



**LAKE MACQUARIE**

HIGH SCHOOL

**2024  
STAGE 6  
COURSE SELECTION  
GUIDE**

*Aspire Embrace Innovate*

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## MESSAGE FROM THE PRINCIPAL

*Dear Parents, Caregivers and Students*

*This senior prospectus provides information relevant to Year 11 students at Lake Macquarie High School in 2024. This document should be read in conjunction with the NSW Education Standards Authority (NESA) booklet 'Studying for the NSW Higher School Certificate', which will be issued to Year 10 students in Term 3.*

*All courses offered by this school are listed, together with an outline of content covered in Year 11 and Year 12. Initial course selections are made in conjunction with student interviews to build knowledge of subject patterns and post school pathways. The interviews, parent and student information sessions and ongoing contact with the school will promote high levels of engagement in your child's HSC. Parents and students are encouraged to carefully read and discuss all the information provided.*

*Following the issue of this booklet, students should also take the opportunity to discuss choices individually with their Year Advisor, Teachers, Head Teachers and our Careers Advisor.*

*It cannot be assumed that all courses listed in this prospectus will run in the year 2024.*

**Please Note:** *Students and parents are reminded that some courses in the senior school incur a charge for consumables. It is the school's expectation that parents will take such charges into consideration when students select their courses. The school requires senior course charges to be paid by Week 6 in Term 1, 2024. Any parent who wishes to inquire about the possibility of student financial assistance may contact the Principal and discuss options in a confidential manner.*



**Brendan Maher**

**Principal**

## From The Year Advisor

*This is an extremely important and challenging time for Year 10 students and their parents and caregivers. We are asking students to think about their future and to consider what they might wish to do when they leave school so that they can make the right decisions for pathways and courses in Stage 6 (Year 11 and 12) of their schooling. Given the uncertain nature of jobs in the future, this is an even more demanding task.*

*We hope that all Year 10 students will undertake this process with enthusiasm, collecting information from a variety of sources to help them arrive at the right decision. We urge students to consider their own needs- **Do Not** choose a course because your friends are taking it or because you might get a certain teacher. All courses require a serious effort for you to successfully complete them.*

*Students, you must think carefully about the kind of future you want to create for yourself. By making the right choices and decisions now, you can set yourself up for the rest of your life, so please consider all options wisely and use all the resources and advice we have to give. Listen, ask questions, seek advice, research, discuss, reflect, think and make informed decisions.*

*We are here to help. So GOOD LUCK Year 10, we look forward to welcoming you into Year 11, in 2024.*

**Mrs O'Brien**

**Year Advisor**

# Course Selection Timeline

Course Information booklet issued

Term 2, Week 8

Subject Expo and Information Evening

June 20<sup>th</sup>, 6-8pm

Student and Parent/Carer Subject Selection Interviews

Term 3, Week 1 (TBC)

## Course Selections

Course selections will be finalised during student/parent interviews Term 3, Week 3. Students are not guaranteed all their choices. Class formation is dependent on a number of factors including the number of students who have chosen the course, and staff and classroom availability.

An electronic pdf version of this booklet and selection form is available on the portal and Facebook page.

## GLOSSARY

ASQA	Australian Skills Quality Authority The body responsible for regulating the standards for VET qualifications in Australia.
ATAR	Australian Tertiary Admission Rank A rank calculated by UAC solely for use by tertiary education institutions to select school leavers for their courses.
BDC	Board Developed Course These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).
BEC	Board Endorsed Course There is no external examination for any Board Endorsed Course but all Board Endorsed Courses contribute to a student's Higher School Certificate and appear on their HSC RoSA. Board Endorsed Courses do not count in the calculation of the ATAR.
Category A, Category B courses	<b>Categories of Board Developed courses set by UAC</b> to formulate rules for the eligibility of courses to contribute to the calculation of an ATAR Category A courses are more academically challenging. Category B courses are still quite challenging but less so than Category A. Only 2 units of Category B courses can contribute to the calculation of an ATAR.
LMHS	Lake Macquarie High School
EVET	Externally Delivered Vocational Education and Training VET courses delivered by RTOS other the Department of Education's RTO (Public Schools, Tamworth)
HSC	Higher School Certificate

LLN	Language, literacy and numeracy - the ability to speak listen, read and write in English, and to use mathematical concepts.
Minimum Hours	A minimum of 100 hours must be completed in each course (about 85% of the NESA recommended time). Students must ensure that their attendance meets this requirement.
NESA	NSW Educational Standards Authority NESA replaced BOSTES in January 2017. It is responsible for school curriculum, assessment, and teaching and regulatory standards in NSW schools.
Pathway Pattern of Study	a Preliminary/HSC pattern of study extended over more than the usual 2 years It is possible to accumulate the Preliminary/HSC units over a period of up to 5 years.
Pattern of Study	the courses being studied
RoSA	Record of School Achievement Students leaving school before the completion of the HSC receive a RoSA.
RTO	Registered Training Organisation
SBAT	School Based Apprenticeship or Traineeship
UAC	University Admissions Centre (NSW)
Units	All courses are of 1, 2, 3 or 4 unit value. Most courses are 2 units per year. 1 unit = 60 hours lesson time = 50 marks
VET	Vocational Education and Training VET courses are relevant to industry needs and have clear links to post-school destinations. Students are able to achieve an ASQA Statement of Attainment, Certificate I, II or III depending on the course studied AND a HSC. At the end of the course students are reported as having <i>Achieved</i> or <i>Not Achieved</i> each unit of competency delivered. Students studying BD Category B VET courses are able to sit an optional HSC exam for the purpose of calculating an ATAR. This is separate to the achievement of units of competency and the qualification.

