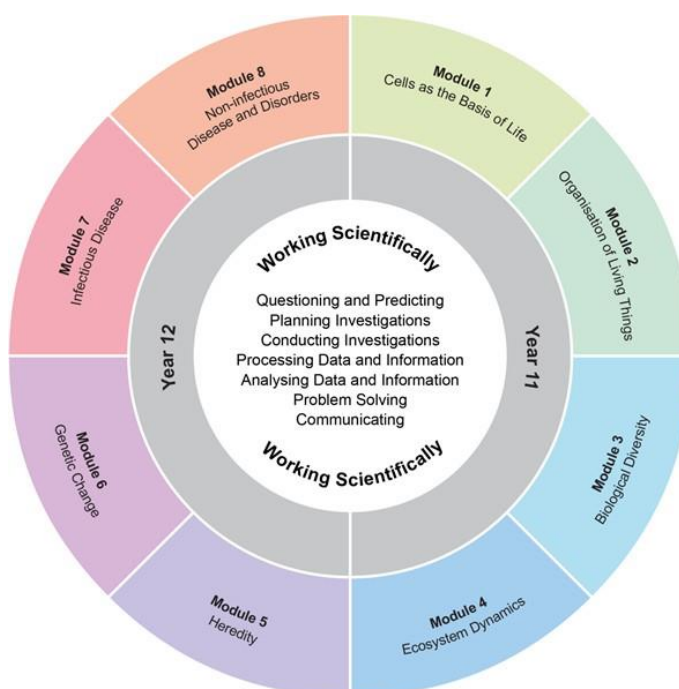
Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The course provides the foundation knowledge and skills required to study biology after completing school and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on the Earth and its habitats.

In the HSC Course students will study:

Module 5: Heredity
Module 6: Genetic Change
Module 7: Infectious Disease
Module 8: Non-infectious Disease and Disorders



CHEMISTRY (Science) Board Developed Course

2 units for each of Year 11 and HSC

Course Fee: NIL

Requirements: Students wishing to study Chemistry in Years 11 and 12 are required to undertake an introduction to Chemistry program throughout Year 10 to ensure they adequately understand what the course involves.

What will I be doing in this course?

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

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

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

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

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.

The Core Modules of the Year 11 Course are:

Module 1: Properties and Structure of Matter

Module 2: Introduction to Quantitative Chemistry

Module 3: Reactive Chemistry

Module 4: Drivers of Reactions

- Depth Study

The Core Modules of the HSC Course are:

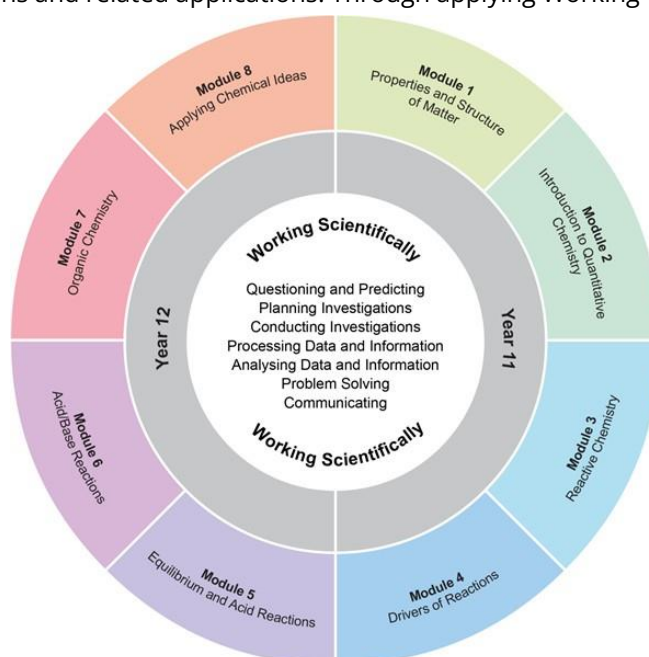
Module 5: Equilibrium and Acid Reactions

Module 6: Acid/base Reactions

Module 7: Organic Chemistry

Module 8: Applying Chemical Ideas

- Depth Study, own choice



EARTH AND ENVIRONMENTAL SCIENCE (Science)

Board Developed Course

2 units for each of Year 11 and HSC

Course Fee: Nil

What will I be doing in this course?

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. Students will study tectonic processes and hazards generated from these processes, as well as hazard management procedures currently being utilised, as well as researched.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles.

Fieldwork is an integral part of these investigation processes.

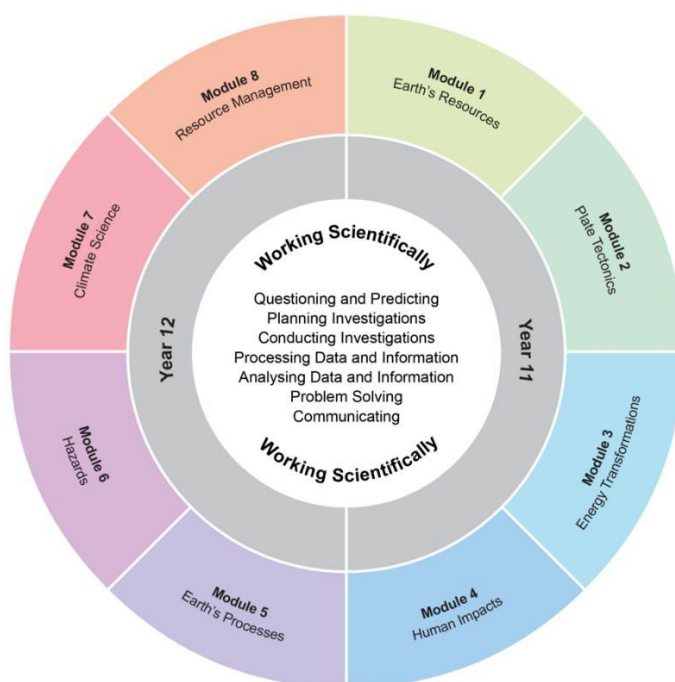
The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time.

In Year 11, students will study:

Module 1: Earth's Resources
Module 2: Plate Tectonics
Module 3: Energy Transformations
Module 4: Human Impacts

In Year 12, students will study:

Module 5: Earth's Processes
Module 6: Hazards
Module 7: Climate Science
Module 8: Resource Management



INVESTIGATING SCIENCE (Science) Board Developed Course

2 units for each of Preliminary and HSC

Excursions: Possible excursions to Taronga Zoo, Disease Museum, ANSTO and Newcastle Wetlands.

Course fee: Nil

Who should study Investigating Science?

Students wishing to undertake further study into areas such as science, engineering and medicine should consider Investigating Science. Students who take Investigating Science are strongly encouraged to take another science subject as this will enable provide them with a richer understanding of both subjects.

