



ARMIDALE SECONDARY COLLEGE

2020 - 2021 Senior Studies Handbook

Armidale Secondary College

Crest Road, Armidale NSW 2350

Phone | 02 6772 1266

Email | armidale-s.school@det.nsw.edu.au

Website | <http://armidale-s.schools.nsw.gov.au>

Facebook | www.facebook.com/armidalesecondarycollege

Principal's Message

Armidale Secondary College is proud to be able to offer the broadest senior curriculum offering in the region. We have a range of subjects that can be selected to suit the goals and aspirations of our senior students, whether that be a pathway to university, an apprenticeship or trade, or transitioning into the workforce prior to the completion of the Higher School Certificate (HSC).

The staff at Armidale Secondary College are passionate about delivering outstanding learning opportunities for all. The Stage 6 model that we have adopted at Armidale Secondary College ensures that there are numerous layers of support with a shared commitment to ensuring that each and every student is able to achieve their personal best.

The subject selection process will involve classroom teachers, Year Advisers, Head Teachers, Deputy Principals and the Careers team. All these people will assist our students to make well-informed decisions based on interest and ability. It is important that patterns of study align with future goals and directions and keep as many options open as possible.

In addition to the staff providing invaluable guidance, it is also important that students have productive conversations with parents and carers in relation to their options. The support that families provide during the senior years of schooling is invaluable and the HSC is a shared experience over two years.

Please consider your choices carefully as there will be limited opportunities for you to amend your pattern of study once the process has been completed and the academic year has commenced.

This is an exciting time for you, and we are looking forward to working through this process with you.

Carolyn Lasker
Principal

Information about the Higher School Certificate (HSC)

The Higher School Certificate recognises 13 years of schooling. It is the highest educational award in New South Wales schools. It is recognised internationally and provides students with a foundation to enter tertiary study, vocational training or employment. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals. This booklet is your introduction to the HSC and the many options now available. You can find out more about it by accessing the New South Wales Educational Standards Authority (NESA) website: <http://educationstandards.nsw.edu.au>

What types of courses can I select?

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

- Board Developed
- Board Endorsed
- Vocational Education and Training (VET)
- Life Skills

Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains:

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

All students entered for the HSC who are studying these courses follow these syllabuses. **These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).**

Board Endorsed Courses

These courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for Board Endorsed Courses, however all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (ROSA). Board Endorsed Courses do not count in the calculation of the ATAR.

Vocational Education and Training (VET) Courses

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

School based part-time traineeships may also be put in place in conjunction with VET courses.

Life Skills Courses as Part of a Special Program of Study

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

Students with Special Educational Needs who are unable to meet regular course outcomes may be eligible to enrol in the Life Skills component of the course. An individual transition plan must be negotiated for each student attempting Life Skills Courses.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Year 11 course and a 2 unit Year 12 course.

NESA expects that most students would meet the outcomes for a 2 unit Year 11 course and a 2 unit Year 12 course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

There is no ATAR available for students completing Life Skills courses.

Requirements for the Award of the HSC

To be awarded the HSC you must:

- study a minimum of **12 units** in the Year 11 course and a minimum of **10 units** in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:
 - at least six units from Board Developed Courses including at least 2 units of a Board Developed Course in English. This includes the English Studies CEC course.
 - at least three courses of 2 units value or greater
 - at least four subjects
 - at most, 6 units of courses in Science can contribute to Higher School Certificate eligibility

You must also:

- complete practical, oral and project works required for assessment;
- have sat for or made a serious attempt at the required HSC examinations;
- complete *All My Own Work* and *Life Ready*; and
- have achieved minimum standards in Literacy and Numeracy.

If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 NESA Developed units in the Year 12 Course.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six (6) units from NESA Developed Courses.

Category B Courses include all VET courses, English Studies and Maths Standard 1. Only 2 units of these subjects can be included in a calculation of the Australian Tertiary Admissions Rank (ATAR).

Some advice on choosing your subjects

- It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school, and your feelings about school.
- It is important that you go about the task of choosing your subjects for the next two years in a calm and logical way. It is a good idea to have a few career ideas in mind as you start to choose your subjects.
- If you are uncertain about this at present, that's fine. Select subjects that will keep your options open to you. You will also need to find out about various pathways you can take to obtain qualifications you will need to get a job in the occupation areas in which you are interested.

What you should and should not do

You should:

- Choose subjects you're good at
- Choose subjects you're interested in studying
- Choose subjects that you really want to learn so you can meet your future goals

You should not:

- Choose subjects based on your friends' choices or on whom you think the teacher might be
- Approach your subjects selection with the attitude that you can try subjects and change them if you don't like them
- Choose subjects beyond your ability - listen to your teachers' advice
- Play the scaling game - you will not be scaled up just for choosing a "hard" subject
- Choose subjects based on potential excursions or their 'bludge' factor

How to choose subjects for the Preliminary HSC Course (Year 11)

To use this course information booklet successfully students should use the following steps as a checklist:

1. Talk to your parents to clarify what you are aiming to do and to help you find information about possible courses and career paths.
2. Identify your career requirements with Mrs Hardman or Mr Polson.
3. Read this book carefully.
4. Decide the most appropriate course of study ('pathway') for your interests and requirements.
5. Choose the subjects needed to satisfy your needs/interests.
6. Check that your choices satisfy the HSC requirements.
7. Use all the experts (your Year Adviser, Deputy Principal, Faculty Head Teachers and your class teachers) to ensure you have chosen the appropriate subject and level.
8. Check that you meet all the prerequisites for your desired course.
9. Be realistic in considering your study commitments, time availability and other responsibilities.
10. Talk to senior students already studying courses you are considering.

Some questions to ask yourself

1. List the goals you have for after school.

2. Do you need an ATAR? _____

3. What careers have you considered?

4. What subjects do you need for your future career choices?

5. What subjects are you good or better at?

6. What subjects do you enjoy the most?

7. Do you have a support network to help you manage the demands of senior school?

8. Are you aware of the costs and additional time demands such as work placement required for your course choices?

9. Have you considered School-Based Apprenticeships or Traineeships? If yes, in what area?

10. Do you have a back up plan?

Frequently Asked Questions

What is a Unit?

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

Each unit involves class time of approximately 60 hours per year.

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.
2 units = 120 hours per year = 100 marks

How many units of study do I need to study in order to attain my HSC?

In your Preliminary HSC course - a minimum of 12 units. Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC course.

In your HSC course - a minimum of 10 units.

What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by the University Admissions Centre (UAC). The ATAR is a **rank** not a mark.

If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 Board Developed units in the Year 12 Course.

What's the difference between the HSC and an ATAR?

The HSC is awarded by NESAs for the satisfactory completion of Years 11 and 12. The HSC results are a detailed package showing each student the level of knowledge and skills that they have achieved in each course. The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark.

The HSC results are used by UAC to calculate a rank order of students known as the Australian Tertiary Admissions Rank. The ATAR is not a mark; it is a ranking system used to allocate university placements.

What if I want to go to university?

- If you want to receive an ATAR so that you can apply for university entry at the end of Year 12 you will need to sit for examinations in at least 10 units of study.
- This means a minimum of 5 HSC subjects.
- Only one VET course can be counted towards your ATAR calculation.
- In your ATAR you **must** count 2 units of English.
- If you study **more** than 10 units, the ATAR calculation will be based on your best 10 units.

What are Minimum Standards?

These are a standard of literacy and numeracy to help students succeed at the HSC. Students need to meet the HSC minimum standard to receive the HSC.

To show they meet the standard, students need to:

- achieve Level 3 or 4 in the online reading test and
- achieve Level 3 or 4 in the online writing test and
- achieve Level 3 or 4 in the online numeracy test.

What happens if a student doesn't meet the HSC minimum standard?

From 2020, only students who meet the HSC minimum standard will receive a Higher School Certificate testamur. Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement

What constitutes the satisfactory completion of a course?

Students must:

- follow the course developed or endorsed by the NSW Education Standards Authority (NESA)
- apply themselves with diligence and sustained effort
- achieve some or all the course outcomes
- complete work placement for VET Board Developed Courses
- make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for HSC courses

Is any course compulsory?

- 2 units of English must be studied by every student in Years 11 and Year 12.

Are there any exclusions?

