

RICHMOND HIGH SCHOOL



HIGHER SCHOOL CERTIFICATE

Subject Selection Booklet for Students

Preliminary Course 2018
HSC Course 2019



Table of Contents

| | | |
|------------------|---|--|
| Section 1 | Introduction | Page |
| | <ul style="list-style-type: none">• Message from Principal and Year Advisor• Guidelines for Students and Parents• EXPLORE: What are my options? | 2 – 3 4 5 – 10 |
| Section 2 | Important Information | Page |
| | <ul style="list-style-type: none">• The Higher School Certificate• What types of courses can I select?• Board Developed Courses• Board Endorsed Courses• Life Skills• Vocational Education & Training (VET) Framework courses• Externally Delivered Vocational Education and Training Courses (EVET)• School Based Traineeships • What are Units of Study?• Requirements for the award of a Higher School Certificate (HSC)• Additional Information• ATAR requirements • HSC Pathways• Assessment & Reporting• Board Developed Courses• Vocational Education & Training Framework courses• Content Endorsed courses | 11 11 11 12 12 13 14 15 16 17 17 17 18 18 19 19 19 |
| Section 3 | Courses | Page |
| | <ul style="list-style-type: none">• Summary Sheet for courses offered to RHS students. This is an alphabetical list of courses for RHS students offered at RHS, local Hawkesbury Schools and TAFE (Industry Curriculum Framework courses).• Detailed information for each course (courses in alphabetical order)• TAFE Delivered Vocational Education & Training Courses (TVET)• TVET 2017 Compulsory Information & Testing Sessions• Understanding the Codes | 20 – 21 22 – 68 69 – 76 77 – 78 79 – 80 |



Principal's Message

Richmond High School offers a comprehensive range of curriculum choices to match the individual interests, academic and vocational needs of all its students. Within our school, skilled staff provide the curriculum expertise and support to ensure student success and for students to maximise their potential. The range of vocational opportunities offered to our students is supported through courses on our own school site and through partnerships with TAFE. The shared, cooperative curriculum delivery of vocational education across four Hawkesbury School sites and TAFE provides our students with choices parallel with the best available. In addition, students have access to a range of traineeships and part-time apprenticeships to assist those who choose to study at school concurrently with their entry into the world of work.

In considering the wide range of curriculum offerings, students should consider:

- **What I would like to become**
- **What I am interested in**
- **What I am good at**

Students should consider the range of choices available in the senior school and think about: **CAREER**, **INTEREST** and **ABILITY** based on the information available from their teachers, careers Advisor, this information booklet, on-line services, careers markets, tertiary education providers and from people working in industry, as well as parents.

Students, remember to ask yourselves:

- **Whether you will enjoy the subjects you have chosen**
- **Whether you have selected the right combination – the range, the level, the balance and the level of commitment required**
- **Will it suit your purpose and give you the flexibility for future career options?**

Senior school carries with it great opportunities, but also great responsibilities and students will need to dedicate their time over nearly two years to their senior studies, in the same way others work at their jobs. The rewards of a senior education will come from the increased knowledge, skills, attitudes and the maturity which accompanies preparation for an HSC qualification and the opportunities an HSC provides for tertiary education, apprenticeships and the world of work.

Richmond High School offers its students the opportunity to achieve excellent outcomes to participate in innovative educational environments and to have unparalleled curriculum choice at locations which best meet students' learning needs. Underpinning our senior curriculum is our capacity to maximise student potential through their development as effective lifelong learners.

Cliff Ralph
Principal





Year Advisor's Message

Year 10, as I write this I think about you all when I first met you, almost five years ago, during your orientation to High School. I cannot believe how quickly this time has passed, but am very proud of all of you and the wonderful young people you have become.

You are about to enter a new chapter of your schooling and the decisions you make when choosing your subjects for Years 11 and 12, (Stage 6), are important. Some of you, I know, have always had a strong focus upon what career or work choices you wish to follow when you leave school. I am also aware that many of you are still undecided and some have not even thought this far ahead. It is time to give it some serious thought!

As your Year Advisor, I would like to offer you some advice, which may be helpful to you when making your subject selection choices:

- Read the Subject Selection Booklet and Career Planning Guide carefully and ask questions.
- Talk to the Careers Advisor, Mrs Perry and ask her what courses you need to complete to assist you in your chosen field of employment.
- Talk to your teachers and the current senior students currently completing courses you are considering. Find out what is involved in each subject and whether or not it meets your needs.
- Discuss your options with your family.
- If University is your goal, make sure you choose subjects which will provide you with an ATAR.
- Choose subjects which you enjoy and are good at. Your chances of success are much greater if you are doing something which you have a passion. Two years is a long time in which to study subjects for which you have no real interest.
- Do not be swayed by your peers and make your choices based upon what they are doing. I cannot over emphasize the importance of making your own decisions.

Remember, this is your future and you need to choose courses which will help you to achieve your goals, whether this is further studies at University or TAFE, learning a trade, or you are still undecided, choose wisely.

Good luck Year 10, I am looking forward to the next two years.

**Mrs Jannette Farley,
Year 10 Advisor, 2017**





Guidelines for Students and Parents

Subject selection for Preliminary (Year 11) and HSC (Year 12) study is complex. Mindful of this we have tried to prepare information in this booklet that makes the task clearer and simpler.

There are several points that must be remembered when using this package to select your subjects for next year.

- The inclusion of a course outline in this booklet does not necessarily mean that this course will be taught at Richmond High next year. The courses that will be taught in Years 11 and 12 are those courses from the list that draw sufficient support from students. Some Vocational Education courses will be taught at one of the Hawkesbury schools; Richmond, Hawkesbury, Colo or Windsor or through video conferencing.
- Students need to select courses carefully and be guided by advice from staff about these courses. Staff experience and knowledge of course content and difficulty, along with their knowledge of each student's ability and history of effort and appreciation, place them in a position to assess the individual student's selection of courses.
- It is important that courses are selected with clear ideas about the vocational directions students wish to follow.
- It is important that students check any subject requirements for specific tertiary courses or institutions they may wish to enter using the HSC qualification.

Students must be aware that the venue for some courses may not be at RHS. Check venues on pages 20-21 of Section 3 (Summary page).

- Every effort will be made to meet each student's choice of courses. However, it must be realised that the Subject Selection Survey asked for at the end of this booklet will not be the final choice the student will be asked to make. In the end some compromises will, almost inevitably, have to be made.

If you truly want to study a course that is not offered or available for you locally, then you may be able to access that course through distance Education or Open High School. See the Careers Advisor for more information.

At first it may be that the nature and extent of information available to you is daunting. Perhaps the best advice, before choosing courses is this: **select subjects based on personal interest and capabilities**. From here students will find learning relevant, purposeful and meaningful.

We hope you find this booklet and the subsequent processes involved in assisting subject selection, informative and rewarding.



Explore

What are my options?

The following table will help you map your interests, qualities and skills to careers, areas of tertiary study and HSC subjects.
 (Category B courses are identified with a *B*.)
 These lists are not meant to be exhaustive; they are only a summary of what's available.

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|--|--|--|--|
| Agriculture, Rural Studies and Animal Science | | | |
| <p><i>I'm interested in ...</i> the land, the environment, crop growing, farming, plants, animals, animal welfare</p> <p><i>I'm ...</i> observant, confident with animals, organised, good with detail, patient</p> <p><i>... and I'm good at ...</i> making things, planning, maths, technical drawing, manual work, working with animals</p> | <p><i>I could be an ...</i> animal handler, conservation manager, farmer, grazer, horticulturist, land manager, produce manager, stud manager/trainer, veterinarian, winemaker, wool classer</p> | <p><i>I could study ...</i> agribusiness, agricultural science, animal production science, crop production, equine science and horse management, horticulture, farm and land management, plant pathology, post-harvest technology, veterinary science, viticulture and wine science, wool science, zoology</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Agriculture, Biology, Chemistry, Earth and Environmental Science, Geography, Mathematics, Physics, Primary Industries (B)</p> |
| Architecture, Building, Design and Planning | | | |
| <p><i>I'm interested in ...</i> how things work, cityscapes, buildings, building design, architecture, gardens, landscapes</p> <p><i>I'm ...</i> artistic, imaginative, organised, good with detail, creative, orderly, conscientious</p> <p><i>... and I'm good at ...</i> making things, coming up with original ideas, drawing, designing, solving problems</p> | <p><i>I could be an ...</i> architect, building manager, construction manager, environmental planner, estimator, industrial designer, interior designer, landscaper, property valuer, surveyor</p> | <p><i>I could study ...</i> construction economics, construction/project management, construction technology, fashion design, industrial design, interior design, landscape architecture, property management, quantity surveying</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Design and Technology, Engineering Studies, Industrial Technology, Mathematics, Physics, Visual Arts, Construction (B)</p> |
| Arts and Humanities | | | |
| <p><i>I'm interested in ...</i> current affairs, social issues, politics, world events, languages, writing and literature, religions and cultures, history</p> <p><i>I'm ...</i> artistic, creative, adventurous, conscientious, efficient, industrious, resourceful, imaginative</p> <p><i>... and I'm good at ...</i> creative writing, debating, languages, solving problems, thinking critically, using technology</p> | <p><i>I could be an ...</i> anthropologist, archaeologist, archivist, gallery curator, historian, foreign affairs officer, government policy officer, journalist, producer, language specialist, media officer, researcher, social researcher, marketing manager, analyst, translator or interpreter</p> | <p><i>I could study ...</i> Aboriginal studies, archaeology, Asian studies, cinema studies, English, modern/ancient history, international studies, languages, literature, philosophy, political science, psychology, religious studies, sociology, theology, women's studies, media, communications, publishing</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Aboriginal Studies, English (Advanced), Geography, History, International Studies, languages, Religion, Social Sciences, Society and Culture, Textiles and Design, Visual Arts</p> |
| Business, Commerce, Economics, Marketing and Management | | | |
| <p><i>I'm interested in ...</i> politics, economics, business, international affairs, current affairs, finance and banking, statistics, accounting</p> <p><i>I'm ...</i> good with money, ethical, organised, persuasive, independent, outgoing</p> <p><i>... and I'm good at ...</i> leadership, mathematics, solving problems, showing initiative, critical thinking, logical thinking, negotiating</p> | <p><i>I could be an ...</i> accountant, auditor, banker, business adviser, business analyst, business consultant, economist, entrepreneur, financial analyst, financial planner, human resources manager, project manager, marketing specialist, stockbroker</p> | <p><i>I could study ...</i> accounting, actuarial studies, agribusiness, banking, business, e-commerce, financial advising, human resource management, industrial relations, international relations, management, marketing, statistics</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Business Studies, Economics, English, languages, Mathematics, Society and Culture, Business Services (B), Financial Services (B), Human Services (B), Retail Services (B)</p> |



Explore

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|--|--|---|--|
| Communications and Media Studies | | | |
| <p><i>I'm interested in ...</i> current affairs, literature, popular culture, social media, world events, politics</p> <p><i>I'm ...</i> a good communicator, organised, imaginative, persuasive, creative, resourceful, an independent worker</p> <p><i>... and I'm good at ...</i> writing, public speaking, debating, thinking creatively, motivating people, analytical thinking, using initiative</p> | <p><i>I could be an ...</i> advertising account manager, commentator, editor, filmmaker, journalist, marketing manager, media officer, multimedia designer, presenter, producer, public relations manager</p> | <p><i>I could study ...</i> advertising, film, information management, journalism, production, multimedia, television, radio, video, writing</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> English, History, Society and Culture, Visual Arts, Entertainment Industry (B)</p> |
| Creative and Performing Arts | | | |
| <p><i>I'm interested in ...</i> theatre, fashion, popular culture, music, photography, drawing, painting, graphic design, creating things, research</p> <p><i>I'm ...</i> creative, good with detail, imaginative, organised, a good communicator, an independent worker, outgoing</p> <p><i>... and I'm good at ...</i> dancing, acting, performing, making things, playing an instrument, writing, photography, working things (technical skills), solving problems, using initiative, writing</p> | <p><i>I could be an ...</i> animator, artist, cartoonist, composer, fashion designer, film director, illustrator, journalist, multimedia designer, graphic designer, musician, photographer, producer, songwriter, teacher, writer</p> | <p><i>I could study ...</i> animation, creative writing, fashion, fine arts, graphic design, illustration, music, photography, theatre studies, visual arts, journalism</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> English, Dance, Design and Technology, Drama, Music, Software Design and Development, Textiles and Design, Visual Arts, Entertainment Industry (B)</p> |
| Earth and Environmental Sciences | | | |
| <p><i>I'm interested in ...</i> being outdoors, the environment, nature, oceans, marine life, volcanoes, weather, waterways, diving, animals, bushwalking, science</p> <p><i>I'm ...</i> good with detail, organised, observant, resourceful</p> <p><i>... and I'm good at ...</i> mathematics, design, science, working alone, working outdoors, critical thinking, solving problems</p> | <p><i>I could be an ...</i> environmental scientist, conservationist, forestry worker, fisheries manager, marine conservation officer, environmental officer, food and drug safety officer, resource manager, environmental planner, urban planner</p> | <p><i>I could study ...</i> climate change, conservation studies, environmental rehabilitation studies, food sustainability, forestry, geography (human and physical), geology, geophysics, marine resource and environmental management, spatial science, sustainability</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Design and Technology, Earth and Environmental Science, Mathematics, Physics, Senior Science, Society and Culture</p> |
| Education and Teaching | | | |
| <p><i>I'm interested in ...</i> helping others, being outdoors, social equality, teaching and learning, school, children</p> <p><i>I'm ...</i> active, a good communicator, patient, creative, organised, outgoing</p> <p><i>... and I'm good at ...</i> time management, leadership, English, maths, planning, presentation, thinking critically</p> | <p><i>I could be a ...</i> primary teacher, secondary teacher, early childhood teacher, corporate trainer, community educator</p> | <p><i>I could study ...</i> adult education, community education, early childhood teaching, human resource development, organisational learning, primary teaching, secondary teaching curriculum areas</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, English, Geography, History, languages, Mathematics, Personal Development, Health and Physical Education (PDHPE), Physics, Society and Culture</p> |