What will I be doing in this course?

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

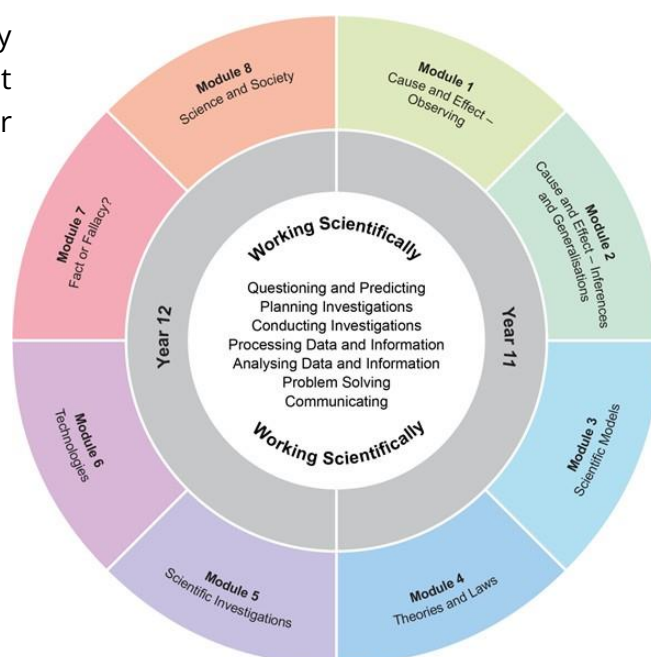
Within the HSC course there will be opportunity for students to complete a large independent research activity (depth study) as one of their assessment tasks.

The Core Modules of the Preliminary Course are:

Observing
Inferences and Generalisations
Scientific Models
Theories and Laws

The Core Modules of the HSC Course are:

Scientific Investigations
Technologies
Fact or Fallacy?
Science and Society



PHYSICS (Science) Board Developed Course

2 units for each of Year 11 and HSC

Course Fee: Nil

Requirements: Students wishing to study Physics in Years 11 & 12 are required to undertake an introduction to Physics program throughout Year 10 to ensure they adequately understand what the course involves.

What will I be doing in this course?

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provide the unifying link between interdisciplinary studies.

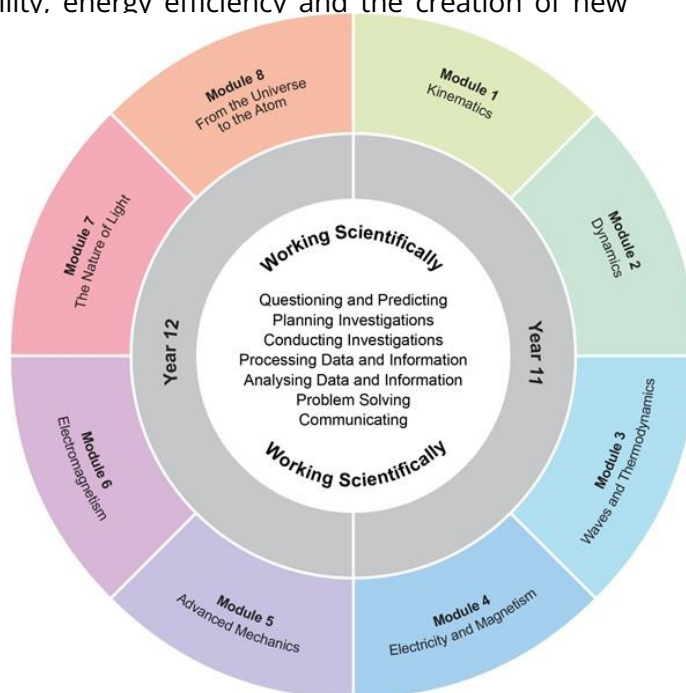
The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

In the Year 11 Course, students will study the following core modules:

- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and Thermodynamics
- Module 4: Electricity and Magnetism

The Core Modules of the HSC Course are:

- Module 5: Advanced Mechanics
- Module 6: Electromagnetism
- Module 7: The Nature of Light
- Module 8: From the Universe to the Atom



DESIGN AND TECHNOLOGY (TAS) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course Fee: Year 11 \$40
 HSC \$20

What will I be doing in this course?

Design & Technology has a focus on innovation and creativity in both designing and producing. The subject involves a practical focus with a flexibility to pursue passion areas while using innovative technology. Students can explore design projects that relate to products, systems or the environment.

In the Year 11 Course, students will:

- Design and produce a range of products, systems or environment to meet the needs of unique design challenges
- Study the impact design has on society and the environment
- Study of design theory and practises; processes and technologies

In the HSC Course, students will:

- Develop their own major design project
- Develop project management skills in the development of their major design project
- Critically analyse innovation

FOOD TECHNOLOGY (TAS) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course fee: Year 11 \$75
 HSC \$40

What will I be doing in this course?

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.

In the Year 11 Course students will study:

- Food Availability and Selection
- Food Quality
- Nutrition

In the HSC Course students will study:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Options: Contemporary Food Issues in Nutrition or Contemporary Food Issues in the Marketplace

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

INDUSTRIAL TECHNOLOGY (TAS) Board Developed Course

Graphics | Multimedia | Timber

2 units for each of Year 11 and HSC

Exclusions: Students may only select ONE Industrial Technology subject. For example, if you choose Industrial Technology - Multimedia you cannot choose Industrial Technology Timber.

Course Fees:

Multimedia:	Year 11 \$15 HSC \$10
Timber:	Year 11 \$60 HSC \$35
Graphics	Year 11 \$15 HSC \$10

What will I be doing in this course?

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of their selected industry (Multimedia, Graphics or Timber) and its related technologies, highlighting the importance of design, management and production through practical experiences. Students can choose one from the following subject areas of Industrial Technology:

- Multimedia
- Timber
- Graphics

Year 11 focuses on providing a range of different experiences for students and developing their skills. In the HSC year students will choose the focus of their Major Project and spend the majority of the year developing and working on their idea.

In Year 11:

- Students will complete two practical based projects in the chosen subject area documenting the development of their in a design folio where they will research, design and evaluate their progress
- Subject area specific content for Multimedia, Timber or Graphics
- Industry Study theory including Workplace Health and Safety, environmental, technical and personnel factors
- Develop their design and management skills include designing, drawing and project management

In the HSC:

- For the majority of the year, students will complete a Major Project and Folio in their chosen subject area. Students will work with their teacher to develop an individual project. Examples of possible projects include:
 - Multimedia - films, websites and animations
 - Timber - Dining Tables, Jewellery boxes and entertainment units
 - Graphics - Architectural drawings, engineering drawings and models through the use of Computer-Aided Design (CAD)
- Focus area specific industry content.
- Design and Management
- Industry Study

SOFTWARE ENGINEERING (TAS) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course fee: Year 11 \$25 | HSC \$25

What will I be doing in this course?