A student:

- may only study one English course (other than Extension English which must be studied in conjunction with Advanced English)
- may study one Mathematics course (other than Mathematics Extension which must be studied in conjunction with Mathematics Advanced)
- may study up to 7 units of Science in Year 12.

Will all the courses in this booklet be taught at Armidale Secondary College?

No. The booklet outlines courses for which our school has the resources to teach. Our subject selection process will determine the actual subjects taught.

What are Extension courses?

- If a student has a special interest or aptitude for a subject the HSC rules allows for students to do extra study in this area.
- In Year 11 students can do extension in English and Mathematics, while in Year 12 they can specialise in English, Mathematics, Science History and Music .
- Please note that Extension subjects are usually timetabled outside the school timetable – either before or after school. This level of study requires a great deal of motivation and self-reliance as well as extra time commitment.

What is HSC: All My Own Work program?

- The HSC : All My Own Work Program is designed to help HSC students follow the principles of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.
- It is compulsory for all students enrolled in Preliminary Courses.

What is the Life Ready program?

- Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety and as they become more independent and gain more responsibilities.
- It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.
- At ASC we teach as part of our Year 11 Crew program.

Voluntary School Contributions

Your ongoing support for the payment of the Voluntary School Contribution is appreciated.

These contributions are used to support the general services provided to students.

Items provided include:

- paper
- photocopying
- library books
- sports equipment.

The contribution is requested early in the school year, however should there be any problems, please contact the school.

Subject Contributions

A subject contribution is requested to cover the costs of materials used and consumed by students in their elected subjects.

Parents who experience hardship in meeting subject contributions may be assisted from general school funds raised by the school or from the Student Assistance funds provided to the school. Parents should be mindful of the costs involved should students elect to pursue high cost projects, interests or extracurricular activities.

Summary of Potential Courses offered

Board Developed Courses - School Delivered (*these courses contribute to an ATAR*)

English

- English Advanced
- English Standard
- English Extension 1 (Year 11)
- English Extension 1 (Year 12)
- English Extension 2 (Year 12)
- English Studies (Category B ATAR)

Mathematics

- Mathematics Advanced
- Mathematics Standard 2
- Mathematics Standard 1 (Category B ATAR)
- Mathematics Extension 1 (Year 11)
- Mathematics Extension 1 (Year 12)
- Mathematics Extension 2 (Year 12)

Science

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12)

HSIE

- Aboriginal Studies
- Ancient History
- Business Studies
- Economics
- Geography
- Legal Studies
- Modern History
- Society and Culture

Languages

- French Beginners
- German Beginners
- Japanese Beginners
- Japanese Continuers

Creative and Performing Arts

- Drama
- Music 1
- Music 2
- Visual Arts

Personal Development, Health & Physical Education (PDHPE)

- Community and Family Studies
- Dance
- PDHPE

Technologies

- Agriculture
- Design and Technology
- Engineering Studies
- Food Technology
- Industrial Technology
 - Timber Products and Furniture Technologies
 - Metal and Engineering Technologies
 - Multimedia Technologies
- Information Processes and Technology
- Software Design and Development
- Textiles and Design

Board Endorsed/Content Courses - School and TAFE NSW Delivered Courses (*these courses do not contribute to an ATAR*)

- Aboriginal Languages
- Computing Applications
- Exploring Early Childhood
- Industry Based Learning
- Philosophy
- Photography, Video & Digital Imaging
- Sport, Lifestyle and Recreation Studies (SLR)
- Visual Design
- Work Studies

Vocational Education and Training (VET)

NESA has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. Only one designated 240-hour course in each framework will contribute towards the ATAR. You must undertake a work placement to complete these courses successfully.

NOTE: Students will not be able to change into these courses any later than four weeks into Term I. However some VET courses can be commenced in the HSC year.

Board Developed VET Courses - School Delivered

Course	ATAR?
Business Services	Yes Category B
Construction Pathways	Yes Category B
Fitness	No No HSC Exam
Furniture Making	No No HSC Exam
Hospitality - Kitchen Operations	Yes Category B
Information and Digital Technology	Yes Category B
Metal and Engineering	Yes Category B
Outdoor Recreation	No No HSC Exam
Primary Industries	Yes Category B
Sport Coaching	No No HSC Exam

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. Therefore, English is the only subject that it is compulsory to study for Year 11 and 12. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university.

English Advanced

2 Units in each of Year 11 and Year 12

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

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

In Year 11 the course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

In Year 12 the course has two sections:

- The Common Content consists of one module *Texts and Human Experiences* which is common to Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, poetry, nonfiction, film, media and digital texts

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Year 11 students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital text
- a wide range of additional related texts and textual forms.

Year 12 students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry **or** drama. The remaining text may be film **or** media **or** a nonfiction text **or** may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

English Courses

English Advanced is a Board Developed Course.

For more information contact Mrs Rebecca Partridge (HT English).

English Standard

2 Units in each of Year 11 and Year 12

Exclusions: English Advanced, English Studies, English EAL/D, English Extension

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

In Year 11 the course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

In Year 12 the course has two sections:

- The Common Content consists of one module *Texts and Human Experiences* which is common to the Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Across the English Standard Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Year 11 students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts a wide range of additional related texts and textual forms.

Year 12 students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

English Courses

English Standard is a Board Developed Course.

For more information contact Mrs Rebecca Partridge (HT English).

English Extension

1 unit for Year 11 and Year 12

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

Prerequisites:

- English Advanced
- English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
- English Extension 1 in Year 12 is a prerequisite for English Extension 2

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

In Year 11 the course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

Year 12 English Extension 1 course – the course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are:

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

Year 12 English Extension 2 course – the course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

In Year 11 students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12 English Extension 1 course students are required to study:

- at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least **two** related texts.

Year 12 English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in **one** of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry
 - multimedia

English Extension is a Board Developed Course.

For more information contact Mrs Rebecca Partridge (HT English).

English Studies (optional exam)

2 units for Year 11 and Year 12

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

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.

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

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

In Year 11:

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

In Year 12:

- The Common Content consists of one module *Texts and Human Experiences* which is also common to the Year 12 Standard and the Year 12 Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Across the English Studies Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

In Years 11 and 12 students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

In addition to the above requirements, students in **Year 12 only** are required to:

- study **one** text from the prescribed text list and one related text for the Common Module – Texts and Human experiences.

English Studies is a Board Developed Course.

For more information contact Mrs Rebecca Partridge (HT English).

Mathematics Advanced

2 units Year 11 and Year 12

Exclusions: Mathematics Standard

Prerequisites: For students who intend to study the Mathematics Advanced course, it is recommended that they study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

In Year 11 students will study:

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry – geometrical properties
- Tangent to a curve and derivative of a function

In Year 12 students will study:

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

Mathematics Advanced is a Board Developed Course.

For more information contact Mrs Janette Holmes (HT Mathematics).

Mathematics Standard 1

2 units Year 11 and Year 12

Prerequisites: The Mathematics Standard 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 substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- Some content from Equations
- Some content from Probability

Exclusions: Students may **not** study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is not yet determined.

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 1 in Stage 6:

- 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 an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Financial Mathematics

- Investment
- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

Mathematics Courses

Mathematics Standard 1 is a Board Developed Course.

For more information contact Mrs Janette Holmes (HT Mathematics).

Mathematics Standard 2

2 units Year 11 and Year 12

Prerequisites: The Mathematics Standard 2 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 substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- Some content from Equations
- Some content from Probability

Exclusions: Students may **not** study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

All students studying the Mathematics Standard 2 course will sit for a HSC examination.

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- 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 an understanding of and skills in further aspects of mathematics for concurrent Year 12 studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Mathematics Standard 2 is a Board Developed Course.

For more information contact Mrs Janette Holmes (HT Mathematics).

Mathematics Extension 1

1 unit Year 11 and Year 12

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics *Curve Sketching and Polynomials, Functions and Logarithms*, and *Circle Geometry of Mathematics Years 7–10 Syllabus*.

Exclusions: Mathematics Standard

The content of this course and its depth of treatment indicates that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

In Year 11 students will study:

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Year 11 course topics

In Year 12 students will study:

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$

$$\frac{dN}{dt} = k(N - P)$$

- Equation
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion

- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics in the Year 12 course topics

Mathematics Courses

Mathematics Extension 1 is a Board Developed Course.