Explore

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|---|--|--|--|
| Engineering | | | |
| <p><i>I'm interested in ...</i> maths, science, construction, electronics, computers, programming, mechanics, how things work, robotics</p> <p><i>I'm ...</i> organised, creative, good with detail, technically minded, patient, persistent, resourceful, analytical</p> <p><i>... and I'm good at ...</i> drawing, planning, computing, leadership, designing, solving problems</p> | <p><i>I could be a ...</i> civil engineer, electrical engineer, chemical or materials engineer, industrial engineer, manufacturer, mechanical engineer, production engineer, construction manager</p> | <p><i>I could study ...</i> civil, computer, construction, electrical, environmental or mechanical engineering, engineering mechatronics, robotics, science, surveying, telecommunications</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Chemistry, Engineering Studies, Mathematics, Physics, Automotive (B), Construction (B), Electrotechnology (B), Information and Digital Technology (B), Metal and Engineering (B)</p> |
| Health Sciences | | | |
| <p><i>I'm interested in ...</i> health, nutrition, food, how the body works, people, science, alternative medicines, helping others</p> <p><i>I'm ...</i> caring, curious, dependable, patient, a good communicator, critical thinker, organised, observant, open minded, good with people</p> <p><i>... and I'm good at ...</i> leadership, fine motor skills, solving problems, working with others, time management, listening, thinking critically, motivating people</p> | <p><i>I could be an ...</i> ambulance officer, a paramedic, podiatrist, radiographer, occupational therapist, chiropodist, chiropractor, dentist, doctor, physiotherapist, speech therapist, audiologist, sonographer, community health worker, nurse, medical researcher, medical scientist, health researcher, nutritionist, dietitian, food researcher, oral health therapist, beauty therapist, pharmacist, data scientist</p> | <p><i>I could study ...</i> biomedical sciences, chiropractic science, Chinese medicine, clinical science, dental science, medical imaging, medical laboratory science, naturopathy, nuclear medicine, nutrition and dietetics, occupational therapy, osteopathy, physiotherapy, podiatry, radiography, speech therapy, beauty therapy, oral health, pharmacology, digital health and analytics, global health</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Community and Family Studies, Food Technology, Personal Development, Health and Physical Education (PDHPE), Mathematics, Physics</p> |
| Human Movement and Sport Sciences | | | |
| <p><i>I'm interested in ...</i> sport, coaching, fitness and exercise, how the body works, nutrition, biology, health, helping others, being outdoors</p> <p><i>I'm ...</i> a good communicator, patient, observant, organised, enthusiastic, supportive, persuasive, fit and healthy, confident, outgoing</p> <p><i>... and I'm good at ...</i> sports, public speaking, leadership, motivating others, fine motor skills, solving problems, teaching others, science</p> | <p><i>I could be a ...</i> disease prevention educator, exercise scientist, fitness counsellor, fitness trainer, exercise rehabilitation worker, exercise physiologist, medical scientist, medical researcher, occupational therapist, sport scientist, sports coach, personal trainer, teacher</p> | <p><i>I could study ...</i> exercise physiology, exercise science, sports coaching, sports journalism, sports management, sports psychology, anatomy and physiology, psychology</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Mathematics, Personal Development, Health and Physical Education (PDHPE), Physics</p> |
| Information Technology and Information Systems | | | |
| <p><i>I'm interested in ...</i> computers, internet, web technologies, social media, electronics, programming, designing</p> <p><i>I'm ...</i> organised, orderly, good with detail, persistent, level headed, happy to work alone</p> <p><i>... and I'm good at ...</i> computing, using technology, maths, solving problems, thinking logically, thinking creatively, making decisions</p> | <p><i>I could be a ...</i> systems analyst, software developer, computer programmer, IT consultant, graphic designer, game designer, web designer, digital media producer, filmmaker, illustrator, photographer, visual effects artist</p> | <p><i>I could study ...</i> computing, computer science, electronics, information systems, information technology, programming, software engineering</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Business Studies, Design and Technology, Mathematics, Information Processes and Technology, Information and Digital Technology (B), Software Design and Development</p> |



Explore

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|--|---|--|---|
| Law | | | |
| <p><i>I'm interested in ...</i> research, justice, fairness, equality, current affairs, politics, helping others</p> <p><i>I'm ...</i> outgoing, organised, observant, open minded, persistent, persuasive</p> <p><i>... and I'm good at ...</i> debating, public speaking, writing, researching, evaluating information, negotiating, logical thinking</p> | <p><i>I could be a ...</i> legal adviser, legal officer, legal researcher, politician, police officer, barrister, solicitor, judge, magistrate</p> | <p><i>I could study ...</i> law, conveyancing, justice studies, legal studies, paralegal studies, political studies</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Business Studies, Economics, English, Legal Studies, Society and Culture</p> |
| Medical Sciences and Medicine | | | |
| <p><i>I'm interested in ...</i> the environment, health, nutrition, how the body works, people, science, alternative medicines, helping others, research, experimenting</p> <p><i>I'm ...</i> caring, patient, a good communicator, inventive, curious, organised, good with detail, observant</p> <p><i>... and I'm good at ...</i> leadership, fine motor skills, time management, making decisions, problem solving, working with others, listening</p> | <p><i>I could be a ...</i> doctor, biomedical engineer, chiropractor, forensic officer, genetic counsellor, medical researcher, pathologist, pharmacist, biochemist, laboratory technician, radiologist, sonographer</p> | <p><i>I could study ...</i> health sciences, biomedical sciences, medicine, nanotechnology, optometry, pharmacy</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Mathematics, Physics, Community and Family Services, Senior Science</p> |
| Nursing and Midwifery | | | |
| <p><i>I'm interested in ...</i> healthcare, helping others, how the body works, people, science, mothers and babies, childbirth</p> <p><i>I'm ...</i> caring, kind, a good communicator, dependable, supportive, responsible, tolerant, patient, organised</p> <p><i>... and I'm good at ...</i> using initiative, teamwork, working with others, listening</p> | <p><i>I could be a ...</i> nurse, midwife, surgical nurse, paediatric nurse, aged care nurse, community health nurse, disability care nurse, critical care nurse, nurse educator, health administrator, occupational health nurse, Indigenous health nurse, mental health nurse, pharmaceutical sales rep, social and health policy officer</p> | <p><i>I could study ...</i> nursing, health sciences, midwifery, behavioural and social sciences, Indigenous culture, primary healthcare medical/ surgical nursing, perioperative nursing, high-dependency nursing, oncology, palliative care, aged care, paediatrics, maternal and child care, mental health, rehabilitation, community nursing</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Mathematics, Community and Family Services</p> |
| Science, Applied Science and Technology | | | |
| <p><i>I'm interested in ...</i> chemistry, science, the environment, weather patterns, people and communities, marine life, space, astronomy, planes, research, computers, experimenting, animals, nature, psychology, farming</p> <p><i>I'm ...</i> curious, organised, creative, good with detail, observant, resourceful</p> <p><i>... and I'm good at ...</i> solving problems, critical thinking, leadership, mathematics, logical thinking, chemistry, biology</p> | <p><i>I could be a ...</i> researcher, medical marketer, medical advocate, laboratory technician, counsellor, community worker, sports psychologist, field researcher, urban planner, data analyst, geologist, aviation engineer, vet, zookeeper</p> | <p><i>I could study ...</i> agricultural sciences, applied studies, aviation science, biological science, chemistry, environmental science, equine science, food science or technology, forensics, horticulture, marine science, mathematics, medical science, nanotechnology, physics psychology, statistics, technology, veterinary science, zoology</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Biology, Chemistry, Mathematics, Physics, Community and Family Services, Senior Science</p> |



Explore

| My interests, qualities and skills | Careers that use my interests, qualities and skills | Courses I could study | Subjects I could choose for Years 11 and 12 |
|---|--|---|--|
| Social Sciences | | | |
| <p><i>I'm interested in ...</i> people and communities, world events, current affairs, politics, health, social responsibility, immigration, policing, justice, fairness, working with people, helping others</p> <p><i>I'm ...</i> organised, a good communicator, curious, resourceful, fair, helpful</p> <p><i>... and I'm good at ...</i> critical thinking, making decisions, solving problems</p> | <p><i>I could be an ...</i> occupational therapist, community care officer, social worker, vocational guidance counsellor, welfare support officer, welfare worker, legal practitioner</p> | <p><i>I could study ...</i> behavioural science, commerce, criminology, geography, policing, policy studies, social ecology, sociology</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Community and Family Studies, English, Legal Studies, Modern History, Economics, Geography, Mathematics, Society and Culture</p> |
| Social Work and Welfare | | | |
| <p><i>I'm interested in ...</i> people and cultures, health, social responsibility, fairness, helping others</p> <p><i>I'm ...</i> organised, caring, a good communicator, curious, resourceful, fair, helpful</p> <p><i>... and I'm good at ...</i> critical thinking, making decisions, solving problems</p> | <p><i>I could be a ...</i> community care officer, social worker, welfare support officer, welfare worker, aged care worker, disability officer, migrant welfare officer, child protection officer, youth worker</p> | <p><i>I could study ...</i> social work, children and young people, ageing, health and disability, Indigenous studies, social policy, sociology, psychology, social research, research skills, youth work</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Economics, English, Modern History, Society and Culture, Mathematics</p> |
| Tourism, Hospitality and Event Management | | | |
| <p><i>I'm interested in ...</i> travel, people and cultures, world events, languages, helping others, being outdoors, being active</p> <p><i>I'm ...</i> organised, good with detail, a good communicator, confident, patient, persistent, sincere, friendly, flexible, punctual</p> <p><i>... and I'm good at ...</i> languages, leadership, planning, serving customers, solving problems, working with people from diverse backgrounds</p> | <p><i>I could be a ...</i> tour operator, event manager, hotel manager, travel consultant, resort manager, environmental planner, restaurateur</p> | <p><i>I could study ...</i> event management, hotel management, leisure studies, recreational management and planning, tourism management, sport management</p> | <p><i>... and I could choose these subjects for Years 11 and 12 ...</i> Economics, English, languages, Mathematics, Society and Culture, Hospitality (B), Tourism, Travel and Events (B)</p> |



**TOP
10**

Tips for Year 10s choosing their HSC courses

01 

Choose what you're good at, interested in and which will lay a foundation for your future plans.

02 

Choose HSC courses best *suited to your ability*. *Don't choose courses just because of scaling* or because you think they will give you a better ATAR.

03 

Make the link between your choice now and where you want to go after Year 12.

04 

Check if the uni you want to go to (and/or the course you want to do) has prerequisites and assumed knowledge – the UAC Year 10 booklet has all this info.

05 

If you want to get an ATAR, make sure you will be eligible.

06 

Depending on what you study, marks around 70 in the HSC could lead to an ATAR in the 50s, while marks closer to 80 could lead to an ATAR of 80. This is because most students have marks between 70 and 80 so when you are ranked that group really spreads out.

07 

If you are getting marks in the 70s *do whatever you can to get closer to 80* – it will make a big difference to your ATAR.

08 

Remember that *unis award bonus points for your performance* in particular HSC courses, and usually for Bands 4 and above.

09 

If you're not sure what level maths and English to take, *choose the level that suits your ability and future plans*. You will not necessarily get a higher ATAR just by studying a lower level course, and unis don't always give bonus points for the lower level courses, no matter how well you do. Also check prerequisites in case you need to get a certain performance band.

10 

To maximise your ATAR you have to make good choices about what to study, work to the best of your ability and work towards your goals for life after school.





Section 2 – Important Information

The Higher School Certificate

- ▶ The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is internationally recognised.
- ▶ A wide range of courses are available to study which enable students to match individual abilities, interests and goals. The HSC also includes Life Skills courses for students with special education needs.
- ▶ The standards based Higher School Certificate sets out clear expectations of what students must learn and measures performance against these set standards. Each student will receive a mark based on what they know, understand and can do.
- ▶ Students meeting the minimum standard expected in a course receive a mark of 50. Students reaching a higher standard of performance will receive a higher mark.
- ▶ For each course students receive easy-to-understand reports that provide clear indications of knowledge and skills in each course.
- ▶ We are a progressive school offering over 30 senior subjects. These will cater for specific career needs and interests within a broad educational framework. We have supportive, caring and flexible staff willing to assist students and parents with subject selections and studies.

What Types Of Courses Can I Select?

A subject is a general name given to an area of study, and a subject may offer more than one course. The Board of Studies has developed or endorsed all courses available for study at this school in both the Preliminary Certificate (Year 11) and the Higher School Certificate (Year 12).

There are different types of courses offered in senior school.