The study of Software Engineering in Years 11 and 12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem solving when designing and developing creative software solutions.

In the Year 11 Course, students will study:

- Programming fundamentals
- The object-orientated paradigm
- Programming mechatronics

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

In the HSC Course, students will study:

- Secure software architecture
- Programming for the web
- Software automation
- Software engineering project

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software.

A major software engineering project provides students with the opportunity to further develop project management skills. This project accounts for 25% of course time in Year 12.

TEXTILES AND DESIGN (TAS) Board Developed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course fee: Year 11 \$30 | HSC \$20

What will I be doing in this course?

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and related industries.

The HSC course involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project.

In the Year 11 Course, students will study:

- Design
- Properties and Performance of Textiles
- Australian Textiles, Clothing, Footwear and Allied Industries

In the HSC Course, students will study:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project

In the Year 11 course students will undertake two projects: One from the area of study Design, the other from the area of study of Properties and Performance of Textiles. In the HSC course, students complete a major project.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES



SCHOOL DELIVERED VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

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

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

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

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

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

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

Work Placement

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

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)

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

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Frequently Asked Questions

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

VET courses (Board Developed) can be included in student's ATAR.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. It is currently delivering Vocational Education and Training in 119 schools in the Region.

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

NSW Education Standards Authority has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES continued

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

ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR for admission to university, whereas a VET BEC course has a mandatory work placement. Both of these VET courses contribute to a student's HSC pattern of study.

What are Specialisation Courses?

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

Why is work placement compulsory in ICF courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, 1 x during the Year 11 course and 1 x during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

Registered Training Organisations (RTO) who have VET accredited teachers delivering and assessing VET.

What is Credit Transfer?

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

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions".

The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology. All AQF Certificates or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

What is RPL?

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

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

BUSINESS SERVICES COURSE DESCRIPTOR 2024 (VET)



Education

RTO – Department of Education 90333, 90222, 90072, 90162

QUALIFICATION: BSB30120 Certificate III in Business

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

Course: Business Services (240 indicative hours) Board Developed Course	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course
---	--

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <https://training.gov.au/training/details/bsb30120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

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

Business Services Training Package (BSB 8.0) Units of Competency

Core		Elective	
BSBCRT311	Apply critical thinking skills in a team environment	BSBTEC202	Use digital technologies to communicate in the work environment
BSBPEF201	Support personal wellbeing in the workplace	BSBOPS201	Work effectively in business environments
BSBSUS211	Participate in sustainable work practices	BSBOPS301	Maintain business resources
BSBTWK301	Use inclusive work practices	BSBINS302	Organise workplace information
BSBWHS311	Assist with maintaining workplace safety	BSBTEC301	Design and produce business documents
BSBXCM301	Engage in workplace communication	BSBTEC201	Use business software applications
Elective		BSBPEF301	Organise personal work priorities
BSBTEC303	Create electronic presentation		

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

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

- | | |
|--|--|
| <ul style="list-style-type: none"> working within the business services industry involves customer (client) service using technology to organise information | <ul style="list-style-type: none"> creativity critical thinking problem solving |
|--|--|

Examples of occupations in the business services industry:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> medical administration clerical worker | <ul style="list-style-type: none"> office administration receptionist | <ul style="list-style-type: none"> information desk operator records and information administration |
|---|---|---|

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

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: \$25 (Preliminary) and \$25 (HSC).

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

2024 Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.16

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

CONSTRUCTION PATHWAYS COURSE DESCRIPTOR 2024 (VET)



Education

RTO – Department of Education – 90333, 90222, 90072, 90162

QUALIFICATION: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)

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

Course: **Construction** (240 indicative hours)
Board Developed Course Number

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

Entry Requirements

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

Construction, Plumbing and Services Training Package (CPC 8.0) - Units of Competency

Core Units

CPCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

Elective Units

CPCCCM1011	Undertake basic estimation and costing
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2005	Use construction tools and equipment
CPCCWHS1001	Prepare to work safely in the construction industry

Option 3: CPCCJN2001 Assemble components + CPCCJN3004 Manufacture and assemble joinery components

White Card - CPCCWHS1001 - Prepare to work safely in the construction industry.

The General Construction Induction Training (White Card) will be delivered as part of this course.

A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. No online course is recognised by the Dept of Education. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow students access to construction sites across Australia for work purposes.

A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. **Online courses are NOT recognised by the Department of Education.**

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

Pathways to Industry Skills gained in this course transfer to other occupations.

- This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.
- This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

Examples of occupations in the construction industry - this qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:

- Carpentry
- Joinery
- Builder's labourer
- Bricklaying

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: \$75 (Preliminary) and \$75 (HSC). WhiteCard will be delivered by VET Construction \$100 (subject to change). Delivered by External Provider (subject to change).

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Refund Arrangements on a pro-rata basis. Please refer to your school refund policy.

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

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

2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction
RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.21

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

ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR 2024 (VET)



Education

RTO – Department of Education - 90333, 90222, 90072, 90162
QUALIFICATION: Statement of Attainment towards CUA30420
Certificate III in Live Production and Technical Services OR CUA30420
Certificate III in Live Production and Technical Services

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

Course: Entertainment Industry (240 indicative hours Statement of Attainment Course) or (300 hour – 240 hour + 60 specialised study Certificate III in Live Production and Technical Services) Board Developed Course	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course 2, 4 or 5 Preliminary and/or HSC units in total
---	---

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/Training/Details/CUA30420>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the entertainment industry. They should be able to use a personal digital device including a personal computer or laptop.

Creative Arts and Culture Training Package (CUA 6.0) Units of Competency

Core CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry. Elective CPCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows	Elective CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers *Additional units required for 60-hour specialisation study (SS) Core CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities Elective CUALGT314 Install and Operate follow spots Optional Unit HLTAID011 Provide First Aid
--	---

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted

Pathways to Industry Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:

<ul style="list-style-type: none"> Technical production Customer (client) service 	<ul style="list-style-type: none"> Teamwork Using digital technologies 	<ul style="list-style-type: none"> Creating documents
---	--	--

Examples of occupations in the Entertainment Industry

There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems Technician. It also provides a pathway to other roles in similar.

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: \$50 (Preliminary) \$50 (HSC) and \$100 White Card Course (subject to change). Delivered by External Provider (subject to change).