For more information contact Mrs Janette Holmes (HT Mathematics).

Mathematics Extension 2

1 unit in Year 12

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

Exclusions: Mathematics Standard

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main topics covered:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

Mathematics Extension 2 is a Board Developed Course.

For more information contact Mrs Janette Holmes (HT Mathematics).

Science

From 2020 students will be able to study six units of Science in Year 11. For the 2021 Higher School Certificate examination, students can study up to seven units of Science in Year 12. This allows for the study of Science Extension – a 1 unit course.

Students may study **one of, or any combination of**, the following Stage 6 Science courses up to a maximum of 6 units in Year 11, and 7 units in Year 12:

- **Biology**
- **Chemistry**
- **Earth and Environmental Science**
- **Investigating Science**
- **Physics**
- **Science Extension** (1 unit, Year 12 only)

Course descriptions are provided in the following pages.

Practical Investigations

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of all courses and must occupy a minimum of 35 hours of course time each year, including time allocated to practical investigations in depth studies. Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork
- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

Depth Studies

- All Stage 6 Science courses include a minimum number of hours of course time for Depth Studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Life Skills

Commencing in 2020, eligible students may study up to six units of Science Life Skills courses in Year 11 and Year 12. Life Skills students will be eligible for an HSC but these courses do not contribute to an ATAR.

Biology

2 Units in each of Year 11 and Year 12

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.

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

The Year 11 course consists of four modules:

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

The Year 12 course consists of four modules:

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

Biology is a Board Developed Course.

For more information contact Mr Ian Crompton (HT Science).

Chemistry

2 Units in each of Year 11 and Year 12

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 Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

The Year 11 course consists of four modules:

- Module 1** Properties and Structure of Matter
- Module 2** Introduction to Quantitative Chemistry
- Module 3** Reactive Chemistry
- Module 4** Drivers of Reactions

The Year 12 course consists of four modules:

- Module 5** Equilibrium and Acid Reactions
- Module 6** Acid/base Reactions
- Module 7** Organic Chemistry
- Module 8** Applying Chemical Ideas

Chemistry is a Board Developed Course.

For more information contact Mr Ian Crompton (HT Science).

Earth and Environmental Science

2 Units in each of Year 11 and Year 12

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur, and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects, and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

The Year 11 course consists of four modules:

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

The Year 12 course consists of four modules:

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

Earth and Environmental Science is a Board Developed Course.

For more information contact Mr Ian Crompton (HT Science).

Investigating Science

2 Units in each of Year 11 and Year 12

Investigating Science is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology, and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

The Year 11 course consists of four modules:

- Module 1** Cause and Effect – Observing
- Module 2** Cause and Effect – Inferences and Generalisations
- Module 3** Scientific Models
- Module 4** Theories and Laws

The Year 12 course consists of four modules:

- Module 5** Scientific Investigations
- Module 6** Technologies
- Module 7** Fact or Fallacy?
- Module 8** Science and Society

Investigating Science is a Board Developed Course.

For more information contact Mr Ian Crompton (HT Science).

Physics

2 Units in each of Year 11 and Year 12

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 Year 11 course develops student’s knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

The Year 11 course consists of four modules:

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

The Year 12 course consists of four modules:

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

Physics is a Board Developed Course.

For more information contact Mr Ian Crompton (HT Science).

Aboriginal Studies

2 Units in each of Year 11 and Year 12

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 a mandatory local community case study.

The Year 11 course covers:

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

The Year 12 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 that will include a log documenting all work completed.

The Year 12 course covers:

- Core case studies in a global perspective of Social Justice and Human Rights Issues across two topics chosen from health, education, housing, employment, criminal justice and economic independence
- Elective study in Aboriginality and the Land or Aboriginal Heritage and Identity
- Major Project

Aboriginal Studies is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT HSIE).

Ancient History

2 Units in each of Year 11 and Year 12 and an optional 1 Unit Year 12 Extension

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

The Year 11 course comprises three sections:

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies') *Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.*
- Features of Ancient Societies (40 indicative hours) *Students study at least two ancient societies.*
- Historical Investigation (20 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 11.

The Year 12 course comprises four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

In the Year 11 course, students undertake at least two case studies:

- One case study must be from Egypt, Greece, Rome or Celtic Europe; and
- One case study must be from Australia, Asia, the Near East or the Americas.

The Year 12 course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Ancient History is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT HSIE).

Business Studies

2 Units in each of Year 11 and Year 12

Business activity is a feature of everyone's life. We all interact with business whether it's as owners, employees or customers. Business Studies provides students with tools to better understand these interactions. Throughout the world people engage in a range of business activities to design, produce, market, deliver and support a range of goods and services. As a course, Business Studies investigates the role, operation and management of businesses ranging from small to multi-national companies in our society. It encompasses the theoretical and practical aspects of business, which students will encounter throughout their lives as either managers, employees or consumers. Currently it is the largest elective course in NSW outside of Mathematics and the Sciences.

In the Year 11 course students investigate the operation of a small business, planning the establishment of a small business by establishing their own fictional business. Students also undertake regular field trips to the Armidale CBD and other local businesses to link the classroom with the world. They also undertake a case study on the reinvention of the Big Banana by visiting the attraction and completing an assessment related to the visit.

In the Year 11 course student study:

- Nature of business
- Business management
- Business planning

In the Year 12 course students look more closely at the management of the different components that make up a business, being operations, financial management, marketing and human resources using large and global organisations as the focus. Students have the opportunity to participate in a case study tour to Sydney visiting Taronga Zoo for a marketing case study, Thunder Jet Boat for a human resources case study and Allianz Stadium/Sydney Roosters for an operations study. The trip enables students to have access to business that they can use in the exam, as case studies make up to 50% of the total mark.

In the Year 12 course students study:

- Operations
- Marketing
- Finance
- Human resources

Business Studies is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT HSIE).

Economics

2 Units in each of Year 11 and Year 12

Economics provides an understanding of many aspects of the economy and its operation which are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

The Year 11 course covers:

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy

The Year 12 course covers:

- The Global Economy – features of the global economy and globalization
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management
- Economic Policies and Management – the range of policies to manage the economy

Economics is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT HSIE).

Geography

2 Units in each of Year 11 and Year 12

The Year 11 course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The course covers: Biophysical Interactions - how biophysical processes contribute to sustainable management; and Global Challenges - the study of geographical issues on a global scale. The Senior Geography Project is a geographical study of the student’s own choosing.

The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographer’s contribution to understanding our environment and demonstrate the relevance of geographical study.

The Year 12 course covers: Ecosystems at Risk that studies the functioning of ecosystems, their management and protection; Urban Places is a study of cities and urban dynamics; People and Economic Activity in a local and global context.

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

Students complete a Senior Geography Project (SGP) in the Year 11 course and must undertake 10 hours of fieldwork in both the Year 11 and Year 12 courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential as well as fun.

Geography is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT HSIE).

Legal Studies

2 Units for each of Year 11 and Year 12

The Year 11 course develops students’ knowledge and understanding of the nature and functions of law and law-making; the development of Australian and international legal systems; the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 11 course covers: The Legal System; The Individual and the State; The Law in Focus.

The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies that consider how changes in societies influence law reform.

The Year 12 course covers: Crime, Human Rights and two additional focus studies.

Two Focus Studies are chosen from: Consumers, Family, Global Environment, Indigenous People, Shelter, Technological Change, Workplace, World Order.

Key themes incorporated across all topics are: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Legal Studies is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT HSIE).

Modern History

2 Units in each of Year 11 and Year 12 and an optional 1 Unit Year 12 Extension

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

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

The Year 11 course comprises three sections:

- Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’). *Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.*
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours). *At least one study from ‘The Shaping of the Modern World’ is to be undertaken.*

Historical concepts and skills are integrated with the studies undertaken in Year 11.

The Year 12 course comprises four sections:

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One ‘National Studies’ topic (30 indicative hours)
- One ‘Peace and Conflict’ topic (30 indicative hours)
- One ‘Change in the Modern World’ topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirements

In the Year 11 course students undertake at least two case studies:

- One case study must be from Europe, North America or Australia; and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

In Year 12 students are required to study at least one non-European/Western topic, for example India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

Modern History is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT HSIE).