- Board Developed Courses
- Board Endorsed Courses
- Like Skills Courses
- Vocational Education and Training Framework Courses
- EVET Courses
- School Based Traineeships



Board Developed Courses (BDC)

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) formerly known as the University Admissions Index (UAI). Students studying these courses must sit the HSC examination.

There is a syllabus for each course that 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 studying these courses follow the syllabus. These can be found on the Board website: www.boardofstudies.nsw.edu.au.



Board Endorsed Courses (BEC)

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

- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.**

TAFE delivered vocational education and training (TVET) courses are also Content Endorsed Courses, with the exception being Accounting and VET Framework Courses, which are Board Developed Courses.



Life Skills Courses as part of a Special Program of Study.

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study.

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

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course. **Life Skills courses do not contribute to an ATAR.**

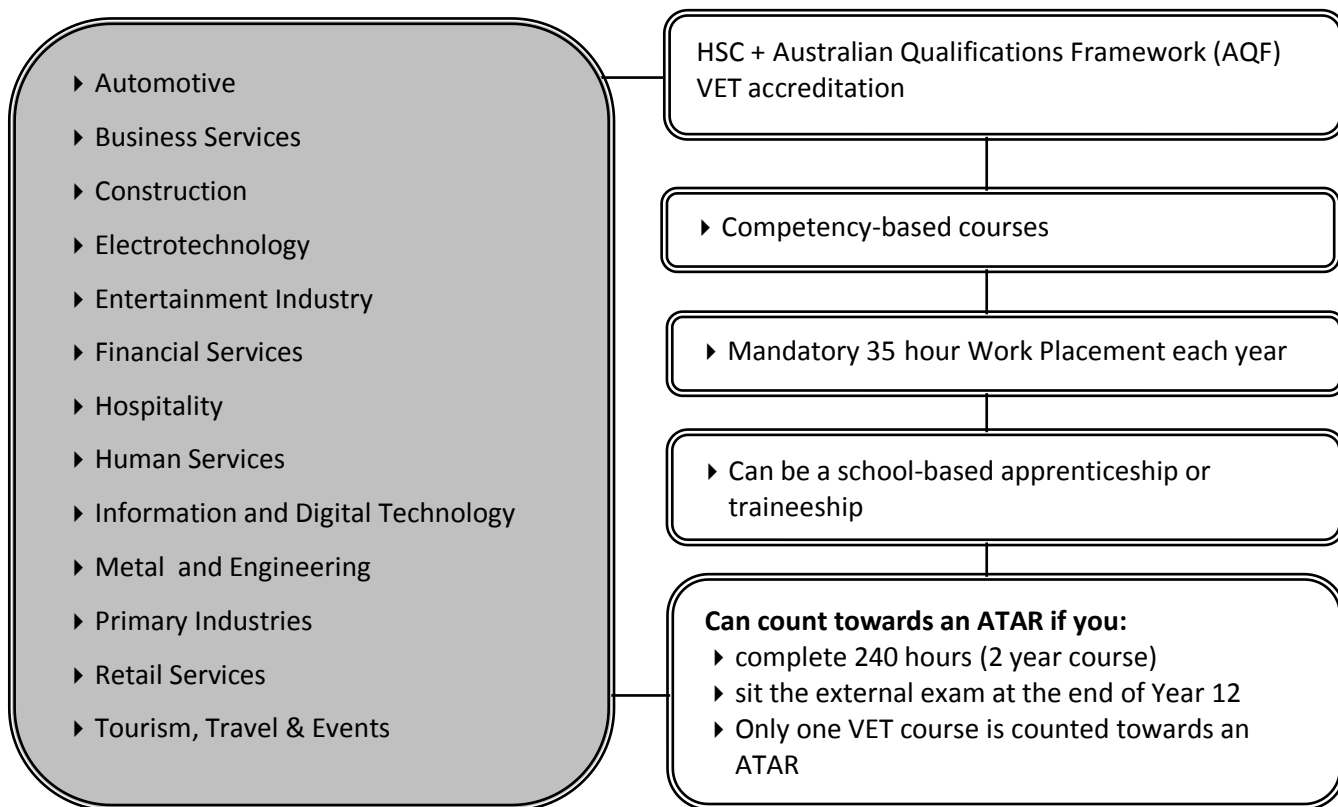


Vocational Education and Training (VET) Framework Courses

Vocational Education and Training (VET) Framework courses are Board Developed courses that allow students to gain both Higher School Certificate qualifications and Australian Qualifications Framework (AQF) VET accreditation. They enable students to study courses which:

- Students receive special documentation showing the competencies gained.
- Are relevant to industry needs and have clear links to post-school destinations.
- 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 mandatory workplace component with a minimum number of hours that students are required to spend in the workplace.
- These courses can be studied as a 120 hour course (one year) or as a 240 hour course (2 years). The 240 hour VET courses have an optional written HSC examination. Students who choose to sit the examination may have the result for that course included in the calculation of their ATAR.

Board Developed VET courses are available in thirteen industry frameworks



- All these courses are delivered by External Providers e.g. TAFE. Richmond High School offers Construction and Hospitality – Food and Beverage Stream. In 2018, Richmond High School will be introducing Business Services, Hospitality – Kitchen Operations and Retail Services. In the Hawkesbury Cluster, Windsor High offers Entertainment, Metals and Engineering and Primary Industries – Agriculture.

See Mrs Perry for an Application Form if you want to do a VET course at Windsor High School.

Students must still choose 12 units of courses to be studied at Richmond High School just in case the VET course at Windsor High School does not run due to insufficient numbers.



Externally Delivered Vocational Education and Training Courses (EVET)

There are large range of VET course that count towards your HSC but many of these do not count towards your ATAR. These courses can still give you an industry qualification when you complete them. These were normally delivered by TAFE but in 2018 Private Providers will also be able to deliver them to schools as well.

2018 EVET courses have yet to be finalised and more information will be available to students early next term.

What are EVET Courses?

EVET courses

- ▶ are vocational courses studied at a RTO e.g. TAFE or Private Provider in Years 11 and 12 as part of your HSC
- ▶ count towards both your HSC and a VET qualification
- ▶ may contribute to your ATAR
- ▶ can give you a nationally recognised qualification
- ▶ allow you to gain work related skills
- ▶ may provide advanced standing for TAFE, Private Provider or further education
- ▶ are designed for all students
- ▶ are available in a variety of industry areas

Do EVET courses count towards my ATAR?

Industry Curriculum Framework courses (listed on previous page) can contribute to your ATAR. You choose whether or not you want an ATAR. These courses studied at TAFE or with a Private Provider are exactly the same as the Framework courses you can choose to take at school. You cannot, however, study the same course at school and at TAFE.

Non-Framework Courses

Non-Framework Courses contribute to your HSC but do not count towards an ATAR.

Students must still choose 12 units of courses to be studied at Richmond High School just in case the EVET course they applied for does not run due not being funded or insufficient numbers.

EVET courses delivered by TAFE for 2018

A **proposed** list of EVET courses to be delivered by TAFE is found at the back of this book. These courses are only a guide and are subject to change up to the enrolment date in February 2018 due to DET funding or insufficient student numbers.

Some EVET courses delivered by TAFE have **Compulsory Information and Testing sessions**. More details on these are found after the proposed course list at the back of this book.

EVET TAFE Course descriptions are available from Mrs Perry.

To apply you must obtain an application form from Mrs Perry. Application forms will be available early next term. The closing date for applications is yet to be determined. Late application will not be accepted.

Students must still choose 12 units of courses to be studied at Richmond High School just in case the TVET course they applied for does not run due not being funded or insufficient numbers.



SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

What are school-based apprenticeships and traineeships?

School-based apprenticeships and traineeships allow high school students to commence an apprenticeship or complete a traineeship while still at school. On average, a minimum of one day a week is spent on the job with an employer, plus a portion of the school holidays. For the rest of the school week, students complete the TAFE / other RTO-delivered component of their training as well as their other HSC subjects.

School-based apprentices undertake the first stage of their formal or off-the-job apprenticeship training. After completing Year 12, school-based apprentices can commence full-time employment as a second-year apprentice providing that they have successfully completed the training program while at school. School-based apprenticeships are offered in a range of areas including automotive, beauty therapy, construction, electro-technology, hairdressing and hospitality.

School-based trainees complete their formal or off-the job traineeship training by the end of Year 12. School-based traineeships are offered in a range of areas including animal studies, automotive, business services, fashion design and technology, health care, multimedia and property services.

Why choose a school-based apprenticeship or traineeship?

A recent review found that students participating in school-based apprenticeships and traineeships are more work-ready, increase their participation in learning and make a better transition to work and further study.

What are the benefits?

An apprenticeship or traineeship provides you with an opportunity to:

1. combine HSC with vocational training within a supportive school environment
2. gain valuable work skills and experience > earn while you learn
3. obtain nationally-recognised skills to work in industry areas with strong career prospects
4. get a head start in your career > potentially earn high wages
5. use your studies as a pathway to further studies or gain credit towards further study.

Further information about School Based Apprenticeships and Traineeships in NSW can be found at <http://www.sbatinns.info/index.php>

See Mrs Perry for details on School Based Traineeships and Apprenticeships and the application process.

***It is the student's responsibility to find the employer for their SBAT
and
complete any work missed in their classes while participating in 'on-the-job' training and attending TAFE***



What are units of study?

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

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

2 unit courses This is the basic structure for most courses. Board Developed courses have a 2 unit Preliminary and a 2 unit HSC component. VET Framework courses are divided into 120 hours and 240 hours, not units.

Preliminary component This is studied in Term 1, 2 and 3 of Year 11.

HSC component This is studied in Term 4, Year 11, and Term 1, 2 and 3 of Year 12.

1 unit courses 1 unit equals approximately 2 hours of class time each week or 60 hours per year. At RHS the only 1 unit courses offered are Extension Courses.

Extension courses Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course.

Extension study at RHS is available in English, Mathematics, History, and VET courses. Students must study Advanced English, 2 Unit Mathematics and the 240 hour level in VET courses to be eligible to take the Extension course of study in these courses.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.





Requirements for the Award of the Higher School Certificate

If you wish to be awarded the HSC at Richmond High School:

- ▶ You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. This means that a student may drop a subject in Term 4 of Year 11; although, students are often strongly advised against doing so. Both the Preliminary course and the HSC course must include the following:
 - ▶ English
 - ▶ At least 6 units of Board Developed Courses, including English, which can include VET Curriculum Framework Courses.
 - ▶ At least three courses of 2 units value or greater.
 - ▶ At least four subjects.
 - ▶ Other units can be made up from Board Developed Courses, VET Curriculum Framework Courses, Content Endorsed Courses or TAFE delivered (TVET) Courses.

Students cannot study more than 6 units of Science courses. Senior Science cannot be taken with Biology, Chemistry, Earth and Environmental Science, or Physics. If at the end of the Preliminary course students discontinue one of the other 2 unit Science courses they can then choose to take HSC Senior Science in its place.

- ▶ You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ▶ You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional Information

- ▶ The Board of Studies publication, *Studying for the New South Wales Higher School Certificate, An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- ▶ Students wishing to attend university when they finish Year 12 must have an Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview, portfolio of work, or performance audition. The Universities Board select students for courses by ranking them with a score between 0.00 – 99.95. This rank is the ATAR which is calculated by using the marks achieved in a student's best 10 units of Board Developed Courses. Details of ATAR requirements can be found in the *Universities Admissions Centre (UAC) Handbook*, the UAC website, www.uac.edu.au, or from the Careers Advisor.

ATAR Requirements

To be eligible for an ATAR (as a school leaver) you must:

- ▶ Qualify for the award of a Higher School Certificate.
- ▶ Study a minimum of 10 Board Developed units. Vocational Education Curriculum Framework (240 hours) units are classified as Board Developed Courses (Category B).
- ▶ 2 units of English must be included.
- ▶ The Universities Board divides HSC courses into Category A and Category B. Only 2 units of Category B Courses will be counted in your 10 best units. Category A and B courses are listed on the Summary Sheet for Courses offered to RHS students – Page 20-21.



HSC Pathways

Most students study a two-year HSC program in Years 11 and 12. The Pathways provisions allow flexibility in obtaining the HSC and enable equitable access to the HSC for all.

Accumulation ~ students may accumulate the HSC over a period of time, up to five years.

Repeating courses ~ students may repeat one or more HSC courses within a five year period.

Recognition for Prior Learning ~ students may be granted credit transfer from courses studied at other educational institutions.

Acceleration ~ acceleration gives more able students the opportunity to progress through study requirements at a faster rate by successfully completing the course content in a shorter time and accumulating results.

Part time Traineeships and Apprenticeships ~ a School-based Part-time Traineeship or Apprenticeship can be undertaken at the same time as HSC studies. A Traineeship or Apprenticeship is a paid job that combines work and training that leads to an AQF VET qualification.

Open High School and OTEN ~ students who have a particular need or wish to study a course not offered at school may apply to study the course by correspondence. The Open High School and OTEN will send students written or taped lessons that they must complete independently and on time.

Saturday School of Community Languages ~ classes are held on Saturday morning at local high schools. These courses are in addition to those studied at school and they do count in your pattern of study.

Students wishing to undertake a Pathways program must discuss this with the Careers Advisor and their Deputy Principal.