# Choosing Courses – some things to think about...

1

**Do I have an interest in the subject matter of the course?**  
*You will be **motivated to perform your best** when you have a real interest in the course content and have a desire to achieve the course outcomes.*

2

**Do I have the assumed knowledge and level of skill recommended to be successful in the course?**  
*Do I have the **ability and level of skill** to cope with the demands of this course? If there is doubt in your mind, discuss your concerns with a teacher who knows you and who has some experience in teaching that course.*

3

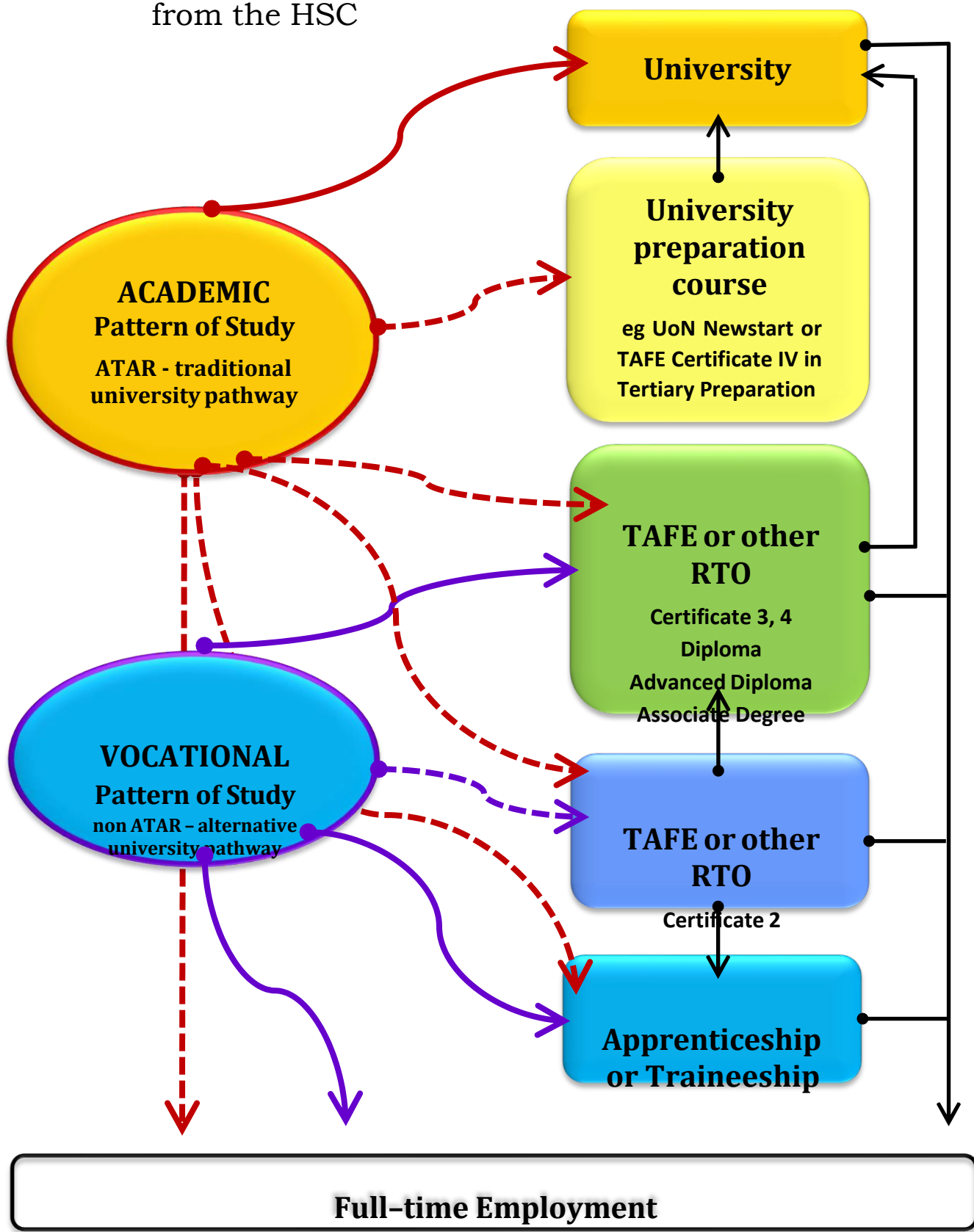
**Will this course help prepare me for a particular occupation, career path or tertiary program of study?**



Students may choose courses that form either:

- an academic pattern of study that offers a direct pathway to university study via the ATAR, or
- a vocational pattern of study offering a pathway to further education and/or employment

### Career and Study Pathways from the HSC



# Meeting HSC eligibility requirements

## Know the eligibility basics

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete [HSC: All My Own Work](#) (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course (this does not apply to students taking the HSC in 2018 or 2019).

### Certain patterns of study and course requirements apply

You must satisfactorily complete:

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

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination.

You can find out more about [eligibility, rules and prerequisites](#) on The NESA website.



## HSC Minimum Standards

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

You need reading, writing and mathematics skills to be successful in everyday life after school. That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC).

To show you meet the standard you need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

Students who leave school and have not met HSC eligibility requirements will if eligible, receive a Record of School Achievement (RoSA), or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

## All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Year 11 courses students are required by NESA to complete the HSC: All My Own Work Program. This program is delivered in Year 10 and is designed to help students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information. The programs modules are:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

Students can review the modules anytime at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

## VOCATIONAL EDUCATION AND TRAINING (VET)

VET courses are relevant to industry needs and have clear links to post-school destinations. These courses enable students to achieve an ASQA Statement of Attainment, Certificate I, II or III, depending on the particular course studied, and contribute units towards the HSC.

A student is assessed for competency against standards set by industry for skill performance. At the end of the course students are reported as having *Achieved* or *Not Achieved* each unit of competency delivered.

Students studying VET courses are able to sit an optional HSC exam for the purpose of calculating an ATAR. This is separate to the achievement of units of competency and the ASQA qualification.

VET courses delivered at school
<ul style="list-style-type: none"><li>• Construction</li><li>• Hospitality<ul style="list-style-type: none"><li>➤ Food and Beverage</li></ul></li></ul>

## SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATs)

A School based apprenticeship or traineeship provides a student with the opportunity to attain a nationally recognised VET Certificate II or Certificate III qualification as well as their Higher School Certificate (HSC) and **gain valuable work skills and experience through paid employment** that will improve their future employment prospects.

SBATs work the equivalent of one day per week, while studying for their HSC. The formal off the job training generally contributes 4 - 6 units towards the total of 22 units required to complete the HSC. They are also enrolled in the Board Endorsed 2 unit course, Industry-Based Learning, which recognises the significant work component involved in their SBAT.

Students are responsible for catching up on work missed while attending work. Although we do our best to arrange a student's timetable to minimise disruption to school courses, students will miss some classes

<http://www.sbatinns.info/>

For more information and to express an interest in becoming an SBAT please see our Careers Adviser Mr Erich.

SBATS are available in wide range of vocational fields - a selection is listed below.

- Business Administration
- Business Services
- Financial Services
- Individual Support (Aging)
- Health Services Assistance
- Early Childhood Education and Care
- Fitness
- Automotive Body Repair Technology
- Automotive Servicing Technology
- Construction
- Metal and Engineering
- Electrotechnology
- Electronics
- Warehousing Operations
- Community Pharmacy
- Hairdressing
- Hospitality
- Retail Services
- Floristry
- and many more*

# BOARD DEVELOPED COURSES

- Include a HSC examination except for:
  - optional examination in English Studies and Mathematics Standard 1 and VET Curriculum Framework courses
  - all Life Skills courses
- May be included in the calculation of a student’s Australian Tertiary Admission Rank (ATAR).
- Includes some Vocational Education and Training (VET) courses.
- Includes Life Skills courses.