Society and Culture

2 Units in each of Year 11 and Year 12

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.

The Year 11 course covers:

- 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

The Year 12 course covers a core:

- Social and Cultural Continuity and Change – research and study of the nature, continuity and change of a selected country
- The Personal Interest Project – an individual research project

Depth studies, two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion and the implications
- Social Conformity and Nonconformity – the formation of, and influences on, members, including factors influencing conformity and the role of, and responses to, nonconformity

Society and Culture is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT HSIE).

French Beginners

2 Units in each of Year 11 and Year 12

Exclusions: French Continuers and French Extension

No knowledge of French is required. Students who select this course must be beginners.

Language is the basis of all communication and human interaction. By learning an additional language, students can develop the interpersonal skills to engage across cultures, improve their literacy, creative and problem solving skills, and become open to a world of possibilities in relation to employment, travel and further study in Australia and internationally.

The French Beginners Stage 5 course is designed for students with no prior knowledge or experience of the French language, either spoken or written, or who have only studied it in Year 8. In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. It is structured around three objectives: interacting, understanding language, and producing language. There are two connected study themes explored throughout the Year 11 and 12 courses:

The Personal World and French-Speaking Communities. They are not isolated units or divided into either Year 11 or 12. Both enable students to develop knowledge and understanding of and skills in the French language, linked to cultural values, attitudes and practices through a range of topics that are relevant to students' personal experiences and the context of French-speaking communities.

These include:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

French Beginners is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT Languages).

German Beginners

2 Units in each of Year 11 and Year 12

Exclusions: German Continuers. Eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

No knowledge of German is required. Students who select this course must be beginners.

In the Year 11 course students will develop their knowledge and understanding of German across a range of topics, relating to their personal world and the German speaking community. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of German through the four skills. Study may cover new topics or more detailed treatment of topics previously studied. The external exam in Year 12 will include a reading and writing paper and a listening and speaking examination.

German Beginners is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT Languages).

Japanese Beginners

2 Units in each of Year 11 and Year 12

Exclusions: Japanese Continuers, Japanese Background Speakers. Other eligibility rules apply. Check with your teacher or the NESA's ACE Manual.

No knowledge of Japanese is required. Students who select this course must be beginners.

In the Year 11 course, students will develop their knowledge and understanding of Japanese through the themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

In the Year 12 course, students will continue to develop their knowledge and understanding of Japanese through the four skills. Study may cover new topics or more detailed treatment of topics previously studied.

The main topics covered are:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and past-times
- Holidays, travel and tourism
- Future plans and aspirations

Japanese Beginners is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT Languages).

Japanese Continuers

2 Units in each of Year 11 and Year 12 and an optional 1 Unit Year 12 Extension

Prerequisites: ROSA in Japanese or equivalent

Exclusions: Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

The Year 11 and Year 12 courses focus on themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts. The themes are: the individual; the Japanese-speaking communities; the changing world.

Students' language skills are developed through tasks such as: conversation; responding to an aural stimulus; responding to a variety of written material; writing for a variety of purposes; studying Japanese culture through texts.

The 1 Unit Year 12 Japanese Extension course is available for students who have completed Year 11 Japanese Continuers, and are currently studying Year 12 Japanese Continuers. The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

The theme in the Extension course is the individual and contemporary society. The prescribed issues are:

- impact of technology
- group versus the individual
- overcoming personal difficulties

Japanese Continuers is a Board Developed Course.

For more information contact Mrs Tammy Cameron (HT Languages).

Drama

2 Units in each of Year 11 and Year 12

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.

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

The Year 11 course covers:

- Improvisation, Play-building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

The Year 12 course involves theoretical study through practical workshops exploring theme, issues, styles and movement.

- Australian Drama and Theatre
- Studies in Drama and Theatre
- The Group Performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.
- The Individual Project where students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design (costume design; set design; promotion and program; lighting design) or Performance or Script-writing or Video Drama

Drama is a Board Developed Course.

For more information contact Mrs Katy Walsh (HT CAPA).

Music 1

2 units in each of Year 11 and Year 12

Prerequisites: Music mandatory course (or equivalent). Elective Music in Year 10 is not required but is preferable.

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in each year of the course. Topics are chosen from a list of 21 topics which cover a range of styles, periods and genres.

In the Year 12 course, in addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the Year 12 course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

Music 1 is a Board Developed Course.

For more information contact Mrs Katy Walsh (HT CAPA).

Music 2

2 Units in each of Year 11 and Year 12 and an optional 1 Unit HSC Extension

Prerequisites: Music Elective in Year 10 (or equivalent) is required.

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study the Mandatory Topic, Music 1600–1900, in Year 11, and the Mandatory Topic, Music of the Last 25 Years (Australian focus), in Year 12.

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

The 1 Unit Year 12 Music Extension course is available in Year 12 for students who have completed Year 11 Music 2 and are currently studying Year 12 Music 2. It builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study, which will be negotiated between the teacher and student.

Students selecting Composition or Musicology as their area of specialisation in the Extension course will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

Music 2 is a Board Developed Course.

For more information contact Mrs Katy Walsh (HT CAPA).

Visual Arts

2 Units in each of Year 11 and Year 12

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.

Year 11 Visual Arts involves students in Artmaking, Art Criticism and Art History. In Artmaking students experiment with different materials, artforms and techniques. They learn how to develop their own artmaking practice and explore the possibilities inherent in their artworks, culminating in the production of a “Body of Work” in the Year 12 course.

In Art Criticism and Art History, students investigate artists, artworks, art critics and art historians from Australia, other countries, different cultures, traditions and times.

The Year 11 course is an exciting introduction to all aspects of the art world. In Artmaking, students will learn new skills, keep a process diary and make artworks in 2, 3 and 4 dimensions.

In Art Theory, their learning will concentrate on the Conceptual Framework: artist, artwork world and audience, and the Interpretive Frames; Subjective, Structural, Cultural and Postmodern.

Visual Arts learning opportunities will focus on:

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

The Year 12 course provides for deeper and more complex investigation into Artmaking, Art Criticism and Art History. It requires the development of a Body of Work and use of a process diary. Students undertake a minimum of five, in class, Case Studies (4–10 hours each). Year 12 learning opportunities focus on:

- how students may develop their practice in art making, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations

- how students may learn about the relationships between artists, art works, the world and audiences within the art world and apply these to their own investigations
- how students may further develop meaning and focus in their work
- how students may acquire and use technical dexterity and refinement

Creative and Performing Arts (CAPA) Courses

Visual Arts is a Board Developed Course.

For more information contact Mrs Katy Walsh (HT CAPA).

Course Fees: \$60 per year

Community and Family Studies

2 units for each of Year 11 and Year 12

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 Year 11 course covers:

- Resource Management – basic concepts of the resource management process
- Individuals and Groups – the individual’s roles, relationships and tasks within groups
- Families and Communities – family structures and functions and the interaction between family and community

The Year 12 course covers:

- Research Methodology culminating in the production of an Independent Research Project
- Groups in Context – the characteristics and needs of specific community groups
- Parenting and Caring – issues facing individuals and groups who adopt roles of parenting and caring in contemporary society and one of the following Year 12 option modules:
Family and Societal Interactions, Social Impact of Technology and Individuals and Work

Students are required to complete an Independent Research Project as part of the Year 12 internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas:

- Individuals
- Groups
- Communities
- Resource Management

Community and Family Studies is a Board Developed Course.

For more information contact Mr Mal Gaukroger (HT PDHPE).

Dance

2 units for each of Year 11 and Year 12

Students study dance as an art form in the interrelated components of Performance, Composition and Appreciation.

The Year 11 course comprises a high percentage of weighting/time on the Performance component. Composition and Appreciation have equal weighting.

In the Year 12 course students undertake an in-depth study of dance in one of the major study components, either Performance, Composition or Appreciation of Dance and Technology. There is an emphasis on the acquisition of physical skills as well as knowledge and understanding.

Main Topics Covered

- Dance Technique
- Dance Technique applied to Dance Performance
- The Core Performance Dance
- Manipulation of the elements of Dance
- Organising the Dance
- The development of Dance in Australia
- Introduction to Dance Analysis
- Dance analysis in practice

Dance is a Board Developed Course.