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

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*

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

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

2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

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

HOSPITALITY COURSE DESCRIPTOR 2024 (VET)



Education

RTO – Department of Education – 90333, 90222, 90072, 90162

QUALIFICATION: SIT 20322 Certificate II in Hospitality – Release 1

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

Course: **Hospitality** (240 indicative hours) Board
Developed Course Number

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

Core

BSBTWK201	Work effectively with others
SITHIND007	Use hospitality skills effectively
SITHIND006	Source and use information on the hospitality industry
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers

Electives

SITXFSA005	Use hygienic practices for food safety
SITHCCC025	Prepare and present sandwiches
SITXFSA006	Participate in safe food handling practices
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverages

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- | | |
|--|--|
| <ul style="list-style-type: none"> Organising information and records in both paper and electronic forms Customer (client) service | <ul style="list-style-type: none"> Teamwork Using technologies Creating documents |
|--|--|

Examples of occupations in the Hospitality (Food and Beverage) Industry

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Café Attendant Waiter/waitress | <ul style="list-style-type: none"> Food and Beverage Attendant Barista | <ul style="list-style-type: none"> Catering assistant Bartender |
|---|--|---|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: Uniform: Black Business Shirt and Black Pants (Purchase own). Food: \$70 (Preliminary) and \$70 (HSC).

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

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*

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

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

2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3

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

COOKERY COURSE DESCRIPTOR 2024 (VET)



Education

RTO – Department of Education – 90333, 90222, 90072, 90162

QUALIFICATION: SIT20421 Certificate II in Cookery

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

Course: **Hospitality** (240 indicative hours)
Board Developed Course Number

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) <https://training.gov.au/Training/Details/SIT20421>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

Core

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

Electives

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

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- Organising information and records in both paper and electronic forms
- Customer (client) service
- Teamwork
- Using technologies
- Creating documents

Examples of occupations in the Hospitality Industry

- Breakfast cook
- Catering assistant
- Fast food cook
- Sandwich hand
- Takeaway food cook
- Function cook

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

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

Course consumables: **Uniform: Full Chef's Uniform (Purchase own). Food: \$120 (Preliminary) and \$90 (HSC).**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

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*

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

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

2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

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

INFORMATION AND DIGITAL TECHNOLOGY COURSE DESCRIPTOR 2024

(VET)



RTO – Department of Education – 90333, 90222, 90072, 90162
QUALIFICATION: ICT30120 Certificate III in Information Technology

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

Course: **Information and Digital Technology** (240 indicative hours) Board Developed Course

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/Training/Details/ICT30120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Units of Competency

Core

BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

Elective

BSBWS311	Assist with maintaining workplace safety
ICTICT214	Operate application software packages
ICTSAS308	Run standard diagnostic tests
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web
Optional unit to receive the full qualification.	
ICTWEB306	Develop web presence using social media

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted

Pathways to Industry Skills gained in this course transfer to other occupations. Working in the information technology industry involves:

- | | |
|---|--|
| <ul style="list-style-type: none"> Using technology to organise information Creativity Team work | <ul style="list-style-type: none"> Critical thinking Problem solving |
|---|--|

Examples of occupations in the Information Technology Industry

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Analyst programmer Web developer | <ul style="list-style-type: none"> IT manager Network Professional | <ul style="list-style-type: none"> Motion Graphics Designer Systems Analyse |
|---|--|---|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: \$25 (Preliminary) and \$25 (HSC).

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

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*

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

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

2024 Course Descriptor ICT30120 Certificate III in Information Technology RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.10

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

RETAIL SERVICES COURSE DESCRIPTOR 2024 (VET)



Education

RTO – Department of Education – 90333, 90222, 90072, 90162

QUALIFICATION: SIR30216 Certificate III in Retail

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

Course: **Retail Services** (240 indicative hours)
Board Developed Course

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

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

Entry Requirements

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

Retail Services Training Package Units of Competency

Core

SIRXCEG001	Engage the customer
SIRXWHS002	Contribute to workplace health and safety
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to the retail customer
SIRXIND001	Work effectively in a service environment
SIRXCOM002	Work effectively in a team
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty

Electives

SIRXMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock
SIRRINV002	Control stock
SIRXIND002	Organise and maintain the store environment
SIRXSLS002	Follow point-of-sale procedures
SIRRRTF001	Balance and secure point-of-sale terminal
<ul style="list-style-type: none"> Trainer will advise on elective units chosen. Not all units of competency are available. 	

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

Pathways to Industry Skills gained in this course transfer to other occupations. Working in the retail industry involves:

- | | |
|--|---|
| <ul style="list-style-type: none"> Engaging the customer Maintaining daily store operations Critical thinking Creativity | <ul style="list-style-type: none"> Delivering on organisational expectations Having knowledge of product and service offerings Problem solving |
|--|---|

Examples of occupations in the Retail Industry

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> Frontline sales assistant Customer service representative | <ul style="list-style-type: none"> Shop assistant Retail supervisor | <ul style="list-style-type: none"> Quick service restaurant assistant Visual merchandiser |
|--|---|---|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: \$25 (Preliminary) and \$25 (HSC).

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

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.*

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

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

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

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

BOARD ENDORSED COURSES

Students can choose a maximum of three
courses from these pages

These Courses **DO NOT** have a HSC Exam at the
end of Year 12

These Courses **DO NOT** count towards your ATAR

Courses will be subject to availability

EXPLORING EARLY CHILDHOOD (TAS) Board Endorsed

Content Endorsed Course

2 units for each of Year 11 and HSC

Exclusions: Nil

Course fee: \$30

What will I be doing in this course?

Students will develop knowledge and understanding 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.

In the Year 11 Course students will study:

- CORE A - Pregnancy and Childbirth,
- CORE B - Child Growth and Development,
- CORE C - Promoting Positive Behaviour,
- Play and the Developing Child,
- Historical and Cultural Contexts of Childhood.

In the HSC Course students will study:

- Learning Experiences for Young Children,
- The Children's Services Industry,
- Starting School,
- Children's Literature,
- Food and Nutrition,
- Child Health and Safety.

It is mandatory that students undertake practical activities. During both years of the course, students will engage in "Structured Play Sessions" with our Kindergarten students every fortnight.

MARINE STUDIES (Science) Board Endorsed

Marine Studies at Wadalba Community School will allow students with an interest in the ocean to develop practical and theoretical knowledge related to the marine environment. Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Students will be able to learn skills in maintaining saltwater and freshwater aquariums and get hands on experience at a real-life aquaculture facility right here at Wadalba!