**Students need a minimum of 10 units of Board Developed Category A  
Or  
8 units of Board Developed Category A and 2 units of Board Developed  
Category B (sitting the optional HSC examination) to be eligible for an  
ATAR.**

BOARD DEVELOPED COURSES OFFERED FOR 2024		
<p><b>ENGLISH</b> English Advanced English Extension (Year 11 - 1 unit) English Standard English Studies</p> <p><b>MATHEMATICS</b> Mathematics Advanced Mathematics Extension (Year 11 - 1 unit) Mathematics Standard</p> <p><b>SCIENCE</b> Biology Chemistry Investigating Science Physics</p>	<p><b>(HSIE) Human Society And Its Environment</b> Ancient History Business Studies Geography Modern History Society and Culture</p> <p><b>(PDHPE) Personal Development, Health and Physical Education</b> Community and Family Studies Personal Development, Health and Physical Education</p>	<p><b>CREATIVE ARTS</b> Drama Music 1 Visual Arts</p> <p><b>TECHNOLOGIES</b> Design and Technology Engineering Studies Industrial Technology</p> <ul style="list-style-type: none"> <li>• Timber Products and Furniture Technologies</li> </ul>

## ENGLISH

Language shapes our understanding of ourselves and our world. It is the main way we relate to others and is at **the heart of human intellectual, social and emotional development. For these reasons English is a mandatory** subject from Kindergarten to Year 12 in the NSW curriculum.

To qualify for a HSC, students must complete at least 2 units of an English course in both their Year 11 and Year 12 Patterns of Study. Year 11 students can choose between:

**Board Developed Category A:** English Advanced or English Standard. 1 unit English Extension can be studied with English Advanced.

**Board Developed Category B:** English Studies

<b>English Advanced</b>	<b>2 units</b>
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In this course students explore the ways that events, experiences, ideas, and processes are represented in and through texts. It requires students to analyse and evaluate texts through critical readings. Students will further develop their skills in reading, writing, listening, speaking, viewing and representing.

Additional information: All students in Standard and Advanced English will study a common course initially. The courses will be differentiated to cater for the learning of all students.

Students who wish to study English Extension must select English Advanced.

←————— <b>Make Meaning through Language</b> —————→	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Reading to Write (common module)</li> <li>• Narratives that Shape our World</li> <li>• Critical Study of Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Texts and Human Experiences</li> <li>• Textual Conversations</li> <li>• Critical Study of Literature</li> <li>• The Craft of Writing</li> </ul>
<p><i>Students will study a range of text types drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. One text will be a <b>Shakespearean drama</b>. Students need to support their study of texts with their own wide reading.</i></p>	<p><i>Students will study four prescribed texts closely, one drawn from each of the following categories: • <b>Shakespearean drama</b> • prose fiction • poetry OR drama</i></p>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

**English Extension**

**1 unit**

English Extension is for students with an interest in literature and a desire to pursue specialised study of English. Students explore ideas of value and consider how they arise and why some texts are considered culturally significant. It provides students who are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways.

All English Extension courses are 1 unit and **can only be studied with English Advanced**. The Preliminary English Extension course is a prerequisite for the two HSC Extension courses. Students can choose to study Extension 1 *or* Extension 1 and 2 in addition to English Advanced in their Year 12 pattern of study.

<b>English Extension Year 11 Course</b>	<b>English Extension 1 Year 12 Course</b>
<ul style="list-style-type: none"> <li>• Texts, Culture and Value</li> <li>• Related research project</li> </ul>	<ul style="list-style-type: none"> <li>• Literary Worlds with ONE elective option</li> </ul>
Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.	Students study at least THREE texts selected from a prescribed text list for the module study. Students are required to study at least TWO related texts

<b>English Extension 2 Year 12 Course</b>		<b>1</b>
<b>unit</b>		
<ul style="list-style-type: none"> <li>• The Composition Process</li> <li>• Major Work</li> <li>• Reflection Statement</li> <li>• The Major Work Journal</li> </ul>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.	

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017>

## BOARD DEVELOPED COURSES

### English Standard

2 units

In this course students explore the ways in which events, experiences, ideas and processes are represented in and through texts. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning. Students will further develop their skills in reading, writing, listening, speaking, viewing and representing.

Additional information: All students in Standard and Advanced English will study a common course initially. The courses will be differentiated to cater for the learning of all students.

← Make Meaning through Language →	
Year 11 Course modules	Year 12 Course modules
Reading to Write – Transition to Senior English (common module) Module A: Contemporary Possibilities Module B: Close Study of Literature	Texts and Human Experiences (common module) Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing
<i>Students will study ONE complex multimodal or digital text in Module A and ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text. Students need to support their study of texts with their own wide reading.</i>	<i>Students are required to closely study three prescribed texts, one drawn from each of the following categories: ● prose fiction ● poetry OR drama ● film OR media OR nonfiction</i>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

### English Studies

2 unit

The English Studies course supports students in developing proficiency in English to enhance their personal, social, and vocational lives. It offers students a comprehensive language experience designed to further develop their skills in reading, writing, listening, speaking, viewing and representing. English Studies addresses the needs of students following a vocational pathway.

**Additional Information:** in Year 12 students will complete the mandatory common module, Texts and Human Experiences, as their first unit of work, giving students the opportunity to sit the optional HSC examination and have the course contribute to an ATAR, if they wish.

← Make Meaning through Language →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>● Achieving through English: English in education, work and community</li> </ul>	<ul style="list-style-type: none"> <li>● Texts and Human Experiences (common module)</li> </ul>
<i>Students study a selection of other modules.</i>	

<https://tinyurl.com/yamqjisse>

## BOARD DEVELOPED COURSES

### Ancient History

2 units

Ancient History enriches student's appreciation of humanity, introducing them to a range of cultures and beliefs, and the origin and influence of ideas, values and behaviours that are still relevant in the modern world.

Students develop critical thinking skills - interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments as they investigate themes, people and events of the ancient world. Students learn to analyse and challenge accepted theories and interpretations, especially in the light of new evidence or technologies and gain an understanding of the nature of conservation and preservation of the past.