Assessment and Reporting

For the award of the Higher School Certificate students must have satisfactorily completed all courses studied. This includes the completion of practical, oral and project works required for specific courses and the assessment requirements for each course. Students will receive a separate Assessment Booklet for the Preliminary and HSC years. Students must also sit for, and make a serious attempt at the Higher School Certificate examinations. Students studying a VET Curriculum Framework Course must also complete a mandatory 35 hour Work Placement each year.

On satisfactory completion of your HSC you will receive a portfolio containing:

- ▶ The Record of Achievement - This document lists the courses you have studied and reports the marks and bands you have achieved.
- ▶ Course Reports - For every HSC Board Developed Course (except for VET Curriculum Framework Courses) that you sit in the external HSC Exam you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course indicating the knowledge, skills and understanding attained in that subject. A graph showing the state-wide distribution of marks in the course is also shown.
- ▶ The HSC Testamur - This is the official certificate confirming achievement of all requirements for the award.



Board Developed Courses

- ▶ School-based assessment tasks contribute to 50% of your HSC mark. Your school assessment mark is based on your performance in assessment tasks you have undertaken during the course.
- ▶ The other 50% will come from the HSC examination.
- ▶ The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

Vocational Education and Training Curriculum Frameworks (240 hours)

- ▶ The total 100% of marks will come from the HSC external examination.
- ▶ The HSC mark will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. For example, band 6 (from 90 – 100) will correspond to the highest level of achievement.
- ▶ Throughout the course you are deemed to have achieved competencies or not yet achieved competencies.
- ▶ Achievement of competencies can lead to a nationally recognised AQF Certificate I, Certificate II, or a Statement of Attainment; depending on the course studied and competencies achieved.
- ▶ Students will also receive an AQF Record of Achievement that lists competencies that have been achieved.

Content Endorsed Courses

- ▶ School-based assessment tasks contribute to 100% of the HSC mark. The school assessment mark will be based on the student's performance in assessment tasks undertaken during the course.





Section 3 – Courses

Board Developed courses, VET Framework courses and Board Endorsed courses offered at RHS, local Hawkesbury Schools and TAFE

| SUMMARY SHEET FOR SUBJECTS OFFERED TO RICHMOND HIGH STUDENTS | | | | | |
|--|--|--|-------------------------------|----------------|---------|
| SUBJECT | BOARD OF STUDIES STATUS | MAJOR WORK/ PORTFOLIO/RESEARCH PERFORMANCE/WORK PLACEMENT | VENUE WHERE COURSE IS OFFERED | ATAR CATE-GORY | ATAR |
| Agriculture | Board Developed | Compulsory Excursion | Richmond High School | A | Yes |
| Ancient History | Board Developed | | Richmond High School | A | Yes |
| Biology ## | Board Developed | Compulsory Excursion | Richmond High School | A | Yes |
| Business Services | Board Developed / Curriculum VET / Framework | Work Placement | Richmond High School | B | Yes/No* |
| Business Studies | Board Developed | | Richmond High School | A | Yes |
| Ceramics | Board Endorsed | | Richmond High School | # | No |
| Chemistry ## | Board Developed | | Richmond High School | A | Yes |
| Community and Family Studies (CAFS) | Board Developed | Independent Research Project | Richmond High School | A | Yes |
| Computer Applications | Board Endorsed | | Richmond High School | # | No |
| Construction | Board Developed / Curriculum VET / Framework | Work Placement | Richmond High School | B | Yes/No* |
| Dance | Board Developed | Performance | Richmond High School | A | Yes |
| Drama | Board Developed | Performance | Richmond High School | A | Yes |
| Earth and Environmental Science ## | Board Developed | Compulsory Excursion | Richmond High School | A | Yes |
| Economics | Board Developed | | Richmond High School | A | Yes |
| Engineering Studies | Board Developed | | Richmond High School | A | Yes |
| English - Advanced | Board Developed | | Richmond High School | A | Yes |
| English Extension 1 | Yr 11 (1 unit), Yr 12 (1 unit) | | Richmond High School | A | Yes |
| English - Standard | Board Developed | | Richmond High School | A | Yes |
| English - Studies | Board Developed/ Content Endorsed | | Richmond High School | # | No |
| Entertainment | Board Developed / Curriculum VET / Framework | Work Placement | Windsor High School | B | Yes/No* |
| Exploring Early Childhood (EEC) | Board Endorsed | | Richmond High School | # | No |
| Food Technology | Board Developed | | Richmond High School | A | Yes |
| Geography | Board Developed | | Richmond High School | A | Yes |
| History Extension ** | Yr 12 (1 unit) Bd Dev | | Richmond High School | A | Yes |
| Hospitality - Food & Beverage Stream - Kitchen Operations Stream | Board Developed / Curriculum VET / Framework | Work Placement | Richmond High School | B | Yes/No* |
| Industrial Technology | Board Developed | Major Work | Richmond High School | A | Yes |
| Information Processes and Technology | Board Developed | | Richmond High School | A | Yes |
| Investigating Science ## | Board Developed | 35 hours of practical investigations including a depth study | Richmond High School | A | Yes |
| Legal Studies | Board Developed | | | | |
| Mathematics Advanced | Board Developed | | Richmond High School | A | Yes |
| Mathematics Extension 1 | Yr 11 (1 unit), Yr 12 (1 unit) | | Richmond High School | A | Yes |
| Mathematics Extension 2 | Yr 12 (1 unit) | | Richmond High School | A | Yes |
| Mathematics Standard | Preliminary Board Developed | | Richmond High School | A | Yes |
| Mathematics Standard HSC1 | Board Endorsed (Year 12) | | Richmond High School | A | No |
| Mathematics Standard HSC2 | Board Developed (Year 12) | | Richmond High School | A | Yes |



| | | | | | |
|---------------------------------------|--|---|-----------------------|---|---------|
| Metals & Engineering | Board Developed / Curriculum VET / Framework | Work Placement | Windsor High School | B | Yes/No* |
| Modern History | Board Developed | | Richmond High School | A | Yes |
| Music 1 | Board Developed | Performance | Richmond High School | A | Yes |
| PD/Health/PE | Board Developed | | Richmond High School | A | Yes |
| Photography, Video, & Digital Imaging | Board Endorsed | | Richmond High School | # | No |
| Physics ## | Board Developed | | Richmond High School | A | Yes |
| Primary Industries - Agriculture | Board Developed / Curriculum VET / Framework | Work Placement | Windsor High School | B | Yes/No* |
| Retail Services | Board Developed / Curriculum VET / Framework | Work Placement | Richmond High School | B | Yes/No* |
| Society and Culture | Board Developed | Major Research Project | Richmond High School | A | Yes |
| Sport Lifestyle & Recreation (SLR) | Board Endorsed | | Richmond High School | # | No |
| Textiles and Design | Board Developed | Major Work | Richmond High School | A | Yes |
| EVET courses (See back of book) | Board Developed | Courses run for 2 years. Work Placement | Various TAFE Colleges | B | Yes/No* |
| EVET courses (See back of book) | Board Endorsed | Attendance Term 1,2 & 3 only. Some courses have Work Placement. | Various TAFE Colleges | # | No |
| Visual Arts | Board Developed | Portfolio/Major Work | Richmond High School | A | Yes |
| Visual Design | Board Endorsed | | Richmond High School | # | No |
| Work Studies | Board Endorsed | Work Placement | Richmond High School | # | No |

Note: All subjects listed above with the exception of EVET Board Endorsed courses run for 2 years. Most EVET courses are for one year only - some may continue for 2 years. Check EVET/TAFE pages.

* For inclusion of VET Framework courses in the calculation of the ATAR you must study the course for 2 years and sit the HSC examination. Only one VET Framework course will be used in the calculation of the ATAR.

Board Endorsed Courses do not contribute to an ATAR.

** Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.

Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary Units and 6 HSC units of Science can be included. The course Senior Science may not be taken as a Preliminary course with any of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Investigating Science and Physics. If at the end of the Preliminary course students discontinue one of the other 2 unit Science courses they can choose to take HSC Senior Science in its place.





| AGRICULTURE | | SCIENCE | |
|---|--|---|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic environmental and social environment.</p> | | | |
| The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability. | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Overview of Australian Agriculture • The Farm Case Study • Plant Production • Animal Production | | <ul style="list-style-type: none"> • Plant/Animal Production • Farm/Product Study | |
| <p>Specific Course Requirements: Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process journal must be submitted to the Board</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Independent worker • Self-motivated • Organised <p>Desirable Knowledge</p> <ul style="list-style-type: none"> • Junior Agriculture | |
| <p>Careers Opportunities Farm manager, Farm hand, Nursery assistant, Greenkeeper, Gardener, Horse trainer, Flower grower, Landscaping, Pest and weed controller, Animal attendant, Horticulturalist, Viticulturist, Agronomist, Agricultural scientist.</p> | | | |
| | | Fee | \$40 |



| ANCIENT HISTORY | HSIE | | |
|--|---|-----|------|
| Course | Faculty | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| Course Description | | | |
| <p>Ancient History engages students in an investigation of life in early societies. Through the study of the possible motivations and actions of individuals and groups, students learn how they shaped the political, social, economic and cultural landscapes of the ancient world.</p> <p>Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.</p> | | | |
| Students analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | |
| <p>The course comprises a study of:</p> <ul style="list-style-type: none"> • Part I <ul style="list-style-type: none"> (a) Investigating Ancient History (b) Two Case Studies – <p>ONE case study from Egypt, Greece, Rome or Celtic Europe. The other case study from the Near East, Asia, the Americas or Australia.</p> <ul style="list-style-type: none"> • Part II Features of Ancient Societies • Part III Historical Investigation | <p>The course comprises a study of:</p> <ul style="list-style-type: none"> • Part I Core Study: Cities of Vesuvius – Pompeii and Herculaneum • Part II ONE 'Ancient Societies' topic • Part III ONE 'Personalities in their Times' topic • Part IV ONE 'Historical Periods' topic. | | |
| <p>Specific Course Requirements:</p> <p>Nil</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Persistence • Inquisitiveness • Willingness to learn about the past <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>)</p> <ul style="list-style-type: none"> • Knowledge of Ancient societies • Research skills | | |
| Careers Opportunities | | | |
| <p>Travel Consultant, Photographer, Court and Hansard Reporter, Defence Force, Teacher, Playwright, Law Clerk, Art Historian, Editor, Film, Stage and Television Director, Museum Technician, Anthropologist, Archivist, Conservator.</p> | | | |
| <table border="1" style="margin-left: auto;"> <tr> <td style="padding: 5px;">Fee</td> <td style="padding: 5px; font-size: 1.2em; font-weight: bold;">\$40</td> </tr> </table> | | Fee | \$40 |
| Fee | \$40 | | |



| BIOLOGY | SCIENCE | | |
|--|---|-----|------|
| Course | Faculty | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description Biology explores the diversity of life from a molecular to a biological systems level. This 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.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • Single cells for the basis of all life, cell ultrastructure and biochemical processes • The structure and function of multicellular organisms and how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms • Biological diversity including specialisation for selected habitats and evolution of species • Ecosystem dynamics and the interrelationships of organisms within the ecosystem. <p>The HSC course incorporates the study of;</p> <ul style="list-style-type: none"> • The structure of DNA and the mechanisms of inheritance • Natural genetic change and the use of genetic technologies to induce genetic change • Infectious diseases and the organisms response, including the human immune system • Non-infectious disease and disorders and a range of technologies and methods to assist, control and prevent and treat non-infectious disease | | | |
| Exclusions: Nil | | | |
| Modules Studied in Preliminary Course (Year 11) | Modules Studied in HSC Course (Year 12) | | |
| <ul style="list-style-type: none"> • Cells as the Basis for Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics | <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Diseases • Non-Infectious Diseases and Disorders | | |
| <p>Specific Course Requirements: A minimum of 35 hours of practical investigations including depth studies and one fieldwork exercise are compulsory in Year 11.</p> <p>A minimum of 35 hours of practical investigations including depth studies is compulsory in Year 12.</p> | <p>Personal Qualities – the ability to: Enjoy investigating and reporting on biological problems, work safely, persevere to solve complex problems</p> <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>) An interest the human body and how it works.</p> | | |
| <p>Careers Opportunities Nursing, Marine Biologist, Medicine, Sports Science, Teacher, Biochemist, Geneticist, Pharmacist, Veterinarian, Veterinarian Nurse, Ambulance Officer, Acupuncturist, Dentist, Physiotherapist, Fitness Instructor, Horticulturalist, Natural Therapist, Optometrist, Journalist, Forensics Investigator, Microbiologist, Radiologist, Pathologist, Psychiatrist, Psychologist, Sports Coach, Medical Imaging Technologist, Zookeeper, Dental Hygienist, Environmental Officer, Natural Therapist, Speech Pathologist, Park Ranger, Wine Maker.</p> | | | |
| | <table border="1" style="margin-left: auto;"> <tr> <td style="padding: 5px;">Fee</td> <td style="padding: 5px; font-size: 1.2em; font-weight: bold;">\$30</td> </tr> </table> | Fee | \$30 |
| Fee | \$30 | | |



Education
Public Schools

Macquarie Park
Registered Training Organisation 90222
BUSINESS SERVICES
240 indicative hours – 2018