Through Marine Studies Students Will Develop:

- Knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- The ability to cooperatively manage activities and communicate in a marine context
- An ability to apply the skills of critical thinking, research and analysis
- Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- Knowledge, understanding and skills in safe practices in the marine context

What you will Study:

- First-Aid
- Dangerous Marine Creatures
- The Marine Environment
- Humans in water
- Marine and Maritime Employment
- Aquaculture
- Anatomy and Physiology of Marine Organisms
- Seafood Handling and Processing
- Coral Reef Ecology

SPORT, LIFESTYLE AND RECREATION (SLR) (PDHPE)

Board Endorsed

2 units for each of Year 11 and HSC

Content Endorsed Course

Exclusions: First Aid in PDHPE, Sports Coaching or Nursing VET

What will I be doing in this course?

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

The benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease, obesity, diabetes mellitus, and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life.

In the Preliminary and HSC Course, students will study:

It is normal for a variety of the following areas to be incorporated into each of the student's assessment tasks. Past tasks and activities have seen students organise school sporting competitions, gain accreditation in officiating and coaching teams, and developing their own personal skill level.

A number of the following units based on students' interest and skill level will be selected as focus areas through out both the preliminary and HSC courses.

- Aquatics
- Athletics
- Dance
- First Aid and Sport Injuries
- Fitness
- Games and Sport Applications
- Gymnastics
- Outdoor Recreation
- Sports Coaching
- Sport Administration
- Resistance Training
- Social Perspectives of sport

WORK STUDIES Board Endorsed

2 units for each of Year 11 and HSC

Exclusions: NIL

Over the course of the Year 11 and HSC year, students will study one core unit:

Core 1: My working life

Students will then select from the following 11 elective course modules which explore issues about work, and work related skills:

Course Modules:

1. In the Workplace.
2. Preparing Job Applications.
3. Workplace Communication.
4. Teamwork and Enterprise Skills.
5. Managing Work and Life Commitments.
6. Personal Finance.
7. *Workplace Issues (the prerequisite module is In the Workplace).
8. *Self-Employment (the prerequisite module is Managing Work and Life Commitments).
9. *Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills).
10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time).
11. School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time). Modules 7, 8 and 9, indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.

The work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts. The Work Studies course will assist students:

- Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- Develop an understanding of the changing nature of work and the implications for individuals and society
- Undertake work placement to allow for the development of specific job-related skills
- Acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- Develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

SPORTS COACHING COURSE DESCRIPTOR 2024 (VET) Board Endorsed



RTO – Department of Education – 90333, 90222, 90072, 90162

QUALIFICATION: SIS30521 Certificate III in Sport Coaching

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

Course: **Sport Coaching** (240 indicative hours)

Board Endorsed Course

2 or 4 Preliminary and/or HSC units in total

Does not contribute towards the Australian Tertiary Admission Rank (ATAR)

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <https://training.gov.au/Training/Details/SIS30521>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

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

Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency

Core Units

HLTWH001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
HLTAID011	Provide first aid
SISSSCO003	Meet participant coaching needs
BSBPOS403	Apply business risk management processes

Elective

SISSSCO012	Coach sport participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation event
SISXCAI009	Instruct strength and conditioning techniques
SISSSOFO02	Continuously improve officiating skills and knowledge

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

Pathways to Industry Skills gained in this course transfer to other occupations. Working in the sport industry:

- Possess a range of well-developed skills where discretion and judgement are required
- Teamwork and communication
- Applying skills and knowledge to coach participants to an intermediate level in a specific sport

Examples of occupations in the Sport Industry

This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Mandatory HSC Course Requirements

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

External Assessment

There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: \$10 (Preliminary) and \$10 (HSC). External provider: First Aid: \$65 (Subject to change) and External provider: Rugby League: \$25 (Subject to change).

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

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.*

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

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

2024 Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

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

**TRADE
TRAINING
CENTRE
(TTC)**

COURSES

**INFORMATION &
APPLICATION**



NSW DEPARTMENT OF EDUCATION Lakes Community Trade Training Centre

HISTORY AND INFORMATION

The *Trade Training Centres in Schools Program* is a Commonwealth Government initiative which has enabled the Lakes Cluster of schools to gain funding to offer this program of study. Funding is provided through an annual national application process for which this cluster has been granted approximately 9 million dollars.

The Lakes Community Trade Training Centre commenced courses in 2011 and is composed of six schools (Wadalba Community School, Northlakes High School, Gorokan High School, Lake Munmorah High School, Wyong High School and Lakes Grammar an Anglican School) and allows for a range of Vocational Education and Training courses to be undertaken by students across a variety of campuses. Students have the opportunity to apply and study at the appropriate campus on a Monday and Wednesday afternoon as listed below.

Construction – Wadalba Community School – Monday and Wednesdays 1:30pm – 5:30pm

Hospitality – Northlakes High School – Monday and Wednesdays 1:30pm – 5:30pm

Manufacturing and Engineering – Gorokan High School – Monday and Wednesdays 1:30pm – 5:30pm

Primary Industries – Wyong High School – Monday and Wednesdays 1:00pm – 5:00pm

At the conclusion of study (one calendar year comprising Term 1 to the beginning of Term 4) the students will have completed a range of competencies and gained a Certificate I or II in their field and also gained a range of competencies leading towards a Certificate III. Only Year 11 Preliminary students at the six schools are eligible to apply on the application form provided.

This program has been extremely successful to date. We have had nearly 100% of our students successfully gain either employment or apprenticeships either in the field they are studying or related industries.

The work related skills the students experience are excellent and form a solid base for their future careers. The fact that the schools maintain a high profile with the local community and industries means that students are exposed to meaningful experiences in the work force which can be translated into any field they wish to choose as their career pathway.

The industry area which are offered by the Trade Training Schools are staffed by committed and industry qualified teachers. All TTC teachers have a strong industry base where they have worked in related fields for a lengthy period of time. They are fully qualified trades people teaching the students, with a long industry history.

You must complete terms 1 and 2 (120hrs) of Year 11 which may enable you to receive a *Statement of Attainment towards Certificate II* (this counts as 2 Preliminary units for NESA)

THEN

Continue studying in Term 3 and the beginning of Term 4 (in the same calendar year) and provided you are deemed competent, you may be eligible for a *Certificate I or II Qualification*. (This counts as 2 HSC units for NESA and enables you to sit the optional HSC exam if you wish). Those students may complete 2 units for their HSC by the end of year 11.

Trade Training Centre SVET Options – HSC 2024

What is the Trade Training Centre SVET scheme?

If you choose this training option and are successful in your application, it may allow you to obtain a Certificate I or Certificate II qualification, in one of the four frameworks on offer. That is, you could complete this qualification in one year instead of two.

What courses are on offer?