← Historical Concepts and Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• Investigating Ancient History</li><li>• Case Studies</li><li>• Features of Ancient Societies</li><li>• Historical Investigation</li></ul>	<ul style="list-style-type: none"><li>• Core Study: Cities of Vesuvius – Pompeii and Herculaneum</li><li>• Ancient Societies</li><li>• Personalities in their Times</li><li>• Historical Periods</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>

### Biology

2 units

Biology is the branch of Science concerned with the study of living things – their structure, function, and interrelationships. It explores the organisation of life, from the molecular level to the system levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and their environment.

← Working Scientifically Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• Cells as the Basis for Life</li><li>• Organisation of Living Things</li><li>• Biological Diversity</li><li>• Ecosystem Dynamics</li></ul>	<ul style="list-style-type: none"><li>• Heredity</li><li>• Genetic Change</li><li>• Infectious Disease</li><li>• Non-Infectious Disease and Disorders</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

## BOARD DEVELOPED COURSES

### Business Studies

2 units

The Business Studies course encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Research assignments and case studies analysing contemporary business strategies provide a rigour and depth that lays an excellent foundation for students in tertiary study and/or future employment.

Year 11 Course topics	Year 12 Course topics
<ul style="list-style-type: none"><li>• Nature of Business</li><li>• Business Management</li><li>• Business Planning</li></ul>	<ul style="list-style-type: none"><li>• Operations</li><li>• Marketing</li><li>• Finance</li><li>• Human Resources</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

### Chemistry

2 units

Chemistry is the branch of Science concerned with the composition of substances, the nature of matter and materials, and the interaction between substances. The emphasis of this course is on the impact of chemistry on our everyday lives. Students will investigate the physical and chemical properties of a wide range of substances, their reactions and processes. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

← Working Scientifically Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• Properties and Structure of Matter</li><li>• Introduction to Quantitative Chemistry</li><li>• Reactive Chemistry</li><li>• Drivers of Reactions</li></ul>	<ul style="list-style-type: none"><li>• Equilibrium and Acid Reactions</li><li>• Acid/base Reactions</li><li>• Organic Chemistry</li><li>• Applying Chemical Ideas</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>



**Community and Family Studies (CAFS)****2 units**

This course focuses on the individual and their interactions with personal groups, family and the community. It looks at how the wellbeing of individuals, families and communities is affected by broader societal influences and how effective social structures are developed.

The course will challenge and extend students of all ability levels. Students participate in discussion, small group and individual learning experiences. Excursions provide students with opportunities to deepen their understanding of how specific groups have their needs met. The skills of inquiry and investigation are particularly important, given the ever changing nature of society. Students complete a mandatory Independent Research Project in the HSC course.

Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• Resource Management</li><li>• Individuals and Groups</li><li>• Families and Communities</li></ul>	<ul style="list-style-type: none"><li>• Research Methodology</li><li>• Groups in Context</li><li>• Parenting and Caring</li><li>• Individuals and Work</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhp/community-family-studies-syllabus>

**Design and Technology****2 units**

The Design and Technology course enables students to:

- Develop the design process skills of research, innovation, practical problem solving, and evaluation
- Find out about technologies used to produce objects in modern industry
- Learn how industries are set up and managed
- Develop the documentation skills to produce design folios
- Learn the skills to manage and produce a major project of their own design
- Understand the relationship between design, technology, society and the environment

In the Year 11 course students undertake a number of practical mini design projects and study the historical and cultural influences on design.

The focal point of the Year 12 course is the student's own major work, which can be a product, a system, or an environment. The major work includes a design folio documenting the complete major work process - the proposal, project management, development, realisation and evaluation. The major work forms part of both the school's assessment and is marked by external examiners to make up 60% of the HSC external examination mark.

Students are not restricted in the type or combination of materials they may use for their major.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus>

## BOARD DEVELOPED COURSES

<b>Drama</b>	<b>2 units</b>
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Drama will develop the talents and capacities of students – physical, emotional, intellectual, social and creative – as well as developing self-confidence and self-esteem. It will provide opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest. It is designed for students who have completed the Stage 5 Drama course and for those who are studying Drama for the first time.

The Preliminary Course informs learning in the HSC Course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

Preliminary Course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

Year 11 Course components	Year 12 Course components
<i>Components are interrelated and are taught in an integrated program of study</i>	<ul style="list-style-type: none"> <li>Australian Drama and Theatre</li> <li>Studies in Drama and Theatre</li> <li>Group Performance</li> <li>Individual Project</li> </ul>
<ul style="list-style-type: none"> <li>Improvisation, Play building, Acting</li> <li>Elements of Production in Performance</li> <li>Theatrical Traditions and Performance Styles</li> </ul>	

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

<b>Engineering Studies</b>	<b>2 units</b>
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This course is for students who are interested in following careers in Engineering, Architecture, Applied Science and other Technology and Design related areas at University and TAFE. It is strongly advised that students attempting this course be capable of attempting Mathematics Advanced.

Preliminary Course modules	HSC Course modules
<ul style="list-style-type: none"> <li>Engineering Fundamentals</li> <li>Engineering Products</li> <li>Braking Systems</li> <li>Biomedical Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Civil Structures</li> <li>Personal and Public Transport</li> <li>Aeronautical Engineering</li> <li>Telecommunications Engineering</li> </ul>

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/engineering-studies-st6-syl-from2013.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/engineering-studies-st6-syl-from2013.pdf)

## BOARD DEVELOPED COURSES

### Geography

2 units

Geography investigates the world to accurately describe and interpret its varied character. The two dimensions of Geography emphasised in this course are:

- the ecological dimension - how humans interact with environments, and
- the spatial dimension - where things are, why they are there and how people interact differently with environments in different places.

The course examines a wide range of contemporary issues, both global and local. There is an emphasis on 'hands-on' learning; students are involved in fieldwork and conduct research, observing, questioning, and recording. Students must complete a senior geography project (SGP) in the Year 11 course and undertake 10 hours of fieldwork in both the Year 11 and Year 12 courses.

The study of Geography provides a valuable foundation for a range of courses at university. It also assists students to prepare to be full and active participation as citizens and employment in areas such as environmental management, urban planning, community development, emergency management, research and teaching, National Park Service.

<b>Inquiry Methodologies</b> Geographical Skills and Tools	
<b>Year 11 Course content</b>	<b>Year 12 Course content</b>
<ul style="list-style-type: none"><li>• Biophysical Interactions</li><li>• Global Challenges</li><li>• Senior Geography Project</li></ul>	<ul style="list-style-type: none"><li>• Ecosystems at Risk</li><li>• Urban Places</li><li>• People and Economic Activity</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography>

### Industrial Technology - Timber Products and Furniture Technologies

Industrial Technology is a practical, non-vocational course. Both the Year 11 and Year 12 courses are organised around four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

The Year 11 course uses Project Work for students to acquire the required practical and theoretical knowledge needed to complete a major work in the Year 12 course. Students also study structural, technological, and environmental issues that affect the industry.