For more information contact Mr Mal Gaukroger (HT PDHPE).

Personal Development, Health & Physical Education (PDHPE)

2 Units in each of Year 11 and Year 12

This 2 unit course combines rigorous academic study with practical activities that help improve the student’s understanding of the theoretical aspects.

The course will be of value to a wide range of students who wish to follow a career in Physical Education, Health Work, Physiotherapy, Recreation Management, the Fitness Industry or who simply have an interest in sports.

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 12 course students focus on major issues related to Australia’s health status and factors that affect physical performance. Optional study may be undertaken from topics such as Sports Medicine, Sport and Physical Activity in Australian Society, Improving Performance through advanced approaches to training, and the Health of Young People.

Year 11 Course

Core Topics

- Better Health for Individuals
- The Body in Motion

Optional Components

Students to select two options each from:

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

Year 12 Course

Core Topics

- Health Priorities in Australia
- Factors Affecting Performance

Optional Components

Students to select two options each from:

- The Health of Young People
- Sport and Physical Activity in Australian Society

- Sports Medicine
- Improving Performance
- Equity and Health

The course is not as practical as some students would wish but it is interesting and challenging. It is designed for entry to tertiary study.

The course that provides an alternative for those needing a 2 Unit mark is 'Sport, Lifestyle and Recreation Studies'.

Personal Development, Health & Physical Education (PDHPE) Courses

Personal Development, Health & Physical Education is a Board Developed Course.

For more information contact Mr Mal Gaukroger (HT PDHPE).

Agriculture

2 Units in each of Year 11 and Year 12

Agriculture incorporates the study of the interactions between the components of agricultural production, marketing and management, whilst giving consideration to the issue of sustainability of the farming system. It is an 'on-farm', environment-oriented course.

The Year 12 course examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Technologies Courses

Agriculture is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Design and Technology

2 units for each of Year 11 and Year 12

Design and Technology seeks to develop in students conceptual understandings of technology and design and will enable students to apply the concepts learned creatively to specific situations through design projects. It also seeks to develop students' appreciation of the historic and cultural influences on design and the interrelationships of design, technology, society and the environment.

Students will acknowledge the process of collaborative designing and design teams, as well as the exploration of current, emerging and computer-based technologies. This subject has a unique focus on creativity, innovation and the successful development of ideas through to realising a new product, system or environment.

Students will develop a Major Design Project during Term 3 of Year 11 and continue its development throughout Year 12.

Technologies Courses

Design and Technology is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Engineering Studies

2 Units in each of Year 11 and Year 12

The aim of Engineering Studies is to develop students' knowledge, understanding, skills, values and attitudes about activities associated with engineering practice, with emphasis on the application of scientific, mathematical and technological principles.

Students will develop:

- an understanding of engineering processes and of the social, cultural, global and environmental responsibilities of engineers;
- communication skills, including appropriate graphical, written, mathematical, scientific, oral and presentation skills;
- knowledge and understanding of the history of technological development and its influence on people and engineering practice;
- understanding of the scope of engineering as a career and the role of the engineer through applying engineering methodology and practice; and
- management and problem solving skills and knowledge in designing, planning and testing products and systems.

The Year 11 course comprises five compulsory modules focussing on household appliances, landscaping products, vehicle brakes, bio-engineering, and a local area product or system. The Year 12 course covers civil structures, personal and public transport, lifting devices, aeronautical engineering and telecommunications engineering.

Engineering Studies is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Food Technology

2 Units in each of Year 11 and Year 12

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

It is mandatory that students undertake practical activities in this course.

The Year 11 course covers:

- Food Availability and Selection
- Food Quality
- Nutrition

The Year 12 course covers:

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

Food Technology is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Course Fees: \$50 per semester or \$80 per year

Industrial Technology - Timber Products and Furniture Technologies

2 Units in each of Year 11 and Year 12

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Industrial Technology Stage 6 consists of project work and an Industry Study, which develops a broad range of skills and knowledge related to the industry focus area chosen and an introduction to industrial processes and practices.

The Focus Areas available to be studied at Armidale Secondary College in Stage 6 are:

- **Timber Products and Furniture Technologies**
- **Metal and Engineering Technologies**
- **Multimedia Technologies**

In the Year 11 course students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students must also undertake the study of an individual business within the industry.

The following sections are taught in relation to the relevant focus area:

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management - designing, drawing, computer applications, project management
- Workplace Communication - literacy, calculations, graphics
- Industry Specific Content and Production.

In the HSC course students must design, develop and construct a Major Project with a management folio. Students must also undertake a study of the overall industry related to the specific focus area.

The following sections are taught in relation to the relevant focus area:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Industrial Technology - Timber is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Course Fees: \$60 per year

Industrial Technology - Metal and Engineering Technologies

2 Units in each of Year 11 and Year 12

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Industrial Technology Stage 6 consists of project work and an Industry Study, which develops a broad range of skills and knowledge related to the industry focus area chosen and an introduction to industrial processes and practices.

The Focus Areas available to be studied at Armidale Secondary College in Stage 6 are:

- **Timber Products and Furniture Technologies**
- **Metal and Engineering Technologies**
- **Multimedia Technologies**

In the Year 11 course students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students must also undertake the study of an individual business within the industry.

The following sections are taught in relation to the relevant focus area:

- Industry Study - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management - designing, drawing, computer applications, project management
- Workplace Communication - literacy, calculations, graphics
- Industry Specific Content and Production.

In the HSC course students must design, develop and construct a Major Project with a management folio. Students must also undertake a study of the overall industry related to the specific focus area.

The following sections are taught in relation to the relevant focus area:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Industrial Technology - Metals is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Course Fees: \$50 per year

Industry Technology - Multimedia Technologies

2 units in each of Year 11 and Year 12

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in multimedia-based technologies.

Practical projects reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia related technologies.

These may include:

- individual photographic images and their manipulation
- photographic presentations
- brochures, magazine covers, incorporating photographic images
- photo journals or albums
- computer animations and video production
- web pages

Projects will occupy the majority of course time, promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Skills that will be developed may help lead to increased job participation.

Students develop skills that enable them to:

- competently plan all processes and stages required to complete project
- obtain, create and modify images, sound and text
- apply ethical constraints relating to authoring and copyright
- select from a wide range of industry techniques and strategies and apply them in the production and presentation of the major project

Industrial Technology - Multimedia is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Course Fees: \$10 per year

Information Processes and Technology

2 Units in each of Year 11 and Year 12

Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

The Year 11 course covers:

- Introduction to Information skills and systems: Information Systems in Context; Information Processes; Digital Representation of Data; Classification of Information Systems; Social and Ethical Issues
- Tools for Information processes: Collecting; Organising; Analysing; Storing and Retrieving; Processing; Transmitting and Receiving; Displaying
- Planning, Design and Implementation; Understanding the Problem to be Solved; Making Decisions; Designing Solutions; Implementing; Testing; Evaluating and Maintaining; Social and Ethical Issues
- Personal and Groups Systems and Projects: Personal Information Systems and Group Information Systems.

The Year 12 Course includes:

- Projects: Understanding the Problem; Making Decisions; Designing Solutions; Project Management; Social and Ethical Design; Implementing; Testing; Evaluating and Maintaining
- Information Systems and Databases: Information systems; Examples of Database Information Systems; Organisation Methods; Storage and Retrieval; Other Information Processes; Issues related to Information Systems
- Communication Systems: Characteristics of Communication Systems; Examples of Communication Systems; Transmitting and Receiving in Communication Systems; Other Information Processes in Communication Systems; Issues Related to Communication Systems
- Option Strands Students will select two of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems and Multimedia Systems

Information Processes and Technology is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Software Design and Development

2 Units in each of Year 11 and Year 12

The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process, and by considering the interaction between software and the other components of the computer system.

The Year 11 course covers:

- Concepts and Issues in the Design and Development of Software: social and ethical issues; hardware and software; software development approaches
- Introduction to Software Development: defining the problem and planning software solutions; building software solutions; checking software solutions; modifying software solutions
- Developing Software Solutions.