CONSTRUCTION @ Wadalba Community School (Monday and Wednesday 1:30pm – 5:30 pm) \$380 + White Card Course Cost	MANUFACTURING AND ENGINEERING @ Gorokan High School (Monday and Wednesday 1:30pm – 5:30 pm) \$380
HOSPITALITY @ Northlakes High School (Monday and Wednesday 1:30pm – 5:30 pm) \$380 + students to purchase Hospitality approved leather boots or shoes.	PRIMARY INDUSTRIES @ Wyong High School (Monday and Wednesday 1:00pm – 5:00 pm) \$200 + students purchase own WHS Uniform

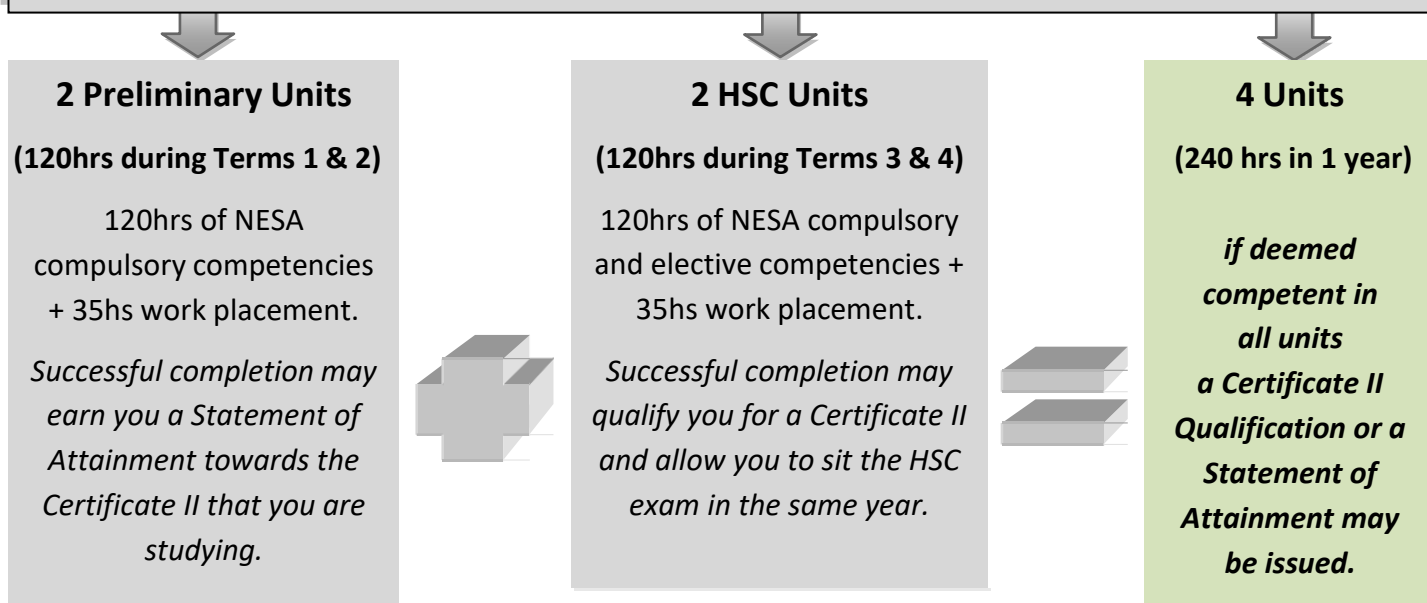
How do I complete a Certificate I or Certificate II in one year & sit my HSC exam, and only have to complete 4 subjects in Year 12?

Trade Training Centre SVET Program:

You must complete Terms 1 & 2 (120hrs) of Year 11 which may enable you to receive a *Statement of Attainment towards Certificate II* (this counts as 2 Preliminary units for NESA)
 THEN

Continue studying in Terms 3 & 4 (in the same calendar year) and provided you are deemed competent, you may be eligible for a *Certificate I or II Qualification or a Statement of Attainment towards a Cert II or III*.

(This counts as 2 HSC units for NESA and enables you to sit the optional HSC exam if you wish).



For more information, please contact your Careers Adviser or TTC Coordinator.

TRADE TRAINING - CONSTRUCTION PATHWAYS COURSE DESCRIPTOR 2024 (TTC)



Education

RTO – Department of Education – 90333, 90222, 90072, 90162
QUALIFICATION: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)

Course: Construction (240 indicative hours) Board Developed Course		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) – Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.			
Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency			
Core Units CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations		Elective Units CPCCCM1011 Undertake basic estimation and costing CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2005 Use construction tools and equipment CPCWHS1001 Prepare to work safely in the construction industry	
Option 3 CPCCJN2001 Assemble components + CPCCJN3004 Manufacture and assemble joinery components			
CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations.			
▪ This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.		▪ This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
Examples of occupations in the construction industry			
▪ Carpentry	▪ Joinery	▪ Builder's labourer	▪ Bricklaying
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
External Assessment The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course consumables: \$380 White Card: \$100 (subject to change). Delivered y External Provider (subject to change). Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <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>			
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships			
Exclusions: VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			
2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction RTO - Department of Education - 90333, 90222, 90072, 90162 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support			

Version 0.21

TRADE TRAINING - COOKERY COURSE DESCRIPTOR 2024 (TTC)



Education

RTO – 90333, 90222, 90072, 90162

QUALIFICATION: SIT20421 Certificate II in Cookery

Course: Hospitality (240 indicative hours) Board Developed Course		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) https://training.gov.au/Training/Details/SIT20421 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.			
Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency			
Core SITXFSA005 Use hygienic practices for food safety SITXWHS005 Participate in safe work practices SITHCCC023 Use food preparation equipment SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC034 Work effectively in a commercial kitchen SITHKOP009 Clean kitchen premises and equipment SITXINV006 Receive, store and maintain stock		Elective SITXFSA006 Participate in safe food handling practices SITHCCC025 Prepare and present sandwiches SITHCCC024 Prepare and present simple dishes SITHCCC026 Packaged prepared foodstuffs SITXCOM007 Show social and cultural sensitivity SITXCCS011 Interact with customers	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none">Organising information and records in both paper and electronic formsCustomer (client) service		<ul style="list-style-type: none">TeamworkUsing technologiesCreating documents	
Examples of occupations in the Hospitality Industry			
<ul style="list-style-type: none">Breakfast cookCatering assistant	<ul style="list-style-type: none">Fast food cookSandwich hand	<ul style="list-style-type: none">Takeaway food cookFunction cook	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course consumables: \$380 Student to buy Hospitality approved leather boots or shoes. Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <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>			
A school-based traineeship and apprenticeship is available in this course. For more information https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships .			
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions .			
2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13			
Disclaimer: If you require accessible documents, please contact your VET Coordinator for support			