Offered at Richmond High - No Application Required

| QUALIFICATION: Certificate II Business (BSB20115) | | |
|---|--|--------------------------------|
| <ul style="list-style-type: none"> Board Developed Course – NESA Course No: 26101 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses - nil | <ul style="list-style-type: none"> A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR) Consumables – Yet to be determined (Proposed fee - \$20) | |
| <p>Course Description: This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, and payroll clerk/officer and office manager/owner of a small business.</p> <p>HSC Course Structure: This course consists of one core unit and fourteen elective units</p> | | |
| UNITS OF COMPETENCY | | |
| Core – Attempt all units | | |
| Unit code | Unit title | HSC indicative hours of credit |
| BSBWHS201 | Contribute to health and safety of self and others (Examinable) | 15 |
| Stream focus area - Mandatory (Examinable) | | |
| BSBINN201 | Contribute to workplace innovation | 15 |
| BSBCUS201 | Deliver a service to customers | 15 |
| BSBIND201 | Work effectively in a business environment | 25 |
| BSBINM201 | Process and maintain workplace information | 15 |
| BSBSUS201 | Participate in environmentally sustainable work practices | 15 |
| TLIP2029 | Prepare and process financial documents | 20 |
| Electives - Attempt ALL units | | |
| BSBWOR204 | Use business technology | 15 |
| BSBWOR203 | Work effectively with others | 15 |
| BSBCMM201 | Communicate in the workplace | 15 |
| BSBWOR202 | Organise and complete daily work activities | 15 |
| BSBITU201 | Produce simple word processed documents | 20 |
| BSBITU202 | Create and use spreadsheets | 20 |
| BSBITU307 | Develop keyboarding speed and accuracy | 25 |
| ASSESSMENT AND COURSE COMPLETION | | |
| <p>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.</p> <p>Work placement: Students must complete a minimum of 70 hours work placement in a Business Services related industry workplace (35 hours in each of Years 11 and 12).</p> <p>Optional HSC examination: Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Focus areas and associated Units of Competency. 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 of a student to receive an AQF VET qualification.</p> <p>N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals: Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p> <p>Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p> | | |

Updated March 2017



| BUSINESS STUDIES | HSIE |
|--|---|
| Course | Faculty |
| <p><i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i></p> | |
| <p><u>Course Description</u> Business Studies investigates the role, processes and management of businesses within our society. Students will learn about the different areas involved in running a business and investigate contemporary businesses to deepen their understanding of the content covered in this course.</p> | |
| <p>Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies. They will also be required to present business information using appropriate formats.</p> | |
| <p>Exclusions: Nil</p> | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • Nature of Business • Business Management • Business Planning | <ul style="list-style-type: none"> • Finance • Marketing • Human Resources • Operations |
| <p><u>Specific Course Requirements:</u></p> <p>Nil</p> | <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Self-motivated • Desire to develop ones’ analytical thinking skills • Curiosity in how businesses try to achieve their goals <p><u>Desirable Knowledge</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement)</i></p> <ul style="list-style-type: none"> • Awareness of businesses making headlines in the media |
| <p><u>Careers Opportunities</u> Business Manager, Marketing Analyst, Accounting, Employment Relations Officer/Manager, Financial Officer/Analyst, Sales Assistant/Manager/Buyer, Advertising Assistant/Manager, Human Resources Manager/Officer, Industrial Relations Officer, Manager, Banking Officer, Insurance Clerk, Business Owner/Operator.</p> | |



| CERAMICS 2 UNIT | CREATIVE & PERFORMING ARTS |
|--|---|
| Course | Faculty |
| <p><i>A Board Developed Course, which does not contribute towards the Australian Tertiary Admission Rank.</i></p> | |
| <p>Course Description Ceramics Stage 6 Content Endorsed Course provides a context within which to develop the general competencies essential to acquire the effective, higher-order thinking skills necessary for further education, work and everyday life. In <i>collecting, analysing and organising information</i>, students learn to select information to be adapted and shaped in their own investigations of ideas, ceramic practices and works. In <i>communicating ideas and information</i>, Ceramics students develop skills in representing their ideas in practice and explore different ways of communicating these ideas to audiences of ceramics.</p> <p>This course will allow students to:</p> <ul style="list-style-type: none"> • increase visual awareness of their environment and the way visual representations can be created from this to communicate ideas and feelings • develop an understanding of the methods ceramists, sculptors and designers use to build meanings • develop skills through the acquisition of the techniques used in ceramics • use ceramics as a means of visual communications and a process to aid observation and analysis gain an understanding of careers involving ceramics | |
| <p>No prerequisite to study this course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> | |
| <p>Proposed Topics Studied in Preliminary Course (Year 11) & 12</p> | |
| <p>Main Topics Covered: Practical 70%: This course will allow students to work in one or more of the following modules:</p> <ul style="list-style-type: none"> • Handbuilding • Sculptural Forms • Casting • Surface Treatment • Mixed Media | <p>Critical / Historical Study 30% Students will;</p> <ul style="list-style-type: none"> • Interpret and explain ceramic practices • Investigate the roles and relationships among concepts of artist/ceramist, artwork, world, audience and consumer/audience • Investigate works through different points of view • Explore ways in which histories and narratives can be built on to explain practices and interests in ceramics. |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • Flash drive. • A Subject Materials Contribution of \$70.00 per student. <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement</i>).</p> <p>Studying Visual Arts, Photography and Visual Design in Years 9 and 10 may be an advantage.</p> | <p>Personal Qualities:</p> <ul style="list-style-type: none"> • Prepared to work outside of school hours to complete required work • Use own time to study information given in class time. • Independent thinking and learning • A desire to create 3 Dimensional forms. |
| <p>Careers Opportunities Ceramist, Potter, Visual Merchandiser, Interior Decorator, Practicing Artist, Teacher.</p> | |
| | <p>Fee \$70</p> |



| CHEMISTRY | SCIENCE | |
|---|--|-------------|
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p><u>Course Description</u> Chemistry explores the structure, composition, and reactions of and between all elements, compounds and mixtures which exist in the universe.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • The properties and trends in the physical, structural and chemical aspects of matter • The mole concept and stoichiometric relationships • Types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions • Energy considerations in the driving force for chemical reactions <p>The HSC course incorporates the study of;</p> <ul style="list-style-type: none"> • The characteristics of equilibrium systems, and the factors that affect these systems • Quantitative analysis of acids and bases using contemporary models • The structure of, and reactions involving, carbon compounds • Chemical systems used to design and analyse chemical processes | | |
| Exclusions: Nil | | |
| Modules Studied in Preliminary Course (Year 11) | Modules Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions | <ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/Base Reactions • Organic Chemistry • Applying Chemical Ideas | |
| <p><u>Specific Course Requirements:</u> A minimum of 35 hours of practical investigations including depth studies is compulsory in Year 11.</p> <p>A minimum of 35 hours of practical investigations including depth studies is compulsory in Year 12.</p> | <p><u>Personal Qualities</u> Enjoy investigating and reporting on chemistry problems, Work safely, Persevere to solve complex problems</p> <p><u>Desirable Knowledge</u> (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement</i>) An interest in understanding the chemical nature of matter and carrying out chemical reactions.</p> | |
| <p><u>Careers Opportunities</u> Industrial Chemist, Biochemist, Pharmacist, Chemical Engineer, Teacher, Nursing, Materials Scientist, Veterinarian, Veterinarian Nurse, Optometrist, Landscape Gardener, Photographer, Agronomist, Chemical Plant Operator, Food Processing Technician, Radiologist, Research Analyst, Stock and Station Agent, Pharmacy Assistant, Pharmaceutical Sales Representative, Pest Controller, Laboratory Assistant, Dietician, Engineer, Forensic Scientist, Ambulance Officer, Medical Practitioner, Zoologist, Sports Scientist.</p> | | |
| | Fee | \$30 |



| COMMUNITY & FAMILY STUDIES | | HOME ECONOMICS | |
|--|--|--|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description: CAFS is the study of life issues as they relate to family, friendships & working relationships. CAFS is equally relevant to both male and female students and has the capacity to challenge and extend students of all levels. The world we live in today is rapidly changing, both socially and technologically. We are living fast-paced lives and come into contact with a wide variety of different people.</p> | | | |
| <p>The course offers students the opportunity to become active members of the community in which they live and to make a positive contribution to society now and in their future life.</p> | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <p>Resource Management</p> <ul style="list-style-type: none"> Basic concepts of the resource management process (approximately 20% of course time). <p>Individuals and Groups</p> <ul style="list-style-type: none"> The individual's roles, relationships and tasks within groups (approx. 40% of course time). <p>Families and Communities</p> <ul style="list-style-type: none"> Family structures and functions and the interaction between family and community (approx. 40% of course time). | | <p>Research Methodology: Independent Research Project</p> <p>Groups in Context: Characteristics and needs of specific community groups</p> <p>Parenting & Caring: Issues facing individuals and groups in roles of parenting and caring</p> <p>Any one of the following options:</p> <ul style="list-style-type: none"> Family & Societal Interactions or Social Impact of Technology or Individuals & Work | |
| <p>Specific Course Requirements: As part of the HSC, students are required to complete an IRP. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities or resource management.</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> Participate in class discussions Take responsibility for own learning Good research skills Independent learner <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>) NA</p> | |
| <p>Careers Opportunities Psychologist, Nanny, Child Care Assistant, Early Childhood Teacher, Secondary Teacher, Social Worker, Youth Worker, Consumer Advisor, Human Resources Manager, Travel Consultant, Marketing/Advertising Officer.</p> | | | |
| | | Fee | \$20 |



| COMPUTING APPLICATIONS | | TECHNOLOGY & APPLIED STUDIES | |
|--|--|---|-------------|
| Course | | Faculty | |
| <p><i>A Content Endorsed Course, which does NOT contribute towards the Australian Tertiary Administration Rank.</i></p> | | | |
| <p>Course Description This course develops students’ capacity to be critical, ethical, competent and confident users of Information and Communication Technologies in order to participate in a range of work, study and other life situations. Project work is integrated into the course and there are opportunities for individual and group projects in each of the modules. Students will gain experience in using various software types along with basic software programming and learn about implications of computer-based technologies across subjects. In addition, the study of Computing Applications Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.</p> | | | |
| <p>Projects are an important and significant part of this course.</p> | | | |
| <p>Exclusions: Nil</p> | | | |
| <p>Proposed Topics Studied in Preliminary Course (Year 11)</p> | | <p>Proposed Topics Studied in HSC Course (Year 12)</p> | |
| <ul style="list-style-type: none"> • Hardware and Software Skills • Graphics I • Desktop Publishing I • Multimedia I • Spreadsheets I • Communications I | | <ul style="list-style-type: none"> • Graphics II • Desktop Publishing II • Multimedia II • Spreadsheets II • Communications II • Databases | |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. • It is expected that the target group for Computing Applications is those students who had had little practical experience in using computers. • Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students. | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Interest in computer technology • Positive attitude to learning new technologies <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> | |
| <p>Careers Opportunities <i>(This list is only a sample of careers linked to this subject)</i> Students who successfully complete Computing Applications will be confident, competent and discriminating users of information processes and information technology. They will be well prepared to pursue further education and employment across an especially wide range of contexts.</p> | | | |
| | | Fee | \$20 |



Education
Public Schools

Macquarie Park
Registered Training Organisation 90222
CONSTRUCTION PATHWAYS
240 indicative hours – 2018



Offered at Richmond High - No Application Required

| QUALIFICATION: Certificate II in Construction Pathways (CPC20211) | | |
|---|---|--------------------------------|
| <ul style="list-style-type: none"> Board Developed Course – NESA Course No: 26201 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil | <ul style="list-style-type: none"> A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC) Category B status for the Australian Tertiary Admission Rank (ATAR) Consumables – Yet to be determined (2017 - \$100) plus if required the cost to complete a White Card Course. | |
| <p>Course Description: This course provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder’s labourer, concreter and painter and decorator. As part of the course, all students must have a WorkCover ‘white card’ before they can enter a worksite.</p> <p>HSC Course Structure: This course consists of six core units of competency and nine elective units.</p> | | |
| UNITS OF COMPETENCY – Compulsory – Attempt ALL units | | |
| Core - Attempt all units | | |
| Unit code | Unit title | HSC indicative hours of credit |
| CPCCOHS2001A | Apply OHS requirements, policies and procedures in the construction industry | 15 |
| CPCCCM1012A | Work effectively and sustainably in the construction industry | 25 |
| CPCCCM1013A | Plan and organise work | 10 |
| CPCCCM1014A | Conduct workplace communication | 10 |
| CPCCCM1015A | Carry out measurements and calculations | 20 |
| CPCCCM2001A | Read and interpret plans and specifications | 20 |
| Electives - Attempt ALL units | | |
| CPCCCA2002B | Use carpentry tools and equipment | Group B elective 10 |
| CPCCCA2011A | Handle carpentry materials | Group B elective 20 |
| CPCCCM2006B | Apply basic levelling procedures | Group H elective 15 |
| CPCCCO2013A | Carry out concreting to simple forms | Group H elective 20 |
| CPCCJN2001A | Assemble components | Group F elective 15 |
| CPCCJN2002B | Prepare for offsite manufacturing processes | Group F elective 10 |
| CPCCCA2003A | Erect and dismantle formwork for footings and slabs on the ground | Group B elective 25 |
| Additional examinable units delivered to meet NESA requirements | | |
| CPCCCM2005B | Use construction tools and equipment | 20 |
| CPCCWHS1001 | Prepare to work safely in the construction industry | 10 |
| ASSESSMENT AND COURSE COMPLETION | | |
| <p>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.</p> <p>Work placement: Students must complete a minimum of 70 hours work placement in a Construction related industry workplace (35 hours in each of Years 11 and 12).</p> <p>Optional HSC examination: Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory Units of Competency. 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 of a student to receive an AQF VET qualification.</p> <p>N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals: Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.</p> <p>Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p> | | |