The Year 12 course builds on the Year 11 course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

The Year 12 course covers:

- Development and Impact of Software Solutions: social and ethical issues; application of software development approaches
- Software Development Cycle: defining and understanding the problem; planning and design of software solutions; implementation of software solutions; testing and evaluation of software solutions; maintenance of software solutions
- Developing a Solution Package either: Evolution of programming language or the software developer's view of the hardware.

Practical experience should occupy a minimum of 20% of the Year 11 course, and a minimum of 25% of the Year 12 course.

This course is suited to students who have an interest in programming that is already expressing itself in the amount of time spent at the computer and some ability to solve problems through analysis and design. Students in this course must have access to a computer and the Internet for extended periods of time outside classroom periods.

Software Design and Development is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Textiles and Design

2 Units in each of Year 11 and Year 12

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work.

The Year 11 course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI)

The HSC course builds upon the Year 11 course and involves the study of the historical design development, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace.

The course integrates the development of a Major Textiles Project that allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Year 11 course.

The Year 12 course covers:

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

Textiles and Design is a Board Developed Course.

For more information contact Mr Tim Channon (HT Technologies).

Course Fees: \$40 per year

Board Endorsed Courses

Board Endorsed Courses have syllabuses endorsed or approved by the NSW Education Standards Authority to cater for areas of special interest. All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of School Achievement (ROSA). However, Board Endorsed Courses do not count towards calculation of the Australian Tertiary Admissions Rank (ATAR) as there is no external exam and assessment is school based.

Aboriginal Languages

2 units in Year 11 and Year 12

The aim of the Aboriginal Languages Stage 6 CEC Syllabus is to develop students' skills to actively engage in communication using the target Aboriginal language; to understand the relationships between Aboriginal languages, Country, and culture; and to have knowledge of a range of approaches to maintain and revive Aboriginal languages.

The Aboriginal Languages course will empower Aboriginal students to maintain a strong sense of identity and self-esteem; to learn more about their community's place in New South Wales, Australia and globally; and to develop innovative resources for the revitalisation of their languages and cultures.

This course has no formal examination and does not count towards an ATAR. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

Aboriginal Languages is a Board Endorsed Course.
For more information contact Mrs Tammy Cameron (HT HSIE).

Computing Applications

2 Units in Year 11 and/or Year 12

Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Computing and related information is a 'hands-on' skills-based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. The target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

Computing Applications is a Board Endorsed Course.
For more information contact Mr Tim Channon (HT Technologies).

Exploring Early Childhood

2 Units in Year 11 and/or Year 12

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. Exploring Early Childhood explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

Exploring Early Childhood is a Board Endorsed Course.
For more information contact Mr Tim Channon.

Industry Based Learning

2 Units in Year 11 and/or Year 12

This course enables students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from on-the-job training. Student will keep a log of tasks and activities completed in the workplace and write a reflective journal of learning related to the course outcomes.

Industry Based Learning is a Board Endorsed Course.
For more information contact Mrs Tammy Cameron (HT HSIE).

Philosophy

1 Unit in Year 11

This is a draft 1 unit course on trial in a limited number of high schools in New South Wales.

Students are assessed on their participation in discussion; by completing a Personal Interest Project (PIP); and will sit a final year examination.

An integrated approach incorporating the following four philosophical areas is explored:

Logic Students will gain a basic understanding of the principles of logic and learn how to construct valid arguments. The students will hone these skills in structured practical philosophical discussions called Communities of Inquiry.

Epistemology is the study of the nature of knowledge, its acquisition, justification and application. Students will be introduced to views of knowledge that shaped western intellectual history as well as some views of how such knowledge is acquired and justified.

Ethics Students will become familiar with key ideas and theories in the philosophical study of morality. These include conceptions of what is morally good and morally right. They will also consider a variety of views regarding the basis of moral standards, the nature of moral knowledge and how we come by it, as well as the conditions under which people are morally responsible for what they do.

Metaphysics is a disciplinary field within philosophy that attempts to understand the nature of existence, or what is ultimately real. Often this will involve getting beyond the appearance of this world and our understanding of it.

Philosophy is a Board Endorsed Course.

For more information contact Mrs Rebecca Partridge (HT English).

Photography, Video and Digital Imaging \$50/year

1 or 2 Units in Year 11 and/or Year 12

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the field of photography and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography.

Modules may be selected from any of the two broad fields:

- Wet Photography
- Video and Digital Imaging

They include:

- Introduction to the Field
- Developing a Point of View
- Practical Traditions
- Conventions
- Styles and Genres
- Manipulated forms
- The Arranged Images and temporal Accounts

An Occupational, Health and Safety Module is mandatory.

The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise. Students are required to keep a diary throughout the course.

Photography, Video and Digital Imaging is a Board Endorsed Course.

For more information contact Mrs Katy Walsh (HT CAPA).

Course Fees: \$50 per year

Sport Lifestyle and Recreation Studies (SLR)

1 or 2 Units in Year 11 and/or Year 12

Exclusions: Students studying SLR must not study modules which duplicate PDHPE modules.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics; First Aid; Fitness; specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle.

**Sport Lifestyle and Recreation Studies is a Board Endorsed Course.
For more information contact Mr Mal Gaukroger (HT PDHPE).**

Visual Design

2 Units in Year 11 and/or Year 12

Visual Design is a powerful communication tool. It is essential in all print media - newspapers, magazines, books, brochures, packaging, and is used in photographic images, film, video, theatre, fashion, interior/exterior design, textile design and computer graphics. Organisations of every type use visual design to sell their products, communicate their ideas and add visual power to their messages.

This course aims to provide students with practical experience in the design media (drawing, painting, printing, photography, fibre, ceramic, computer graphics, lettering) and a practical understanding of the commercial applications of graphic design past and present. Understanding of critical and historical investigations of design is a small integral part of the course, together with a module looking at Occupational Health and Safety.

Students will be expected to keep a process diary in portfolio form. Throughout the course, the expertise of local outside agencies working in visual design will be accessed for technical help, excursions and interviews.

Students work specifically from a selection of the following forms:

2D Forms

- Photographic manipulation
- Publications and Information
- Illustration and cartooning
- Other 2D forms may also be included

3D Forms

- Clothing and image
- Jewellery and accessories
- Textiles

- Packaging
- Furniture
- Industrial objects, structures and environments
- Stage sets and props
- Interiors and exteriors
- Other 3D forms may also be included, including ceramics

4D Forms/Time-Based works

- Interactive and multimedia designed works
- Animation
- Video
- Other 4D forms may also be included

Visual Design is a Board Endorsed Course.

For more information contact Mrs Katy Walsh (HT CAPA).

Course Fees: \$40 per year

Work Studies

2 Units in Year 11 and/or Year 12

Work in all its forms - paid and unpaid - plays a central role in our lives, thus an awareness of issues and concepts related to the world of work, and the acquisition of work-related skills, are valuable for all students, irrespective of their post-school aspirations. Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

- This course has a practical orientation intended to allow students to develop a range of knowledge, skills and attitudes in actual workplace contexts.
- The structure of the course allows individual schools the flexibility to determine the proportion of course time a student will spend in the workplace and the nature of this experience. The course and modules may involve integrated work placement, supported by industrial visits and short term workplace investigation studies.
- It is possible for students to undertake an extended work placement to allow for the development of specific job-related skills. Students may also undertake detailed research activities in a work setting.
- The value of these experiences is reinforced by the school-based components of the course, which provide both a knowledge base and the opportunity for structured reflection on workplace learning.

Work Studies is a Board Endorsed Course.

For more information contact Mrs Tammy Cameron.

HSC VET Industry Curriculum Framework

Industry Curriculum Framework (ICF) courses

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Employability Skills

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course. To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

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

Frequently Asked Questions

What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 – Higher School Certificate (HSC) for students which allows the student to gain an 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. In some VET courses work placement is compulsory.

What is recorded on the HSC?

All VET courses are recorded on the HSC. As well, an 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 NESA Teaching & Educational Standards.

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 can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

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 (RTO's). Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

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?

The NESA Teaching & Educational Standards 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 or 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

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

A VET BEC course may have a mandatory work placement but does not have an HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However, a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

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 some VET 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, one week during the Year 11 course and one week during the Year 12 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?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

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.

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 Credentials 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.