The Year 12 course focuses on the student's own major work. The major work includes a design folio documenting the complete major work process - the proposal, project management, development, realisation and evaluation. The major work forms part of both the school's assessment and is marked by external examiners to make up 60% of the HSC external examination mark. The remaining 40% of the HSC external examination mark is from a written examination. Students undertake an in-depth study of one company within the industry and produce a report based on that study

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>

## BOARD DEVELOPED COURSES

### Investigating Science

2 units

The new Investigating Science 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. Students can choose this course as a stand-alone science course or to complement their other science courses.

Students investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

← Working Scientifically Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"><li>• Cause and Effect - Observing</li><li>• Cause and Effect – Inferences and Generalisations</li><li>• Scientific Models</li><li>• Theories and Laws</li></ul>	<ul style="list-style-type: none"><li>• Scientific Investigations</li><li>• Technologies</li><li>• Fact or Fallacy?</li><li>• Science and Society</li></ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017>

## BOARD DEVELOPED COURSES

### Mathematics Advanced

2 units

The Mathematics Advanced course extends student's working mathematical skills and their understanding of how 'real-world' problems can be solved using mathematical models. It provides a basis for the study of mathematics as a minor discipline at tertiary level, in courses such as the life sciences or commerce.

This course is intended for students who have displayed competence in Year 10 Mathematics outcomes. Discuss the appropriate course with your Mathematics teacher.

← Working Mathematically →	Year 11 topics	Year 12 topics
	<ul style="list-style-type: none"> <li>Working with Functions</li> </ul>	<ul style="list-style-type: none"> <li>Graphing Techniques</li> </ul>
	<ul style="list-style-type: none"> <li>Trigonometry and Measure of Angles</li> <li>Trigonometric Functions and Identities</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometric Functions and Graphs</li> </ul>
	<ul style="list-style-type: none"> <li>Introduction to Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Differential Calculus</li> <li>Applications of Differentiation</li> <li>Integral Calculus</li> </ul>
	<ul style="list-style-type: none"> <li>Exponential and Logarithmic Functions</li> </ul>	<ul style="list-style-type: none"> <li>Modelling Financial Situations</li> </ul>
	<ul style="list-style-type: none"> <li>Probability and Discrete Probability Distributions</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Statistics and Bivariate Data Analysis</li> <li>Random Variables</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

### Mathematics Extension 1

1 unit

The extension course must be studied with Mathematics Advanced. It is a recommended minimum for tertiary studies in mathematics as a major discipline and for the study of mathematics in the physical and engineering sciences.

This course is intended for students who have displayed mastery of Stage 5 Mathematics outcomes. Students with outstanding mathematical ability should consider undertaking the Extension 2 course in Year 12 at the recommendation of their teacher.

← Working Mathematically →	Year 11 Extension topics	Year 12 Extension 1 topics	Year 12 Extension 2 topics
	Further Work With Functions	Proof by Mathematical Induction	
	Polynomials	Vectors	
	Trigonometric Functions Further Trigonometric Identities	Trigonometric Equations	Complex Numbers
	Calculus: Rates of Change	Further Calculus Skills Applications of Calculus	Advanced Calculus Skills
	Working With Combinatorics	The Binomial Distribution	Applications of Calculus to Mechanics

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

## BOARD DEVELOPED COURSES

### Mathematics Standard

**2 units**

The Mathematics Standard course focuses on mathematical skills with direct application to everyday activities providing a background for occupations requiring the use of basic mathematical and statistical techniques. The course is intended for students who have displayed competence in Stage 5.2 or Stage 5.1 Mathematics. Students who struggled with Stage 5.1 outcomes will find this course very difficult. At the completion of the Year 11 Mathematics Standard course students choose to study either Year 12 Standard 1 or Standard 2. Mathematics Standard 2 is a BD Category A course while Standard 1 is a BD Category B course.

	Year 11 Standard topics	Year 12 Standard 1 topics	Year 12 Standard 2 topics
Working Mathematically ↑  ↓	<ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> </ul>
	<ul style="list-style-type: none"> <li>• Applications of Measurement</li> <li>• Working with Time</li> </ul>	<ul style="list-style-type: none"> <li>• Right Angles Triangles</li> <li>• Rates</li> <li>• Scaled Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Non-right-angled Trigonometry</li> <li>• Rates and Ratios</li> </ul>
	<ul style="list-style-type: none"> <li>• Money Matters</li> </ul>	<ul style="list-style-type: none"> <li>• Investment Depreciation and Loans</li> </ul>	<ul style="list-style-type: none"> <li>• Investments and Loans</li> <li>• Annuities</li> </ul>
	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Further Statistical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Bivariate Data Analysis</li> <li>• The Normal Distribution</li> </ul>
		<ul style="list-style-type: none"> <li>• Networks and Paths</li> </ul>	<ul style="list-style-type: none"> <li>• Network Concepts Critical Path Analysis</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

### Modern History

**2 units**

The Modern History course is designed for students who are interested in the world around them, and who like to question why it is the way it is. It challenges them to think critically about the technological, economic, political and moral changes of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students investigate the forces that have shaped the world, through the analysis and interpretation of sources. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

← Historical Concepts and Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Investigating Modern History</li> <li>• The Nature of Modern History</li> <li>• Case Studies</li> <li>• Historical Investigation</li> <li>• The shaping of the Modern World</li> </ul>	<ul style="list-style-type: none"> <li>• Core Study: Power and Authority in the Modern World 1919–1946</li> <li>• National Studies</li> <li>• Peace and Conflict</li> <li>• Change in the Modern World</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

## BOARD DEVELOPED COURSES

### Music 1

2 units

This course is for students with an interest in all types of music regardless of their past musical experience. Students may already be proficient musicians or beginners with little prior knowledge. Students' musical tastes and interest may vary widely and they are all catered for in this course.

This course is highly flexible, it allows students to choose both the topics they study and the elective areas they wish to specialise in. In the final HSC examination 60% of the examination marks are allocated to the student's elective choices. 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. Three topics (musical contexts) are studied each year. Samples of the topics (context) that might be used are:

Year 11 Course content	Year 12 Course content
<ul style="list-style-type: none"> <li>• Music for Small Ensembles</li> <li>• Australian Music</li> <li>• Music for Film, Radio Television and Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• An Instrument and its repertoire</li> <li>• Music of the 20/21<sup>st</sup> Century</li> <li>• Rock/Popular Music</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

### Personal Development, Health and Physical Education (PDHPE) 2 units

PDHPE is an academic course focused on the health of individuals and communities and the factors that influence movement, skill and physical activity levels. Health is examined from a social perspective; how the values and beliefs, and the sociocultural and physical environments in which we live impact our health status and inform sustainable solutions for better health. Students study the scientific aspects of movement such as anatomy, physiology, biomechanics and skill acquisition as well as aspects of history, economics, gender and media that impact on participation in physical activity and how it is valued.