Updated March 2017



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|--|--|---|-------------|
| DANCE | | CREATING & PERFORMING ARTS | |
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description</p> <p>Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.</p> <p>Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.</p> | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Performance (40%) • Composition (20%) • Appreciation (20%) <p>Additional 20% to be allocated by the teacher to suit the specific circumstances/context of the class).</p> | | <ul style="list-style-type: none"> • Core Performance 20%, Core Composition 20%, Appreciation 20% • Major Study (40%) Performance or Composition or Appreciation or Dance and Technology | |
| <p>Specific Course Requirements:</p> <p>The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses. The published Course Prescriptions, which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Creative • Independent worker • Self-motivated <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Wide range of prior dance experience | |
| <p>Careers Opportunities</p> <p>Dance Teacher, Professional Dancer, Dance Instructor, Choreographer, Dance Adjudicator, Director</p> | | | |
| | | Fee | \$30 |



| DRAMA | ENGLISH |
|--|---|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> | |
| Exclusions: Nil | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| Year 11 content comprises an interaction between the components of improvisation, play building and acting. Elements of production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas. | Australian Drama and Theatre and Studies in Drama and Theatre involves the theatrical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The group performance of between 3-6 students involves creating a piece of original theatre (8-12 minutes duration). It provides opportunity for each student to demonstrate their performance skills. The Individual Project demonstrates expertise in a particular area. One project is chosen from Critical Analysis, or Design Performance, Script Writing, or Video Drama. |
| <p>Specific Course Requirements: Preliminary course:</p> <ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles HSC course <ul style="list-style-type: none"> • Australian Drama & Theatre • Studies in Drama & Theatre • Group Performance (core content) • Individual Project | <p>Personal Qualities You should be energetic, prepared to perform to any size audience, imaginative and spontaneous, committed to after-school practice and performance.</p> <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> A keen interest in performance will help you to develop understanding of this craft.</p> |
| <p>Careers Opportunities If you are interested in a career in this industry you should be involved with amateur theatre and/or taking drama classes outside of school hours. Drama Teacher, Professional Actor/Performer, Theatre, Film or Television, Fitness/Aerobics Instructor, Community Drama Work, Youth Worker, Sports Administrator, Vacation Care Teacher.</p> | |
| Fee \$30 | |



| EARTH & ENVIRONMENTAL SCIENCE | SCIENCE | |
|--|--|-------------|
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p>Course Description This subject explores the Earth’s features and naturally occurring phenomena and cycles as well as the Earths renewable and non-renewable resources including environmental issues.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • Key features of the Earth’s systems, including the geosphere, atmosphere, lithosphere and biosphere and how they are interrelated • The theory of plate tectonics and the energy and geological changes that occur at plate boundaries • the factors that influence how energy is transferred and transformed in the Earth’s systems • human impact on the Earth in relation to hydrological & geological processes and biological changes <p>The HSC course incorporates the study of;</p> <ul style="list-style-type: none"> • Models that show the structure and development of the Earth over its history • The Earth’s hazards and the way in which they affect, and are affected by, the Earth’s systems • The natural processes and human influences of the Earth, including evidence for changes in climate • Renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth’s systems | | |
| Exclusions: Nil | | |
| Modules Studied in Preliminary Course (Year 11) | Modules Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Earth’s Resources • Plate Tectonics • Energy Transformation • Human Impacts | <ul style="list-style-type: none"> • Earth’s Processes • Hazards • Climate Science • Resource Management | |
| <p>Specific Course Requirements: A minimum of 35 hours of practical investigations including depth studies and one fieldwork exercise are compulsory in Year 11.</p> <p>A minimum of 35 hours of practical investigations including depth studies and one fieldwork exercise are compulsory in Year 12.</p> | <p>Personal Qualities Work individually & as part of a team; work safely & persevere to solve problems; enjoy a challenge.</p> <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>) An interest in natural events, the Earth’s history and environmental issues is an advantage in this course.</p> | |
| <p>Careers Opportunities Environmental Scientist, Geologist, Mineralogist, Seismologist, Environmental Officer, Forest Technical Officer, Landscape Architect/Gardener, Greenkeeper, Forensic Scientist, Fisheries Officer, Winemaker, Pest & Weed Controller, Quarantine Officer, Journalist, Lawyer, Teacher, Pest Controller, Mining, Exploration Geologist, Park Ranger, Landscaping, Geographer, Urban Planner, Meteorologist.</p> | | |
| | Fee | \$30 |



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|---|---|
| ECONOMICS | HSIE |
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description Economics provides an understanding for students about many aspects of the economy and its operation. By understanding economics students can make informed judgements about issues and policies that dominate the media and politics, for example, unemployment, inflation, wages determination. It develops the analytical and problem solving skills and communication skills students require in life and the workforce. It allows students to become well informed citizens now and in the future.</p> | |
| There is a strong emphasis on global influences on the Australian economy. | |
| Exclusions: Nil | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • Introduction to Economics • Consumers and Business • Markets • Labour Markets • Financial Markets • Government in the Economy | <ul style="list-style-type: none"> • The Global Economy • Australia’s Place in the Global Economy • Economic Issues • Economic Policies and Management |
| <p>Specific Course Requirements: Nil</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Motivation to achieve your personal best • Dedication and commitment to senior studies <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Numeracy skills • Interest in current affairs in the media |
| <p>Careers Opportunities Share, Finance or Commodities Marketer, Business, Economic Forecaster, Banker, Teacher, Project Manager, Resource Manager, Property Developer, Environmental Manager, Foreign Affairs -Diplomat, Journalist, Economic Policy Writer, Shipping Clerk, Credit Control Officer/Manager, Retail Manager, Marketing Officer, Retail Buyer.</p> | |



| ENGINEERING STUDIES | | INDUSTRIAL ARTS | |
|---|--|---|-----------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| Course Description | | | |
| <p>The aim of Engineering Studies Stage 6 is to develop students’ understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology. Students will develop understanding, appreciation and knowledge of the scope, role and responsibilities of engineering in society, in addition to the communication, management and problem solving skills appropriate to engineering methodologies.</p> | | | |
| <p>There is a strong emphasis on; utilising higher-order thinking in collecting, analysing and organising information, working collaboratively, and using mathematical ideas and techniques.</p> | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Engineering Fundamentals • Engineered Products • Braking Systems • Bio Engineering | | <ul style="list-style-type: none"> • Personal and Public Transport • Aeronautical Engineering • Telecommunications Engineering | |
| Specific Course Requirements: | | Personal Qualities | |
| Nil | | <ul style="list-style-type: none"> • Motivation to achieve your personal best • Dedication and commitment to senior studies • Enthusiasm towards understanding how things work | |
| | | <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <p>Background knowledge in the Stage 5 elective courses of either Design and Technology or Industrial Technology is desirable but not essential.</p> | |
| Careers Opportunities | | | |
| <p>Aerospace Engineering, Agricultural Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Environmental Engineering, Industrial, Health, and Safety Engineering, Materials Engineering, Mechanical Engineering, Mining and Geological Engineering, Nuclear Engineering, Petroleum Engineering</p> | | | |
| | | | Fee \$50 |



| ENGLISH ADVANCED | ENGLISH |
|--|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p> | |
| <p>The English (Advanced) course requires the close study of at least four types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction, poetry or drama; non-fiction or media or multimedia texts. A wide range of additional related texts and textual forms will be studied.</p> | |
| Exclusions: English Standard; Fundamentals of English; EALD | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the Advanced and Standard courses is undertaken through a Common Module titled 'Reading to Write'. Students explore a range of texts and develop skills in creative, personal and analytical composition (40 hours). • Electives, in which students explore, examine and analyse texts, as well as analysing aspects of representation and the ways in which texts and contexts shape and are shaped by different attitudes and values (80 hours). | <p>The course has two sections:</p> <ul style="list-style-type: none"> • The HSC consists of one Common Module – 'Texts and Human Experiences' common to the HSC Advanced, Standard and Studies courses where students analyse and explore texts and apply skills in synthesis and composition (30 hours). • Modules, which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to study Module A: 'Textual Conversations', Module B: 'Critical Study of Literature' and the concurrent study of Module C: 'The Craft of Writing' (30 hours each). |
| <p>Specific Course Requirements: Students will experience a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. These texts will include quality literature, cultural, social and gender perspectives and Australian texts that integrate Aboriginal or Torres Strait Islander authors and Asian intercultural perspectives. These include integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Enthusiasm for English • Ability to work and think independently • Ability to think critically about texts • Desire to improve written and oral skills • Excellent reader with wide reading experience <p>Desirable Knowledge Developed skills in critical and creative composition and analysis.</p> |
| <p>Careers Opportunities Bookseller, Hotel/Motel Manager, Youth Worker, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Welfare Worker, Translator, Scriptwriter, Copywriter, Interpreter, Personal Assistant, Teacher, Psychiatrist, Marketing Officer</p> | |



| ENGLISH Extension 1 | ENGLISH |
|--|---|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description Preliminary English Extension is a 1 unit course studied alongside Advanced English. 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. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. Extension 2 English is an additional one-unit course involving a major work and is taken alongside English Advanced and English Extension 1 in Year 12.</p> | |
| <p>English Extension 1 course requires the close study of at least 3 types of prescribed texts in addition to texts of the students’ own choosing. Students study ONE elective chosen from ONE of the HSC Modules.</p> | |
| Exclusions: English Standard; Fundamentals of English; EAL/D, English Studies | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>Students will study one elective in Year 11 titled “Texts, Culture and Value” (40 hours). This will include a study of literary movements, critical perspectives and close analysis of at least three texts and at least one other related text. Students will explore the relationships between a text and its culture and examine the ways language shapes and reflects values. They will engage in an Independent Research Project (20 hours) that examines a core text and its manifestations across time and culture.</p> | <p>Students study a common module titled ‘Literary Worlds’ and one Module Elective . This involves an analysis of at least three prescribed texts and at least two texts of the students’ own choosing. The Module Elective options are centred on the concepts of Genre, Context, Representation, Intertextuality, Ways of Thinking and Language and Values. Students develop a range of interpretive, imaginative and analytical compositions.</p> |
| <p>Specific Course Requirements: Preliminary English (Extension) course requires the study of Australian and other quality literature texts; exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts; wide reading programs involving texts and textual forms composed in and for a wide variety of contexts, including intercultural experiences of Asia and insights into experiences of Aboriginal and/or Torres Strait Islander peoples; integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate engagement in the integrated study of language and text.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Enthusiasm and passion for English, • Ability to work and think independently • Ability to think critically about texts • Enthusiasm for writing and reading sophisticated, complex texts • Excellent reader <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> Wide reading of Classic literature and developed skills in analysis and critical and creative composition</p> |
| <p>Careers Opportunities Bookseller, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Translator, Scriptwriter, Copywriter, Teacher, Psychiatrist, Marketing Officer, University Lecturer, Writer.</p> | |



| ENGLISH STANDARD | ENGLISH |
|--|--|
| Course | Faculty |
| <p><i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i></p> | |
| <p><u>Course Description</u> The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.</p> | |
| <p>Exclusions: English Advanced; EAL/D; Extension 1</p> | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the Advanced and Standard courses is undertaken through a Common Module titled 'Reading to Write'. Students explore a range of texts and develop skills in creative, personal and analytical composition (40 hours). • Electives, in which students explore, examine and analyse texts and aspects of shaping meaning, evaluating the ways in which texts as vehicles to communicate important ideas through various forms of representation (80 hours). | <p>The course has two sections:</p> <ul style="list-style-type: none"> • The HSC consists of one Common Module – 'Texts and Human Experiences' common to the HSC Advanced, Standard and Studies courses where students analyse and explore texts and apply skills in synthesis, analysis and composition (30 hours). • Modules, which emphasise particular aspects of shaping meaning and representation and ways in which texts communicate key ideas. Students are required to study Module A: 'Language, Identity and Culture', Module B: 'Close Study of Literature' and the concurrent study of Module C: 'The Craft of Writing' (30 hours each). |
| <p><u>Specific Course Requirements:</u></p> <ul style="list-style-type: none"> • Students will experience a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. These texts will include quality literature, cultural, social and gender perspectives and Australian texts that integrate Aboriginal or Torres Strait Islander authors and Asian intercultural perspectives. These include integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. | <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Enthusiasm • Imagination • Commitment to improving writing and oral skills • Good reader <p><u>Desirable Knowledge</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <p>NA</p> |
| <p><u>Careers Opportunities</u> Bookseller, Hotel/Motel Manager, Youth Worker, Lawyer, Publisher, Editor, Interpreter, Journalist, Actor, Welfare Worker, Translator, Scriptwriter, Personnel Officer, Tour Guide, Translator, Stage Manager, Teacher, Counsellor</p> | |



| ENGLISH STUDIES | ENGLISH |
|--|---|
| Course | Faculty |
| <p><i>A Board Developed Course, which has an OPTION to contribute towards the Australian Tertiary Admission Rank through the completion of a final HSC examination.</i></p> | |
| <p><u>Course Description</u> The Preliminary English Studies Course is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course and is excellent for TAFE or workplace pathways.</p> | |
| <p>Exclusions: Nil-Students who wish to attend university are recommended to select English Standard or higher</p> | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • <u>Mandatory Module</u> Mandatory module – Achieving through English: English in Education, Work and Community (30-40 hours) • <u>Elective Modules:</u> • Students will study 2-4 Modules exploring a variety of cultural, personal and contemporary perspectives. These modules are 20 to 30 hours each in length, where students engage with a range of texts to explore a variety of concepts, perspectives and modes of representation. | <ul style="list-style-type: none"> • <u>Mandatory Module</u> • The HSC consists of one Common Module – ‘Texts and Human Experiences’ common to the HSC Advanced, Standard and Studies courses where students analyse and explore texts and apply skills in synthesis, analysis and composition (30 hours). • <u>Elective Modules:</u> (choice of 2-4, 20-45 hours each) • Students will study 2-4 Modules exploring a variety of cultural, personal, workplace, youth and contemporary perspectives. Students must compose a portfolio of work showcasing their knowledge across these modules. |
| <p><u>Specific Course Requirements:</u></p> <p>Preliminary English (English studies)</p> <ul style="list-style-type: none"> • Students are required to complete the mandatory module and 2-4 elective modules. <p>HSC (English studies)</p> <ul style="list-style-type: none"> • Students are required to complete the mandatory module and 2-4 elective modules. They are to develop a multimodal portfolio of work showcasing their compositions relating to the content studied, engage with the community through their learning and be involved in research or planning for collaborative tasks. | <p><u>Please Note</u></p> <p>Elective modules may be studied in either the Preliminary course of the HSC course.</p> <p>The course develops skills that form the basis of investigation and analysis required for adult life, including the world of works as well as post-school training and education.</p> <p>Please note – English Studies external examination is OPTIONAL, and if completed, will contribute to the awarding of an ATAR</p> <p><u>Desirable Knowledge</u> NA</p> |
| <p><u>Careers Opportunities</u> Retail assistant, builder, electrician, plumber, camera operator, workshop supervisor, travel guide, graphic designer, sign writer, mechanic, and public servant.</p> | |