BSB20115 Certificate II in Business (BSB release 2.0) 2020 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES

This Course is available as	2 Unit x 1 year/120 hours	2 Unit x 2 years/240 hours	4 Unit x 1 year/240 hours
The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Developed Course	Category B status for Australian Tertiary Admissions Rank (ATAR)		
This curriculum framework includes courses which are accredited for Year 12 and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service			
Course structure: The following content will be addressed as part of this qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
BSBWH201	Contribute to health and safety of self and others	BSBWOR202	Organise and complete daily work activities
BSBCUS201	Deliver a service to customers	BSBWOR203	Work effectively with others
BSBIND201	Work effectively in a business environment	BSBINM202	Handle mail
BSBINM201	Process and maintain workplace information	BSBITU201	Produce simple word processed documents
TLIP2029	Prepare and process financial documents	BSBITU202	Create and use spreadsheets
BSBUS201	Participate in environmentally sustainable work practices	BSBWOR204	Use business technology
BSBINN201	Contribute to workplace innovation	BSBITU307	Develop keyboarding speed and accuracy
		BSBCMM201	Communicate in the workplace
Course contribution (to be made directly to school): N/A Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
Exclusions: VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html			

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Foundation Skills:

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

School-based Apprenticeships and Traineeships (SBATs)

There is no SBAT pathway associated with this course.

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

CPC20211 Certificate II in Construction Pathways (CPC08 release V9.1) 2020 STAGE 6 COURSE DESCRIPTIONS – CONSTRUCTION

This Course is available as	2 Unit x 1 year/120 hours	2 Unit x 2 years/240 hours	4 Unit x 1 year/240 hours
<p><i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i></p>			
<p><i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i></p>			
Board Developed Course	Category B status for Australian Tertiary Admissions Rank (ATAR)		
<p>This curriculum framework includes courses which are accredited for the YEAR 12 and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.</p>			
<p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the construction industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service.</p>			
<p>Course structure: The following content will be addressed as part of this qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>			
Compulsory/Core Units – Year 12 Examinable		Students may study a selection of the following elective units	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCOHS1001A	Work safely in the construction industry	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2005A	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
		CPCCCO2013A	Carry out concreting to simple forms
		CPCCA2003A	Erect and dismantle formwork for foots and slabs on ground
<p>Course contribution (to be made directly to school): \$50 per year Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p>			
<p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i></p>			
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> • Students are required to wear appropriate clothing and footwear for practical activities • Students are required to undertake the GIT White Card before work placement – Cost \$22.00 	
<p>Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.</p>			

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SIS30315 Certificate III in Fitness (Release 1)

Statement of Attainment towards SIS30315 Certificate III in Fitness (Release1)

2020 STAGE 6 COURSE DESCRIPTIONS – FITNESS

<i>This course can only be delivered as a statement of attainment</i>		<i>2 units x 2 years/240 hrs</i>	
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Endorsed Course		Nil status for Australian Tertiary Admission Rank (ATAR)	
This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
<p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from</p> <p>https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</p>			
Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units		Possible Elective Units	
SISFFIT001	Provide health screening and fitness orientation	BSBRK401(E)	Identify risk and apply risk management processes
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	HLTAID003(E)	Provide first aid
SISFFIT005	Provide healthy eating information	HLTWH001(E)	Participate in workplace health and safety
SISXCCS001	Provide quality service	SISFFT009(E)	Deliver pre-choreographed pre-prescribed community fitness
SISXFAC001	Maintain equipment for activities	SISFFIT010(E)	Deliver pre-choreographed or prescribed group exercise to music
SISXIND001	Work effectively in sport, fitness and recreation environments		
SISXCA1006(E)	Facilitate groups		
SISFFIT006(E)	Conduct fitness appraisals		
SISXFAC002 (E)	Maintain sport, fitness and recreation facilities		
<p>Course contribution (to be made directly to school): \$Nil</p> <p>Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.</p> <p><i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> <p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.</p> <p><i>Please discuss any matters relating to refunds with your school.</i></p>			
Course specific resources and equipment:			
<p>Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.</p> <p><i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>			
Exclusions:			
VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .			

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

MSF20516 Certificate II in Furniture Making Pathways (MSFv3.1)

(Statement of Attainment towards MSF20516 Certificate II in Furniture Making Pathways)

2020 COURSE DESCRIPTION – FURNITURE MAKING PATHWAYS

This Course is available as	2Units x 1year/120 hours	3Units x 1year/180 hours	
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Endorsed Course	Nil status for Australian Tertiary Admission Rank (ATAR)		
This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the furnishings and light manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from			
Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units		Elective Units	
MSMENV272	Participate in environmentally sustainable work practices	MSFFM2002	Assemble furnishing components
MSMPCI103	Demonstrate care and apply safe work practices at work	MSFFM2003	Select and apply hardware
		MSFFP2003	Prepare surfaces
MSFGN2001	Make measurements and calculations	MSFFP2005	Join furnishing materials
MSFFP2001	Undertake a basic furniture making project	MSFFP2006	Make simple timber joints
MSFFP2002	Develop a career plan for the furnishing industry	MEM16008A	Interact with computing technology
		MSMSUP106	Work in a team
Course contribution (to be made directly to school): \$50			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.			
<i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.			
<i>Please discuss any matters relating to refunds with your school.</i>			
Course specific resources and equipment:			
Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.			
<i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>			

Exclusions:

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

Students may study VET Furniture Making and Industrial Technology – Timber & Furniture Products, however cannot submit same projects for assessment in both courses.

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SIT20416 Certificate II in Kitchen Operations (SIT12 release 2) 2020 STAGE 6 COURSE DESCRIPTIONS – HOSPITALITY

This Course is available as	2 Unit x 1 year /120 hours	2 Unit x 2 years/240 hours	4 Unit x 1 year/240 hours
<p>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</p>			
<p>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</p>			
Board Developed Course	Category B status for Australian Tertiary Admissions Rank (ATAR)		
<p>This curriculum framework includes courses which are accredited for the Year 12 and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.</p>			
<p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality and commercial cookery industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service.</p>			
<p>Course structure: The following content will be addressed as part of this qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>			
Compulsory/Core Units – Year 12 Examinable		Students may study a range of elective units including	
SITHCCC101	Use food preparation equipment	BSBSUS201	Participate in environmentally sustainable work practice
SITHCC005	Prepare dishes using basic methods of cookery	SITHCC002	Prepare and present simple dishes
SITHCC011	Use cookery skills effectively	SITHCC008	Prepare vegetable, fruit, egg and farinaceous dishes
SITHKOP001	Clean kitchen premises and equipment	SITHCC006	Produce appetisers and salads
SITXINV002	Maintain the quality of perishable items	SITHCC003	Prepare sandwiches
BSBWOR203	Work effectively with others	SITHFAB005	Prepare and serve espresso coffee
SITXFSA001	Use hygienic practices for food safety	Talk to your school about other units that may be selected as part of your course	
SITXWHS001	Participate in safe work practices		
SITHIND002	Source and use information on the hospitality industry		
SITXFSA201	Participate in safe food handling practices		
<p>Course contribution (to be made directly to school): \$180 per year or \$90 per semester Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p>			
<p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i></p>			
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> • Students will require a full chef's uniform (\$100) • Students will require enclosed footwear • Seaworld Resort excursion (approx. \$500) 	
<p>*Qualification currently under Review and is subject to change in 2020. Please note that the current version of this qualification is under review by the relevant National Skills council and the NESAC. The RTO will provide additional information to students regarding new qualifications completed as part of this HSC VET Course as soon as possible.</p>			
<p>Exclusions: VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.</p>			

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

ICT30115 Certificate III in Information, Digital Media & Technology (ICT release 1) 2020 STAGE 6 COURSE DESCRIPTIONS – INFORMATION & DIGITAL TECHNOLOGY