TRADE TRAINING - MANUFACTURING AND ENGINEERING – INTRODUCTION

COURSE DESCRIPTOR 2024 (TTC) Non-ATAR



Education

RTO – Department of Education – 90333, 90222, 90072, 90162

QUALIFICATION: MEM10119 Certificate I in Engineering and

Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

Course: Manufacturing and Engineering - Introduction Board Endorsed Course		2 or 4 Preliminary and/or HSC units in total There is not an Australian Tertiary Admission Rank (ATAR) option for this course
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways https://training.gov.au/Training/Details/MEM10119 and https://training.gov.au/Training/Details/MEM20413 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the MEM10119 Certificate I in Engineering, you must achieve 1 core unit of competency and elective units of competency to a minimum value of fourteen (14) points. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools and be able to use a personal digital device including a personal computer or laptop.		
Manufacturing and Engineering (MEM 2.1) & Metal and Engineering (MEM05 11.1) Training Package Units of Competency		
Core MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry		Electives: MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/handheld operations MEM16008 Interact with computing technology MEM07032 Use workshop machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.		
Pathways to Industry Skills gained in this course transfer to other occupations.		
This qualification defines entry-level skills and knowledge to assist workers entering employment in engineering/manufacturing within the metal, engineering, manufacturing and associated industries.		
Examples of occupations in the engineering industry		
<ul style="list-style-type: none"> Fitter Machinist 	<ul style="list-style-type: none"> Refrigeration and air conditioning mechanic 	<ul style="list-style-type: none"> Toolmaker Maintenance fitter
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.		
External Assessment There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.		
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course consumables: \$380 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. 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		
A school-based traineeship and apprenticeship is available in this course. For more information https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships .		
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions .		
2024 Manufacturing and Engineering (Introduction) Course Descriptor MEM 210119 Certificate I in Engineering + Statement of Attainment towards MEM20413 Certificate II in Engineering (Pathways)		
RTO - Department of Education - 90333, 90222, 90072, 90162		Version 0.11
Disclaimer: If you require accessible documents, please contact your VET Coordinator for support		

TRADE TRAINING - PRIMARY INDUSTRIES COURSE DESCRIPTOR 2024

(TTC)



Education

RTO – Department of Education – 90333, 90222, 90072, 90162

QUALIFICATION: AHC20116 Certificate II in Agriculture

Course: Primary Industries (240 indicative hours)Board Developed Course	2 or 4 units of credit – Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course
--	--

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture <https://training.gov.au/training/details/ahc20116>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 3 core and 15 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Agriculture, Horticulture and Conservation and Land Management Training Package (AHC 8.0) Units of Competency

Core AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry AHCWRK209 Participate in environmentally sustainable work practices. Elective AHCWRK205 Participate in workplace communications AHCWRK201 Observe and report on weather AHCPMG201 Treat weeds AHCCHM201 Apply chemicals under supervision AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock AHCLSK204 Carry out regular livestock observations AHCPMG202 Treat plant pests, diseases and disorders AHCNSY206 Care for nursery plants AHCPCM204 Recognise plants	Elective - continued *AHCMOM202 Operate tractors *AHCMOM304 Operate machinery and equipment *AHCLSK211 Provide feed for livestock *AHCLSK209 Monitor water supplies *AHCINF202 Install, maintain and repair farm fencing *AHCINF201 Carry out basic electric fencing operations *AHCNSY207 Undertake propagation activities *AHCNSY205 Pot up plants *AHC SOL203 Assist with soil or growing media sampling and testing *AHCLSK316 Prepare livestock for competition *AHC BIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity * Trainer will advise on elective units chosen. Not all units of competency are available.
---	---

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

Pathways to Industry Skills gained in this course transfer to other occupations.

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.

Examples of occupations in the Agriculture industry

<ul style="list-style-type: none"> Farm or station hand/labourer Shearing hand 	<ul style="list-style-type: none"> Nursey assistant Livestock worker 	<ul style="list-style-type: none"> Assistant farm or station worker Assistant animal attendant/stockperson
--	--	--

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: \$200 Students to supply their own WHS uniform.

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

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*

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

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

2024 Course Descriptor AHC20116 Certificate II in Agriculture

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

Version 0.10

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



NSW DEPARTMENT OF EDUCATION

Lakes Community Trade Training Centre

TTC APPLICATION INFORMATION - for 2024 Cohort

All Trade Training Centre courses will run on Monday and Wednesday afternoons from 1:30pm to 5:30pm at the host school. The exceptions to this is Primary Industries at Wyong- which will run on Monday and Wednesdays from 1pm to 5pm.

Trade Training Centre courses are conducted in Terms 1- to the beginning of Term 4 of your Preliminary year (entire course is completed in one calendar year). At the successful conclusion of your study you will have completed 2 units of Preliminary AND 2 units of HSC study leading up to a Certificate I or II in your chosen area.

Each course has a compulsory fee, this fee accounts for ongoing costs, consumables and uniform. All successful applicants will be supplied with an appropriate uniform for Work Health and Safety (WHS).

*This application form MUST be completed and submitted to the appropriate personnel at your school for submission. **Please note that all applications MUST be lodged by Thursday 21st, 2023 - Term 3, and MUST also include a \$150 deposit** (this is refundable for unsuccessful applications).*

***The balance of the course fee must be paid by Friday November 10th, 2023 - Term 4.** If full fees are not paid by this time, your place in the course may be declared vacant and a student from the reserve list may be offered the position.*

Any student withdrawing from their course in Term 1 – 2024, may apply to the Principal of the host school for a partial refund. Anyone withdrawing after Term 1 will not be eligible for any refund.

**** Each application will be ranked within the school and submitted to the Trade Training Centre Management Group for approval.*

Home School Information – Wadalba Community School

Address: Orchid Way
WADALBA NSW 2259

Ph: 43562888

TTC Contact: Renae Newell

Email: renae.newell@det.nsw.edu.au



Lakes Community Trade Training Centre

Application Questions

As part of the application process for the Trade Training Centre VET course, you must submit a copy of your resume and the answers to the following questions to your TTC Coordinator by week 10 – Term 3. Failure to do so may result in your application being rejected.

Questions

1. Why do you want to participate in this course?

2. What skills/knowledge do you think you will learn in this course?

3. What is PPE, and why do you think it is mandatory for this course?

4. You must do 2 weeks unpaid work placement as part of this course. What does work placement involve, and are you willing to do this?

5. How will you keep yourself enthused and energised (turning up to ALL lessons, completing all set tasks, etc) throughout this intensive course?