The course is suitable for those interested in a career in the Health Sciences or Sport and Recreation industries and for those looking for an interesting, relevant and interesting course.

Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p>Two of the following options</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Outdoor Recreation</li> <li>• Fitness Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p>Two of the following three options:</p> <ul style="list-style-type: none"> <li>• Sport and Physical Activity in Australia</li> <li>• Improving Performance</li> <li>• Sports Medicine</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

## BOARD DEVELOPED COURSES

### Physics

**2 units**

A study of Physics allows students to better understand the physical world and how it works. Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. This course provides a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.

← Working Scientifically Skills →	
Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>

**To be successful in this course students need to:**

- have good literacy and numeracy skills
- be self-motivated, independent workers
- be able to logically develop a sequence of ideas and apply these ideas to new and unusual situations.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

### Society and Culture

**2 units**

The Society and Culture course focuses on the interactions between five fundamental concepts - persons, societies, cultures, environments, and time. These concepts are central to our understanding of how societies work. The course enables students to achieve social and cultural literacy and develop an understanding of themselves, their own society and culture, as well as societies and cultures of others.

Social and cultural research methods are developed throughout the course culminating in a Personal Interest Project (PIP) in the Year 12 course. The PIP forms part of both the school's assessment and is marked by external examiners to make up 40% of the HSC external examination mark.

This course is an excellent preparation for tertiary studies in the Humanities. To be successful in this course a student needs sound literacy skills, particularly in research and communication.

Year 11 Course modules	Year 12 Course modules
<ul style="list-style-type: none"> <li>• The Social and Cultural World</li> <li>• Personal and Social Identity</li> <li>• Intercultural Communication</li> </ul>	Social and Cultural Continuity and Change (CORE) Two options drawn from <ul style="list-style-type: none"> <li>• Belief Systems</li> <li>• Popular Culture</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Non Conformity</li> </ul> Personal Interest Project (PIP)

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>



**Visual Arts**

**2 units**

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students evaluate works of art, critics, historians and artists from Australia, as well as those from other cultures, traditions and times. The Year 11 course is broad, while the HSC course provides for deeper, more independent, investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

This subject is for any student who is inclined to develop concepts and thoughts along a creative path. Visual Arts accommodates different student interests and abilities. The wide variety of media allows all students to develop works to a successful end.

There are no prerequisites for this course.

YEAR 11	YEAR 12
<p>Making Artworks Art Criticism and Art History</p> <p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• the nature of practice in artmaking, art criticism, and art history through different investigations</li> <li>• agencies in the artworld – artist, artwork, world, audience</li> <li>• the frames and how students might develop their own informed points of view</li> <li>• how they might develop meaning and interest in their work</li> <li>• building understanding over time through various investigations and through working in different forms.</li> </ul>	<p>The development of a Body of Work Art Criticism and Art History</p> <p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• how they may 'own' practice in artmaking, art criticism, and art history</li> <li>• how they may further relate concepts of the artworld involving the agencies of artist, artwork, world, audience</li> <li>• how they may develop their own informed points of view in increasingly independent ways using the frames</li> <li>• how they may further develop meaning and interest in their work.</li> </ul>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

# VET COURSES

## Construction (VET)

2 units

In this course students develop underpinning knowledge and skills related to work in the construction industry. Occupations in the construction industry include carpenters, joiners, roof tilers, plasterers, bricklayers, painters and decorators, floor finishers and plumbers. There are currently skill shortages in many of the construction trades.

<https://tinyurl.com/ya42by7g>

## Hospitality (VET) - Food and Beverage

2 units

Hospitality focuses on providing customer service. Hospitality competencies are required for students to participate in cafes, catering organisations and resorts. The Food and Beverage course covers 'front of house operations'. Students learn the skills to provide quality customer service in the food and beverage industry.

<https://tinyurl.com/ya7pbkkm>

### **All school delivered VET content endorsed courses are offered through NSW Public Schools Tamworth RTO 90162.**

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).

The following page gives information from NSW Public Schools Tamworth RTO 90162 that applies to all the Board Developed Category B VET courses offered through NSW Public Schools Tamworth RTO 90162. It is to be read in conjunction with each of the course descriptions that follow.

## Content Endorsed Courses

### Assessment and course completion

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#### Competency-based assessment

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

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

#### Optional HSC examination

Students completing these courses 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.

#### 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

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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

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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)

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

**2022 CONSTRUCTION COURSE DESCRIPTION**  
**CPC20220 Certificate II in Construction Pathways (Release 4) + Statement of Attainment**  
**towards CPC20120 Certificate II in Construction**  
RTO 90162 Public Schools NSW, Tamworth

**IMPORTANT INFORMATION:** The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Construction**  
Board Developed Course

2 or 4 Preliminary and/or HSC units in total  
Category B for Australian Tertiary Admission Rank(ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification in CPC20220 Certificate II in Construction Pathways, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

**Construction, Plumbing and Services Training Package**

(CPC6.2)

**Units of Competency**

Core

CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project

Electives

CPCCOM1014	Conduct workplace communication
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2011	Handle carpentry materials
CPCCCA2002	Use carpentry tools and equipment
CPCCCM2006	Apply basic levelling procedures
CPCCCO2013	Carry out concreting to simple form
CPCCJN3004	Manufacture and assemble joinery components

Course Prerequisite

CPCCWHS1001 - Prepare to work safely in the construction industry.

**The Construction General Induction Training (Whitecard) will be delivered as part of this course by:**

- Cost according to external provider.

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed

**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

Our RTO acknowledges the experience and prior learning of our students. Students who can 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.

**Recommended Entry Requirements**

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

- |            |              |                |               |             |
|------------|--------------|----------------|---------------|-------------|
| • building | • concreting | • shop fitting | • bricklaying | • carpentry |
|------------|--------------|----------------|---------------|-------------|

**Mandatory HSC Course Requirements**

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

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



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

**Competency-Based Assessment**

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

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.