This Course is available as	2 Unit x 1 year/120 hours	2 Unit x 2 years/240 hours	4 Unit x 1 year 240/hours	2 Unit x 1 year/120 hours specialisation study
<p>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</p>				
<p>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</p>				
Board Developed Course		Category B status for Australian Tertiary Admissions Rank (ATAR)		
<p>This curriculum framework includes courses which are accredited for the Year 12 and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.</p>				
<p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the information technology & digital media industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service</p>				
<p>Course structure: The following content will be addressed as part of this qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>				
Compulsory/Core Units			Web and software applications stream	
BSBWHS304	Participate effectively in WHS communication and consultation processes replaces	ICTICT203	Operate application software packages	
ICICT202	Work and communicate effectively in an IT environment	ICTICT308	Use advanced features of computer applications	
ICICT302	Install and optimise operating system software	ICTWEB302	Build simple websites using commercial programs	
ICTSAS301	Run standard diagnostic tests	<p><i>Students must complete a 240 hour course and a 120 hour specialisation study to achieve a full Certificate III qualification.</i></p>		
ICICT301	Create user documentation			
Possible electives				
ICTWEB301(E) (Web focus only)	Create a simple mark-up language documents	ICTWEB303 €	Produce digital images for the web	
*BSBSUS401 (E) (Application focus only)	Implement and monitor environmentally sustainable work practices <i>*Unit is core to the training package of teaching the full Cert III specialisation study</i>	ICTWEB201 (E)	Use social media tools for collaboration and engagement	
<p><i>Students must complete a 240 hour course and a 120 hour specialisation study to achieve a full Certificate III qualification.</i></p>				
<p>Course contribution (to be made directly to school): \$20 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p>				
<p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i></p>				
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>				
<p>Exclusions: VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.</p>				

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

MEM10105 Certificate I in Engineering (MEM05 release 11.1) 2020 STAGE 6 COURSE DESCRIPTIONS – METAL AND ENGINEERING

This Course is available as	2 Unit x 1 year/120 hours	2 Unit x 2 years/240 hours	4 Unit x 1 year/240 hours
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Developed Course	Category B status for Australian Tertiary Admissions Rank (ATAR)		
This curriculum framework includes courses which are accredited for the YEAR 12 and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :			
Course structure: The following content will be addressed as part of this qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – YEAR 12 Examinable		Possible Elective Units – teacher will advise	
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03003B	Perform sheet and plate assembly
MEM12023A	Perform engineering measurements	MEM05004C	Perform routine oxy acetylene welding
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM05003B	Perform Soft Soldering
MEM12024A	Perform computations	MEM03001B	Perform manual production assembly
MEM14004A	Plan to undertake a routine task	MEM05007C	Perform manual heating and thermal cutting
MEM15002A	Apply quality systems	MEM05012C	Perform routine manual metal arc welcong
MEM15024A	Apply quality procedures	MEM07023B	Use workshop machines for basic operations
MEM18001C	Use hand tools		
MEM18002B	Use power tools/hand held operations		
Students will also complete additional HSC content to fulfil the NSW NESA syllabus/examinable requirements for this course.			
Course contribution (to be made directly to school): \$50 per year Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		Students will require appropriate clothing and footwear for practical classes	
Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .			
Enrolment in a Certificate I Engineering excludes you from studying Industrial Technology - Metals and Engineering focus area.			

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SIS20213 - Certificate II in Outdoor Recreation (Release 2)

Statement of Attainment towards SIS20213 - Certificate II in Outdoor Recreation (Rel 2) 2020 STAGE 6 COURSE DESCRIPTIONS – OUTDOOR RECREATION

<i>This course can be delivered as or</i>		<i>2Units x 2 years/240 hrs</i>		<i>4Units x 1year/240 hrs</i>	
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.					
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>					
Board Endorsed Course			Nil status for Australian Tertiary Admission Rank (ATAR)		
This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.					
Course description – This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways					
Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>					
Compulsory/Core Units/			Possible Elective Units		
HLTAID003	Provide first aid ©	SISOSRF201A	Demonstrate surf survival and self-rescue skills		
SISOODR201A	Assist in conducting outdoor recreation sessions ©	SISOSRF202A	Demonstrate basic surfing manoeuvres in controlled conditions		
SISOOPS201A	Work effectively in sport and recreation environments ©	SISXCAI102A	Assist in preparing and conducting sport and recreation sessions		
SISXOHS101A	Follow occupational health and safety policies ©	SISOCYT202A	Demonstrate basic cycling skills		
SISOOPS201A	Minimise environmental impact ©	SISOOPS202A	Use and maintain a temporary or overnight site		
	Possible Elective Units	SISOMBK201A	Demonstrate basic off-road cycling skills		
SISOCNE201A	Demonstrate simple canoeing skills	SISOSRF201A	Demonstrate surf survival and self-rescue skills		
SISOKYK201A	Demonstrate simple kayaking skills	SISONAV201A	Demonstrate navigation skills in a controlled environment		
SISCNE202A	Perform deep water rescues	SISOBWG201A	Demonstrate bushwalking skills in a controlled environment		
Course contribution (to be made directly to school): \$30 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>					
Course specific resources and equipment:					
Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>					
Exclusions: VET course exclusions can be checked on the NESA website http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions					

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

2 units x 2 years courses: 70 hours

Some specialisation courses may require additional work placement

Optional HSC examination

There is no HSC examination for this course.

Specialisation studies

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

'N' Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course. To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

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

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

AHC20116 Certificate II in Agriculture (AHC 1.1) 2020 STAGE 6 COURSE DESCRIPTIONS – PRIMARY INDUSTRIES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Developed Course	Category B status for Australian Tertiary Admissions Rank (ATAR)		
This curriculum framework includes courses which are accredited for the Year 12 and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
<p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service:</p>			
<p>Course structure: The following content will be addressed as part of this qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>			
Compulsory/Core Units – Year 12 Examinable		Elective units	
AHCWHS201	Participate in WHS processes	Students may study a range of drawn from the following areas Basic fencing Weed and pest treatment and prevention Use and maintenance of farm machinery Safe use of tractors and other farm vehicles Livestock care and welfare Plants and propagation <i>A variety of other units relevant to farm assistance and agricultural work may also be delivered by other RTOs. Talk to your school for more information.</i>	
AHCWRK209	Participate in environmentally sustainable work practices		
AHCWRK201	Observe and report on weather		
AHCCHM201	Apply chemicals under supervision		
AHCWRK209	Work effectively in the industry		
and either			
AHCLSK202	Care for health and welfare of livestock		
AHCPMG202	Treat plant pests, diseases and disorders		
<p>Course contribution (to be made directly to school): Nil Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p>			
<p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i></p>			
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<p>Students require appropriate clothing and footwear for practical activities. Students will be expected to participate in livestock competitions, shows and the Worldskills competition.</p>	
<p>Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusion.html.</p>			

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Foundation Skills

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SIS20513 Certificate II in Sport Coaching (SIS10 release 3.1) 2020 STAGE 6 COURSE DESCRIPTIONS – SPORT COACHING

This Course is available as	2 Unit x 1 year/120 hours	2 Unit x 2 years/240 hours	
<i>The volume of learning usually includes 240 indicative hours and a minimum of 35 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Developed Course	NIL status for Australian Tertiary Admissions Rank (ATAR)		
This curriculum framework includes courses which are accredited for the Year 12 and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries.. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service			
Course structure: The following content will be addressed as part of this qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units		Possible Elective units	
BSBWPR202A	Organise and complete daily work activities	SISSPT201A	Implement sports injury prevention
HLTAID003	Apply first aid	SISXCAI101A	Provide equipment for activities
SISSCO101	Develop and update knowledge of coaching practices	ICPDMT263	Access and use the Internet
SISSDE201	Communicate effectively with others in a sport environment	SISSPT303A	Conduct basic warm-up and cool-down programs
SISSDE202	Coach beginner or novice participants to develop fundamental motor skills	SISSOF101	Develop and update officiating knowledge
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	A range of specialisation units are available in this course including Basketball, Rugby League, Netball, Athletics and a mixture of other sports. Consult your teacher to discuss which units are included in courses at your school.	
SISXIND211	Develop and update sport, fitness and recreation industry knowledge		
SISXWHS101	Follow work health and safety policies		
Course contribution (to be made directly to school): TBA Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		Students require appropriate clothing and footwear for practical activities. Students must complete a registered First Aid course as a requirement of the Certificate 11 SIS20513.	
Exclusions: VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusion.html			

ASSESSMENT AND COURSE COMPLETION

Competency-based assessment

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

Credit Transfer (CT) and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement for a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses in-school events may contribute to mandatory work placement hours.

Where this is possible students will be fully informed upon enrolment.

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

Optional HSC examination

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

Specialisation Studies

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

'N' Determinations

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

Appeals

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

Qualification Changes and Updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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