Education
Public Schools

Macquarie Park
Registered Training Organisation 90222
ENTERTAINMENT INDUSTRY
240 indicative hours – 2018



Offered at Windsor High – See Mrs Perry for a Cluster VET Application

| QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services | | |
|--|--|--------------------------------|
| <ul style="list-style-type: none"> • Board Developed Course – NESA Course No: 26401 • Minimum mandatory work placement – 70 hours • Exclusions with other Board Developed Courses - nil | <ul style="list-style-type: none"> • A total of 4 units of credit – Preliminary and/or HSC • Category B status for the Australian Tertiary Admission Rank (ATAR) • Consumables – Yet to be determined (2017 - \$40) | |
| <p>Course Description: This course provides students with the opportunity to obtain national vocational qualifications for employment in the Entertainment industry. Students will be able to gain skills in communication, safe work practices, working with others, resolving complaints, staging and using audio, lighting and vision systems. Possible occupations include stage hand, lighting technician, set designer and sound technician.</p> <p>HSC Course Structure: This course consists of four core units of competency and eight elective units.</p> | | |
| UNITS OF COMPETENCY | | |
| Core – Attempt all units | | |
| Unit code | Unit title | HSC indicative hours of credit |
| CPCWHS1001 | Prepare to work safely in the construction industry | 10 |
| CUAIND301 | Work effectively in the creative arts industry | 20 |
| CUAWHS302 | Apply work health and safety practices | 15 |
| SITXCCS303 | Provide service to customers | 20 |
| Electives - Attempt ALL units | | |
| CUASOU301 | Undertake live audio operations | 25 |
| CUASTA301 | Assist with production operations for live performances | 25 |
| CUALGT301 | Operate basic lighting | 25 |
| CUAVSS302 | Operate vision systems | 25 |
| MEM18002B | Use power tools/hand held operations | 20 |
| CUASOU306 | Operate sound reinforcement systems | 20 |
| CUASMT301 | Work effectively backstage during performances | 25 |
| CUASTA202 | Assist with bump in and bump out of shows | 20 |
| ASSESSMENT AND COURSE COMPLETION | | |
| <p>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.</p> <p>Work placement: Students must complete a minimum of 70 hours work placement in an Entertainment related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in other entertainment production environments intended for public performance, including school productions.</p> <p>Optional HSC examination: Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. 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 of a student to receive an AQF VET qualification.</p> <p>N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals: Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.</p> <p>Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p> | | |

Updated March 2017



| EXPLORING EARLY CHILDHOOD | HOME ECONOMICS | |
|--|---|-------------|
| Course | Faculty | |
| <i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i> | | |
| <p>Course Description Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> | | |
| <p>The study of this course will enable students to develop knowledge and understanding, and skills in:</p> <ul style="list-style-type: none"> • the physical, social-emotional, behavioural, cognitive and language development of young children • the environmental factors that have an impact upon young children’s growth and development • the development and maintenance of positive behaviours and relationships with young children • communication and interaction • research and analysis • decision making and evaluation • respect for the individuality and uniqueness of young children and their families • an appreciation of the value and importance of supportive and responsible relationships with young children. | | |
| Exclusions: Child Studies (TVET) | | |
| Proposed Modules Studied in Year 11 &/or 12 | | |
| <p>Core Study</p> <p>PART A: Pregnancy and Childbirth PART B: Child Growth and Development PART C: Promoting Positive Behaviour</p> | <p>Elective Modules chosen from:</p> <ul style="list-style-type: none"> • Play and the Developing Child • Young Children with Special Needs • Food and Nutrition • The Children’s Services Industry • Young Children and the Law • Historical and Cultural Contexts of Childhood • Young Children and the Media • Starting School/Children’s Literature | |
| <p>Specific Course Requirements:</p> <p>NA</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Ability to interact with young children • Willingness to participate in class discussions • Ability to analyse and compare information from a variety of sources and develop an understanding of child growth and development. | |
| <p>Careers Opportunities Nanny, Early Childhood Teacher, Child Care Assistant, Social Worker, Psychologist, Story Writer, Speech Pathologist, Play Therapist, Dental Assistant, Paediatric Nurse, Librarian, Mothercraft Nurse.</p> | | |
| Fee | | \$60 |



| FOOD TECHNOLOGY | | HOME ECONOMICS | |
|--|--|---|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description Food Technology is the study of the science of food. 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.</p> | | | |
| There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) | | <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Food Issues in Nutrition (25%) | |
| <p>Specific Course Requirements: In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand. Leather enclosed shoes & an apron are required for practical lessons.</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Commitment to the demands of a rigorous HSC course • Responsibility for your own learning • Willingness to participate in all class activities • Ability to meet deadlines. • Well-developed time management and organisational skills in practical lessons <p>Please note – this course does not involve a lot of cooking, usually once a fortnight.</p> | |
| <p>Careers Opportunities Nutritionist, Dietician, Chef/Cook, Food Processor, Hotel/Motel Manager, Recipe Writer, Food Technologist, Consumer Advisor, Health Officer, Health Promotion Officer, Media Writer, Nurse, Occupational Therapist.</p> | | | |
| | | Fee | \$80 |



| GEOGRAPHY | HSIE |
|---|---|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description Geography is the study of Earth and its people. There are two dimensions to this course:</p> <ul style="list-style-type: none"> • How humans interact with environments • Where things are, why they are there and how people interact in these particular environments. <p>The Preliminary course investigates how biophysical processes contribute to sustainability and the social, cultural, political, economic and environmental challenges which are occurring at the global scale. The HSC course investigates the management and protection of ecosystems at risk, the urban dynamics of large cities and the economic activity integrating the local and global context.</p> <p>Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> | |
| Exclusions: Nil | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • Biophysical Interactions (45% of course time) • Global Challenges (45% of course time) • Senior Geography Project (10% of course time) | <ul style="list-style-type: none"> • Ecosystems at Risk (33% of course time) • Urban Places (33% of course time) • People and Economic Activity (33% of course time) |
| <p>Specific Course Requirements: Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written reports.</p> | <p>Personal Qualities An interest in:</p> <ul style="list-style-type: none"> • The environment • Global issues • Current Affairs • Conducting practical research and fieldwork <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>)</p> <ul style="list-style-type: none"> • Environmental terminology and issues • Geographical skills (e.g., map, graph and statistics interpretation) • Understanding of research methods |
| <p>Careers Opportunities Tourist Information Officer, Travel Consultant, Travel Guide, Botanist, Environmental Scientist, Town Planner, Surveyor, Teacher, Real Estate Agent, Meteorologist, Marine Scientist, Cartographer, Farm Manager, Forester. Prime Minister, Environmental Activist, Catchment Management.</p> | |



Education
Public Schools

Macquarie Park
Registered Training Organisation 90222
HOSPITALITY - FOOD AND BEVERAGE
240 Indicative Hours – 2018



Offered at Richmond High - No Application Required

| QUALIFICATION: : Certificate II in Hospitality (SIT20316) | | |
|---|--|--------------------------------|
| <ul style="list-style-type: none"> • Board Developed Course – NESA Course No: 26511 • Minimum mandatory work placement – 70 hours • Exclusions with other Board Developed Courses - nil | <ul style="list-style-type: none"> • A total of 4 units of credit – 2 units x 2 years (Preliminary & HSC) • Category B status for the Australian Tertiary Admission Rank (ATAR) • Consumables: \$120 fee plus Uniform - \$60) | |
| <p>Course Description: This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in food service. Occupations in the hospitality industry including café attendant, food and beverage attendant, front office assistant.</p> <p>Course HSC Structure: To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a food and beverage focus must undertake four mandatory and four Food and Beverage stream associated units of competency (four core, one Group A elective and three Group B electives for Certificate II in Hospitality) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.</p> | | |
| UNITS OF COMPETENCY | | |
| Core - Attempt ALL units | | |
| Unit code | Unit title | HSC indicative hours of credit |
| SITXWHS001 | Participate in safe work practices (Mandatory) | 15 |
| BSBWOR203 | Work effectively with others (Mandatory) | 15 |
| SITHIND002 | Source and use information on the hospitality industry(Mandatory) | 20 |
| SITXCCS003 | Interact with customers (F&B Stream) | 15 |
| SITHIND003 | Use hospitality skills effectively (Elective) | 20 |
| SITXCOM002 | Show social and cultural sensitivity (Elective) | 10 |
| Electives | | |
| SITXFSA001 | Use hygienic practices for food safety (Mandatory) | 10 |
| SITHFAB005 | Prepare and serve espresso coffee (F&B Stream) | 15 |
| SITHFAB007 | Serve food and beverage (F&B Stream) | 40 |
| SITXFSA002 | Participate in safe food handling practices (Elective) | 15 |
| SITHFAB004 | Prepare and serve non-alcoholic beverages (F&B Stream) | 15 |
| SITHCCC003 | Prepare and present sandwiches (Elective) | 10 |
| Additional Units of competency delivered to meet BOSTES requirements | | |
| SITHCCC001 | Use food preparation equipment (Elective) | 20 |
| SITXCOM001 | Source and present information (Elective) | 10 |
| BSBSUS201 | Participate in environmentally sustainable work practices(Elective) | 15 |
| ASSESSMENT AND COURSE COMPLETION | | |
| <p>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 units of competency through holistic assessment.</p> <p>Work placement: Students must complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.</p> <p>N Determinations: Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals: Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p> <p>Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p> | | |

Updated March 2017



Education
Public Schools

Macquarie Park
Registered Training Organisation 90222
HOSPITALITY Kitchen Operations Stream
240 indicative hours – 2018



Offered at Richmond High - No Application Required

| QUALIFICATION: : Certificate II Kitchen Operations (SIT20416) | | |
|--|--|--------------------------------|
| <ul style="list-style-type: none"> Board Developed Course – NESA Course No: 26511 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses - nil | <ul style="list-style-type: none"> A total of 4 units of credit – 2 units x 2 years (Preliminary & HSC) Category B status for the Australian Tertiary Admission Rank (ATAR) Consumables: \$120 fees plus \$90 for uniform | |
| <p>Course Description: This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in commercial cookery. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.</p> <p>Course HSC Structure: To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a kitchen operations and cookery focus must undertake four mandatory and four Kitchen Operations and Cookery stream associated units of competency (six core and two listed electives for Certificate II in Kitchen Operations) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.</p> | | |
| UNITS OF COMPETENCY | | |
| Core - Attempt ALL units | | |
| Unit code | Unit title | HSC indicative hours of credit |
| SITXFSA001 | Use hygienic practices for food safety (Mandatory) | 10 |
| SITXWHS001 | Participate in safe work practices (Mandatory) | 15 |
| BSBWOR203 | Work effectively with others (Mandatory) | 15 |
| SITHCC001 | Use food preparation equipment (KO&C Stream) | 20 |
| SITHCC005 | Prepare dishes using basic methods of cookery (KO&C Stream) | 40 |
| SITHKOP001 | Clean kitchen premises and equipment (KO&C Stream) | 10 |
| SITXINV002 | Maintain the quality of perishable items (Elective) | 5 |
| SITHCC011 | Use cookery skills effectively (Elective) | 20 |
| Electives – Attempt ALL units | | |
| SITHIND002 | Source and use information on the hospitality industry (Mandatory) | 20 |
| SITXFSA002 | Participate in safe food handling practices (KO&C Stream) | 15 |
| SITHCC002 | Prepare and present simple dishes (Elective) | 20 |
| SITHCC006 | Prepare appetisers and salads (Elective) | 25 |
| SITHCC003 | Prepare and present sandwiches (Elective) | 10 |
| Additional Units of competency delivered to meet NESA requirements | | |
| BSBSUS201 | Participate in environmentally sustainable work practices (Elective) | 15 |
| ASSESSMENT AND COURSE COMPLETION | | |
| <p>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 units of competency through holistic assessment.</p> <p>Work placement: Students must complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.</p> <p>N Determinations: Where a student has not met NESA course completion criteria they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals: Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p> <p>Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit</p> | | |