**Course Cost: Preliminary - \$80                      HSC - \$80**  
**School Specific equipment and associate requirements for students**

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

A school-based traineeship and apprenticeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 April 2021

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p><b>2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION</b></p> <p><b>SIT20316 Certificate II in Hospitality</b>  <b>RTO 90162 Public Schools NSW, Tamworth</b></p> <p><small>This may change due to Training Package and NSW Education Standards Authority (NESA) updates.</small></p> <p><small>Notification of variations will be made in due time.</small></p> </div> </div>	
<p>Course: <b>Hospitality - Food and Beverage</b></p> <p>Board Developed Course</p>	<p>2 or 4 Preliminary and/or HSC units in total</p> <p>Category B for Australian Tertiary Admission Rank (ATAR)</p>
<p>This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.</p>	
<p><b>Tourism, Travel and Hospitality training package (SIT 1.2)</b></p> <p><b>Units of Competency</b></p> <p><u>Core</u></p> <p>BSBWOR203 Work effectively with others</p> <p>SITHIND002 Source and use information on the hospitality industry</p> <p>SITHIND003 Use hospitality skills effectively</p> <p>SITXCCS003 Interact with customers</p> <p>SITXCOM002 Show Social and Cultural sensitivity</p> <p>SITXWHS001 Participate in safe work practices</p> <p><u>Electives</u></p> <p>SITHFAB004 Prepare and serve non-alcoholic beverages</p> <p>SITHFAB005 Prepare and serve espresso coffee</p> <p>SITHFAB007 Serve food and beverage</p>	<p><b>Plus, additional competencies</b></p> <p>Category A</p> <p>SITXFSA001 Use hygienic practices for food safety</p> <p>SITHCCC001 Use food preparation equipment</p> <p>SITHCCC002 Prepare and present simple dishes</p> <p>SITHCCC006 Prepare appetisers and salads</p>
<p><b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b></p>	
<p>Our RTO acknowledges the experience and prior learning of our students. Students who can 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.</p>	
<p><b>Recommended Entry Requirements</b></p> <p>Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.</p>	
<p><b>Examples of occupations in the hospitality industry:</b></p> <ul style="list-style-type: none"> <li style="width: 25%;">• Café attendant</li> <li style="width: 25%;">• Barista</li> <li style="width: 25%;">• Kitchen hand</li> <li style="width: 25%;">• Food and beverage attendant</li> </ul>	

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

**Course Cost: Preliminary - \$100    HSC - \$100**  
**Front of House Uniform – Black Polo /Black Long Pants**

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

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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

# CONTENT ENDORSED COURSES

- do not have an external HSC exam at the end of Year 12
- the final HSC mark is a school based assessment mark
- do not count towards an ATAR

BOARD ENDORSED COURSES
Numeracy Sport, Lifestyle and Recreation Studies

A wide range of other VET Board Endorsed courses are available through EVET.

<b>Numeracy</b>	<b>2 unit</b>
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The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- Interpret and use numerical information
- Solve problems using visual, special, financial and statistical literacy skills
- Think mathematically in practical situations
- Represent and communicate information
- Use the context to determine the reasonableness of solutions

Year 11 Course modules	Year 12 Course modules
Module 1: Whole numbers; Operations with whole numbers; Distance, area and volume; Time; Data, graphs and tables	Module 3: Percentages; Operations with numbers; Finance; Location, time and temperature; Space and design
Module 2: Fractions and decimals; Operations with fractions and decimals; Metric relationships; Length, mass and capacity; Chance	Module 4: Rates and ratios; Statistics and probability; Exploring with Numerical Reasoning and Mathematical Thinking

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec>



**Sport, Lifestyle and Recreation Studies**

**2 units**

Do you enjoy sport and recreation? This course gives you the opportunity to be physically active for up to 2 ½ hours per week. It has both theoretical and practical components. The course will assist with careers in Sports Coaching, Personal/Fitness Training, Sports Administration and Event Management.

<b>Modules that may be studied include:</b>	
<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Athletics</li> <li>• Health Lifestyles</li> <li>• Resistance Training</li> <li>• Games and Sports Applications</li> <li>• Sports Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Games and Sports Applications</li> <li>• First Aid and Sport Injuries</li> <li>• Sports Coaching and Training</li> <li>• Individual Games and Sports Applications</li> <li>• Outdoor Recreation</li> </ul>

<http://k6.boardofstudies.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies>

# EVET COURSES

Externally delivered VET (EVET) courses are vocational courses delivered by RTOs other than *NSW Public Schools Tamworth RTO 90162*. Most are delivered by HUNTER TAFE at their campuses: Newcastle (Tighes Hill), Glendale, Hunter Street, Hamilton, Kurri Kurri and Belmont, as well as Virtual OnLine courses. Courses are dependent on funding and sufficient students applying.

## To study an EVET course a student:

1. **should have their interest noted during their Course Selection Interview and/or email their interest to our Careers Adviser [matthew.erich1@det.nsw.edu.au](mailto:matthew.erich1@det.nsw.edu.au)**
2. **must apply through Lake Macquarie High School for a position in an EVET course, (1<sup>st</sup> round applications have to be finalised by 18<sup>th</sup> August. There is a small chance some places will become available in the 1<sup>st</sup> two weeks of Term 1, 2022.) Dates will be provided.**
3. **can apply for (and study) ONE EVET course only**
4. **must attend an interview with the Careers Advisor. Interview times can be arranged by emailing [matthew.erich1@det.nsw.edu.au](mailto:matthew.erich1@det.nsw.edu.au) or phoning 4958 1544 and asking to speak to Mrs Erich**
5. **complete and return an Expression of Interest Form to Mr Erich. Further information to follow.**

## Please consider the following points carefully before applying for an EVET course:

- Students are required to travel to TAFE from school unaccompanied by a teacher. Students may be required to pay travel costs (these are minimal).
- Most 2 unit TAFE courses are run one afternoon a week from 2pm—6pm.
- Students are given a break but are expected to stay for the entire duration.
- Can you get home at 6pm? Students are not allowed to leave early because of regular transport issues.
- Students are responsible for catching up on work missed while attending TAFE. Although we will do our best to arrange a student's timetable to minimise a student missing class/es at school, it is likely that most students will miss at least part of one class each week.
- 4 unit courses and the 3 unit Salon Assistant course run from 9am – 3pm one day a week. Students doing these courses WILL miss other classes, so this is an important consideration. They are NOT recommended for students wishing to achieve an ATAR.
- Students are required to attend all EVET classes unless they have a valid reason. Students must notify the school EVET Coordinator of all absences, preferably beforehand.
- Some EVET courses are only 1 year and others can be studied as 120 hour courses in Year 12. With the exception of the Early Childhood Education and Care course and Aviation (Remote Pilot) students should be able to apply in 2022 to study an EVET course in Year 12 (2024).