6. What times/days is your Trade Training Course running?

7. How will you get to and from the course?

8. What should you do if you cannot attend a particular lesson?

9. Briefly explain why you would be suitable for this course?

10. Are there any further points you wish to add to your application?

Home School: _____

Student Name (Printed): _____

Yr 11 ☐ Yr 12 ☐

Signed (Student signature): _____ Date: _____



Lakes Community Trade Training CentreTCC

APPLICATION FORM COHORT 2024

1. Personal Details – **All areas must be completed** for contact information

Name: Family Name - _____ Given Name - _____

Date of Birth - _____ Gender – (Male/Female/Other) _____

Home Address: Number and street _____

Suburb _____ Postcode _____

Home Ph - _____ Student Mob - _____ Guardian Mob: _____

Student Email: _____ Parent Email: _____

Home School: _____ Yr 11 ☐ Yr 12 ☐

(Complete all areas of the personal information. This information will be given to the Host School for Emergency Contacts and for general Trade Training Information to be passed to students and guardians)

2. Course Choice - List the course and Campus/Location that you are interested in from the list below.

Construction – Wadalba Community School (Fee Cost - \$380)

Hospitality (Commercial Cookery) – Northlakes High School (Fee Cost - \$380 + student to buy hospitality approved leather boots or shoes).

Metals and Engineering – Gorokan High School (Fee Cost - \$380)

Primary Industries – Wyong High School (Fee Cost - \$200 + supply own WHS uniform)

First Preference Course - _____ Campus / Location - _____

Second Preference Course - _____ Campus / Location - _____

3. Declaration and Consent

- (a) I declare that all information provided is true.
- (b) I understand there is an application fee of \$150. This is refunded in full if your application is not successful.
- (c) I understand that each course requires payment of a compulsory fee. This fee is to be paid in full upon acceptance.
- (d) Any successful applicant withdrawing from their course in Term 1 may apply to the Principal of the host school for a partial refund.
- (e) I understand **students withdrawing after Term 1 will not be eligible for any refund.**
- (f) I understand that the TTC student will be required to attend on Monday and Wednesday afternoons at the designated campus.
- (g) I understand that the TTC student will be responsible for transport to and from each campus / location.
- (h) I understand that the TTC student's personal information will be available to the Department of Education and Community.
- (i) I understand the course will involve 70 hours of compulsory work placement (WP) to be completed by the student in the designated WP time.
- (j) I understand that I am to abide by all DEC policies.

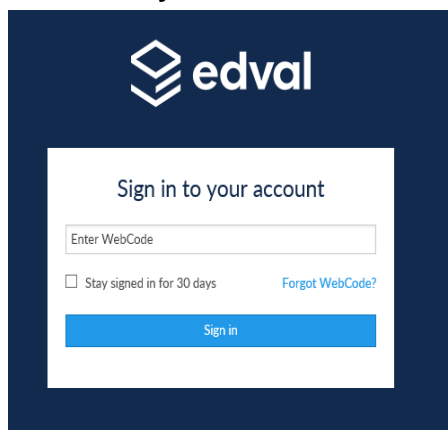
Student Signature

Parent / Guardian / Carer Signature

Principal/ Nominee recommendations (office use only):

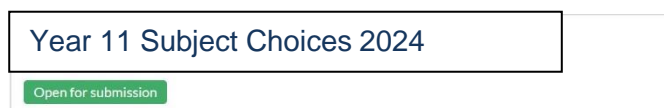
HOW TO CHOOSE YOUR ELECTIVE

1. Go to the Website: <https://my.edval.education/>
2. Enter the webcode provided on the front of your booklet into the logon screen



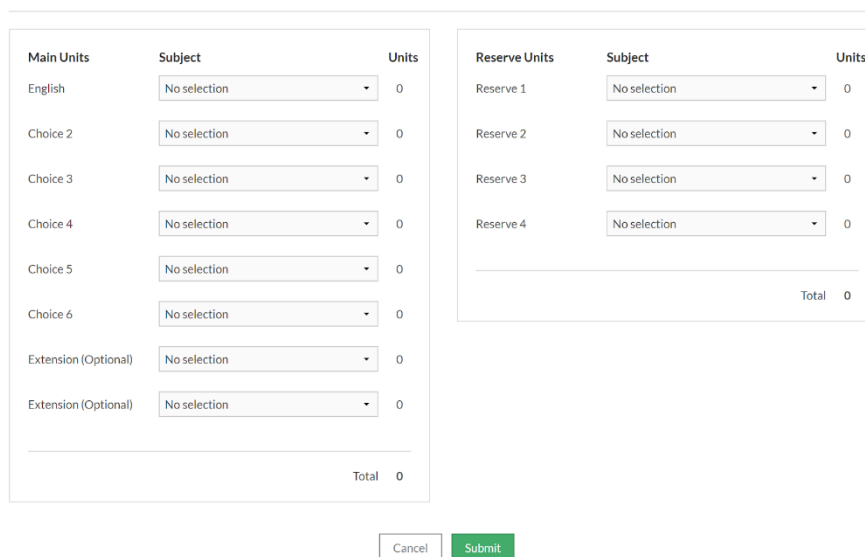
The image shows the edval login interface. At the top is the edval logo. Below it is a white box with the heading "Sign in to your account". Inside this box is a text input field labeled "Enter WebCode". Below the input field is a checkbox labeled "Stay signed in for 30 days" and a blue link "Forgot WebCode?". At the bottom of the box is a blue button labeled "Sign in".

3. Choose Year 11 Subject Choices 2024



The image shows a button with the text "Year 11 Subject Choices 2024" in blue. Below the button is a green button with the text "Open for submission".

4. Choose your subject selections on the screen - you can see the rules for your pattern of study on the right hand side of the screen. When you click submit if you see a red box appear your selections have not met therequirements your choices will not be saved. You will need to change your selections to meet NESA requirements. The confirmation screen will be emailed to your student email address or you can print the confirmation screen for your record.



The image shows a subject selection screen. It is divided into two main sections: "Main Units" and "Reserve Units". Each section has a table with columns for "Subject" and "Units".

Main Units	Subject	Units
English	No selection	0
Choice 2	No selection	0
Choice 3	No selection	0
Choice 4	No selection	0
Choice 5	No selection	0
Choice 6	No selection	0
Extension (Optional)	No selection	0
Extension (Optional)	No selection	0
Total		0

Reserve Units	Subject	Units
Reserve 1	No selection	0
Reserve 2	No selection	0
Reserve 3	No selection	0
Reserve 4	No selection	0
Total		0

At the bottom of the screen are two buttons: "Cancel" and "Submit".

5. You can log back in and alter your selections until the closing date.

SUBJECT SELECTION PAGE

English _____

Subject 2 _____

Subject 3 _____

Subject 4 _____

Subject 5 _____

Reserve Subject 1 _____

Reserve Subject 2 _____

Reserve Subject 3 _____

Reserve Subject 4 _____