## Summary of courses offered

All courses delivered as 2 units x 2 years (Except extension courses)		
at school	at school	HUNTER TAFE
<p>BOARD DEVELOPED (BDC)</p> <p>English Advanced</p> <p>English Extension (Year 11 - 1 unit)</p> <p>English Standard</p> <p>Ancient History</p> <p>Biology</p> <p>Business Studies</p> <p>Chemistry</p> <p>Community and Family Studies</p> <p>Design and Technology</p> <p>Drama</p> <p>Engineering Studies</p> <p>English Studies</p> <p>Geography</p> <p>Industrial Technology</p> <ul style="list-style-type: none"> <li>• Timber Products and Furniture Technologies</li> </ul> <p>Investigating Science</p> <p>Mathematics Advanced</p> <p>Mathematics Extension (Year 11 - 1 unit)</p> <p>Mathematics Standard</p> <p>Modern History</p> <p>Music 1</p> <p>Personal Development, Health and Physical Education</p> <p>Physics</p> <p>Society and Culture</p> <p>Visual Arts</p> <p>Construction Pathways (VET)</p> <p>Hospitality (VET)</p> <p>Food &amp; Beverage</p>	<p>CONTENT ENDORSED</p> <p>Numeracy</p> <p>Sport, Lifestyle and Recreation Studies</p>	<p>HUNTER TAFE</p> <p><b>Students interested in TAFE are to see Mr Erich</b></p>

## Choose a pathway

ATAR pathway		non ATAR / vocational pathway	
English Advanced / Standard		Any level of English	
Most students studying an ATAR pathway will choose either <ul style="list-style-type: none"> <li>• ALL Board Developed courses</li> </ul>		<ul style="list-style-type: none"> <li>• a minimum of 2 more Board Developed courses (columns 1 and 2) although 3 Board Developed courses is recommended</li> </ul>	
		<ul style="list-style-type: none"> <li>• The remaining courses can come from any Category</li> </ul>	
<b>ATAR</b>		<b>Non ATAR</b>	
Please select the level of English you would like to do then choose 6 other courses in order of preference			
<b>Course 1: English</b>			
English Advanced	English Standard	English Studies	
<b>Course 2:</b>		<b>Course 5:</b>	
<b>Course 3:</b>		<b>Course 6:</b>	
<b>Course 4:</b>		<b>1<sup>st</sup> Reserve:</b>	
<b>Extension course:</b>		<b>2<sup>nd</sup> Reserve:</b>	
<b>EVET course:</b>			
<b>EVET Interview:</b>			

*The information in this booklet was current at the time of printing, May 2019.*

## YEAR 11 AND YEAR 12 SUBJECT CONTRIBUTIONS

YEAR 11 COURSES	COST	YEAR 12 COURSES	COST
Ancient History	NIL	Ancient History	NIL
Biology	\$15	Biology	\$15
Business Studies	NIL	Business Studies	NIL
Chemistry	\$15	Chemistry	\$15
Community & Family Studies	NIL	Community & Family Studies	NIL
Design and Technology	\$50	Design and Technology	\$40
Drama	\$30	Drama	\$30
English Advanced English Extension (1 Unit) English Standard English Studies	NIL	English Advanced English Extension (1 Unit) English Standard English Studies	NIL
Geography	NIL	Geography	NIL
Engineering Studies	NIL	Engineering Studies	NIL
Industrial Technology- Timber	\$50	Industrial Technology- Timber	\$30
Investigating Science	\$30	Information Processes and Tech	NIL
Mathematics Mathematics Extension (1 Unit) Mathematics Standard	NIL	Investigating Science	\$30
Modern History	NIL	Mathematics Mathematics Extension (1 Unit) Mathematics Standard	NIL
Music 1	\$30	Modern History	NIL
PD/Health/PE	\$15	Music 1	\$30
Physics	\$15	PD/Health/PE	\$15
Society and Culture	NIL	Society and Culture	NIL
Visual Arts	\$40	Visual Arts	\$40
<b>VET COURSES</b>			
Construction Pathways	\$80	Construction Pathways	\$80
Hospitality- Food and Beverage	\$60	Hospitality- Food and Beverage	\$60
		Retail Services	\$30
<b>Board Endorsed Course</b>			
Sport, Lifestyle and Recreation	\$30	Sport, Lifestyle and Recreation	\$30

*Courses that require major practical projects to be produced are at the cost to the individual student. Contributions cover general consumable materials and necessary course requirements and experiences.*

- ❖ *Students wanting to change courses once the 2021 school year has commenced will be required to pay in full the subject cost of the new course before a timetable change will take place.*

**This copy is for your records**

<b>Name:</b>		
<b>Current School:</b>		
<b>ATAR</b>	<b>Non ATAR</b>	
Circle the level of English you would like to do then nominate 10 more 2 unit courses in <b><u>order of preference</u></b> <b>Course 1: English</b>		
<b>English Advanced</b>	<b>English Standard</b>	<b>English Studies</b>
<b>Course 2:</b>		
<b>Course 3:</b>		
<b>Course 4:</b>		
<b>Course 5:</b>		
<b>Course 6:</b>		
<b>1<sup>st</sup> Reserve:</b>	<b>2<sup>nd</sup> Reserve:</b>	
<b>3<sup>rd</sup> Reserve:</b>	<b>4<sup>th</sup> Reserve:</b>	
<b>5<sup>th</sup> Reserve:</b>		
<b>Extension course:</b>		
<b>EVET course:</b>		
Parent / carer name		
Parent / carer signature		
Student signature		
Interviewing Teacher		
Date Received		

**This copy is to be completed and removed at your career planning interview and kept by the interview panel.**

<b>Name:</b>		
<b>Current School:</b>		
<b>ATAR</b>	<b>Non ATAR</b>	
<b>Circle the level of English you would like to do then nominate 10 more 2 unit courses in <u>order of preference</u> Course 1: English</b>		
<b>English Advanced</b>	<b>English Standard</b>	<b>English Studies</b>
<b>Course 2:</b>		
<b>Course 3:</b>		
<b>Course 4:</b>		
<b>Course 5:</b>		
<b>Course 6:</b>		
<b>1<sup>st</sup> Reserve:</b>	<b>2<sup>nd</sup> Reserve:</b>	
<b>3<sup>rd</sup> Reserve:</b>	<b>4<sup>th</sup> Reserve:</b>	
<b>5<sup>th</sup> Reserve:</b>		
<b>Extension course:</b>		
<b>EVET course:</b>		
<b>Parent / carer name</b>		
<b>Parent / carer signature</b>		
<b>Student signature</b>		
<b>Interviewing Teacher</b>		
<b>Date Received</b>		