Updated March 2017



| INDUSTRIAL TECHNOLOGY | INDUSTRIAL ARTS | | |
|---|---|-----|-------------|
| Course | Faculty | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p><u>Course Description</u> Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices. Students have the option of studying either the Timber Products and Furniture Industry Focus of Industrial Technology OR the Graphics Industry Focus of Industrial Technology at Richmond HS.</p> | | | |
| STUDENTS CAN ELECT ONLY ONE FOCUS AREA. | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | |
| The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety • Design and Management – designing, drawing, computer applications, project management • Workplace Communication – literacy, calculations, graphics - Industry Specific Content and Production | The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry: <ul style="list-style-type: none"> • Industry Study • Design and Management • Workplace Communication • Industry Specific Content and Production | | |
| <p><u>Specific Course Requirements:</u> In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p> | <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Ability to apply theory to practical projects • Ability to meet deadlines • Willingness to take responsibility for own learning • Creative thinker <p><u>Desirable Knowledge</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> Student completed Timber Technology or Graphics subjects in Years 9-10. A working knowledge of computer software such as Photoshop, Paintshop Pro, Power Point, MSWord, Excel, etc., and reasonably competent in computer usage.</p> | | |
| <p><u>Careers Opportunities</u> Glass Worker, Picture Framer, Locksmith, Building Trades, Defence Force, Surveyor, Set Designer, Marine Engineer, Architect, Sound Technician, Mining Engineer, Cabinetmaker, Upholsterer, Multimedia Designer.</p> | | | |
| <table border="1" style="margin-left: auto;"> <tr> <td style="padding: 5px;">Fee</td> <td style="padding: 5px; background-color: #cccccc;">\$80</td> </tr> </table> | | Fee | \$80 |
| Fee | \$80 | | |



| INFORMATION PROCESSES & TECHNOLOGY | TECHNOLOGY & APPLIED STUDIES | | |
|---|--|-----|------|
| Course | Faculty | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description</p> <p>The Information Processes and Technology (IPT) Stage 6 course investigates computer-based information systems. It is important to realise that these information systems are part of our everyday life. In order to understand and develop information systems successfully in this course, you need to be able to appreciate these systems in real-world contexts, rather than simply rote-learn facts about information systems. Think about the network at your school, local library or perhaps where you have a part-time job. Where is information held about you, how is it held, what are the implications if this information was to be sold or given to a third party? Look around you, investigate information systems, and ask questions. What is the purpose of the system? Inquire about the information technology used such as hardware and software, identify the data and the participants and the environment of the system.</p> | | | |
| Projects are an important and significant part of this course. | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | |
| <ul style="list-style-type: none"> • Introduction to Information Skills and Systems (20%) • Tools for Information Processes (50%) • Developing Information Systems (30%) | <ul style="list-style-type: none"> • Project Management (20%) • Information Systems and Databases (20%) • Communication Systems (20%) Option Strands (40%) • Transaction Processing Systems • Multimedia Systems | | |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. • Information Processes & Technology and Information Technology complement each other and can be studied together as there is very little similarity in course content. | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Enthusiasm for technology • Can relate the real world to theoretical concepts. <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Studying Computing Studies in Years 9-10 is advantageous but not essential. • A working knowledge of computer software such as Microsoft Office. • Reasonably competent in computer usage. | | |
| <p>Careers Opportunities <i>(This list is only a sample of careers linked to this subject)</i></p> <p>Students who successfully complete Information Processes and Technology will be confident, competent and discriminating users of information processes and information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. As such, they will be well prepared to pursue further education and employment across an especially wide range of contexts.</p> | | | |
| <table border="1" style="float: right;"> <tr> <td style="padding: 5px;">Fee</td> <td style="padding: 5px; font-size: 1.2em; font-weight: bold;">\$20</td> </tr> </table> | | Fee | \$20 |
| Fee | \$20 | | |



| | | |
|---|---|-------------|
| INVESTIGATING SCIENCE | SCIENCE | |
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p><u>Course Description</u> The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop their understanding of scientific concepts (in Biology, Chemistry, Physics and Earth & Environmental Sciences), their current and future uses, and their impacts on science and society.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • The collection of primary and secondary data to initiate scientific investigations • The use of inference and generalisations in scientific investigations • Modelling as an aid in predicting and simplifying scientific objects and processes • How scientific explanations, laws and theories have developed <p>The HSC course incorporates the study of;</p> <ul style="list-style-type: none"> • The processes of undertaking scientific investigations • How science drives the development of technologies • Evidence-based analysis in a scientific investigation to support or refute a hypothesis • The implications of ethical, social, economic and political influences on science | | |
| Exclusions: Nil | | |
| Modules Studied in Preliminary Course (Year 11) | Modules Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws | <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy • Science and Society | |
| <p><u>Specific Course Requirements:</u> A minimum of 35 hours of practical investigations including depth studies is compulsory in Year 11.</p> <p>A minimum of 35 hours of practical investigations including depth studies is compulsory in Year 12.</p> | <p><u>Personal Qualities</u> Enjoy investigating and reporting on problems, work safely, persevere to solve complex problems</p> <p><u>Desirable Knowledge</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <p>Selection of another Science course (Biology, Chemistry, Physics or Earth & Environmental) is advantageous but not essential.</p> | |
| <p><u>Careers Opportunities</u> Laboratory Technician, Forest Worker, Tissue Culture Technician, Fisheries Officer, Horse Manager, Landscape Gardener, Plant Operator, Customs Officer, Tree Surgeon, Nursery Worker, Survey Assistant, Jockey, Journalist, Lawyer, Radiologist, Engineer, Medical Scientist, Physiotherapist, Sports Scientist, Park Ranger, Veterinarian Nurse, Natural Therapist, Nurse, Occupation Health and Safety Officer.</p> | | |
| | Fee | \$30 |



| LEGAL STUDIES | HSIE |
|--|---|
| Course | Faculty |
| <p><i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i></p> | |
| <p>Course Description This two year course provides students with basic knowledge and understanding of how Australian laws are made, why they are needed and how they are amended. Also covered is the study of civil and criminal law, the role of courts and juries, ATSI customary law and how legislation impacts on two particular areas of society. Significant legal cases will be examined throughout the duration of the course. Students will work towards developing their ability to evaluate the government and courts response to legal issues that arise.</p> | |
| <p>Exclusions: Nil</p> | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • The Legal System • The Individual and the Law • The Law in Practice | <ul style="list-style-type: none"> • Crime • Human Rights • Two Options selected from the following list – Consumers, Global Environmental Protection, Family, Indigenous Peoples, Shelter, Workplace, World Order. |
| <p>Specific Course Requirements: NIL</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Self-motivated • Interest in legal matters covered in the media • Willingness to write detailed responses <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • The ability to express oneself in a verbal and written format • Research and analytical skills |
| <p>Careers Opportunities Solicitor, Police Officer, Legal Secretary, Sheriff, Business Owner, Correctional Services Officer, Security Officer, Teacher, Law Clerk, Bank Officer, Public Servant, Insurance Broker, Stoke Broker, Real Estate Agent.</p> | |



| MATHEMATICS ADVANCED | MATHEMATICS |
|---|---|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in Science and Commerce. The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the Life Sciences or Commerce. Students who require substantial Mathematics at a tertiary level supporting the Physical Sciences, Computer Science or Engineering should undertake the Extension 1 or Extension 2 courses.</p> | |
| <p>Prerequisites: This course is constructed on the assumption that students have achieved the outcomes up to and including 5.2 in each strand for Years 9 & 10 and achieved a commendable level.</p> | |
| Exclusions: Mathematics Standard | |
| Proposed Topics Studied in the Year 11 Course | Proposed Topics Studied the Year 12 Course |
| <ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric ratios • Linear functions • The quadratic polynomial and the parabola • Plane geometry • Tangent to a curve and derivative of a function | <ul style="list-style-type: none"> • 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 |
| <p>Specific Course Requirements: It is recommended that students have studied and performed well in Mathematics through the 5.2 or 5.3 pathway. Good Algebra skills are also recommended as this forms a large part of the course.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Dedication and commitment to school work • Willingness to complete a substantial amount of work outside the classroom • Students who choose this course usually wish to move on to university after their HSC & study a degree which involves some Mathematics. |
| <p>Careers Opportunities Please note – Mathematics is not a compulsory subject in Senior School. Most jobs do not require a senior level of Mathematics. Tertiary level courses in Computing, Science and Business expect the Advanced Mathematics course as a minimum requirement. Careers in Science – related fields, Computing Science, Marketing/Advertising, Accountant, Engineer, Metallurgist, Teacher, Business Manager, Agriculture and Resource Economist, Actuary, Physicist, Surveyor, Radiation Therapist</p> | |



| MATHEMATICS EXTENSION 1 | MATHEMATICS |
|---|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p><u>Course Description</u> The content of this course, which includes the whole of the 2 unit course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Industrial Arts and Commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of Mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider taking the Extension 2 course in Year 12.</p> | |
| <p>Prerequisites: This course is constructed on the assumption that students have achieved the outcomes up to and including 5.3 in each strand for Years 9 & 10 and achieved an outstanding level in Mathematics.</p> | |
| Exclusions: Mathematics Standard | |
| Proposed Topics Studied in the Year 11 course | Proposed Topics Studied in the Year 12 Course |
| <ul style="list-style-type: none"> • Other inequalities • Circle 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 Preliminary 2 unit course | <ul style="list-style-type: none"> • Methods of integration • Primitive of \sin^2x and \cos^2x • Equation • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions & inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the • Roots of a polynomial equation |
| <p><u>Specific Course Requirements:</u> It is recommended that students have studied and performed well in Mathematics through the 5.3 pathway. Excellent Algebra skills are also recommended as this forms a large part of the course.</p> | <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Dedication and commitment to school work • Willingness to complete a substantial amount of work outside the classroom • Students who choose this course usually wish to move on to university after their HSC & study a degree which has a focus on Mathematics. |
| <p><u>Careers Opportunities</u> Careers in science – related fields, Computing Science, Marketing/Advertising, Accountant, Engineer, Metallurgist, Teacher, Agriculture and Resource Economist, Actuary, Physicist, Surveyor, Radiation Therapist, Air Traffic Controller, Mathematician, Meteorologist, Microbiologist, Pilot, Optometrist, Economist, Auditor.</p> | |



| | |
|--|---|
| MATHEMATICS STANDARD YEAR 11 (previously General Mathematics) | MATHEMATICS |
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description The Mathematics Standard course is focused on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations. Standard Mathematics is designed to extend student’s knowledge of numeracy past that of Stage 5 without the in-depth study of calculus afforded in the Advanced Mathematics course.</p> | |
| <p>Prerequisites: This course is constructed on the assumption that students have studied the content and achieved the outcomes of Mathematics Years 7-10 Syllabus (2014).</p> | |
| <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.</p> | |
| Proposed Topics Studied in Year 11 Standard Mathematics | Proposed Topics Studied in Year 12 Standard Mathematics |
| <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis | <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks |
| <ul style="list-style-type: none"> • Students undertaking year 11 Standard Mathematics will be given a choice between Standard 1 Mathematics (Optional HSC Examination) and Standard 2 Mathematics (ATAR). See next page. | |
| <p>Specific Course Requirements: Once the assessment of the HSC course has commenced, some Year 11 course work can be included in assessment tasks for Standard Mathematics. No more than 30% of the assessment is to be based on the Year 11 course.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Dedication and commitment to school work • Willingness to complete a substantial amount of work outside the classroom <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> A good understanding of the Stage 5 courses in Mathematics.</p> |
| <p>Careers Opportunities Computing Science, Marketing/Advertising, Accountant, Engineer, Teacher, Business Manager, Surveyor, Radiation Therapist, Air Traffic Controller, Meteorologist, Auditor, Bank Officer, Retail Buyer, Retail Manager, Tradesperson, Accounts Clerk, Postal Employee, Insurance Claims Investigator, Credit Officer, IT Support.</p> | |



| <p style="text-align: center;">MATHEMATICS STANDARD 1 & 2 YEAR 12</p> | <p style="text-align: center;">MATHEMATICS</p> |
|--|--|
| <p style="text-align: center;">Course</p> | <p style="text-align: center;">Faculty</p> |
| <p style="text-align: center;"><i>Year 12 Standard Mathematics 1 is a Board Endorsed Course, which does NOT contribute towards the ATAR.</i></p> <p style="text-align: center;"><i>Year 12 Standard Mathematics 2 is a Board Developed Course, which contributes towards the ATAR.</i></p> | |
| <p><u>Course Description – Standard 1</u></p> <p>Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making Mathematics meaningful. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. This is a non-ATAR course unless the optional HSC examination is completed at the end of the course.</p> | <p><u>Course Description – Standard 2</u></p> <p>Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies as a tertiary level. The HSC examination is not optional.</p> |
| <p>Prerequisites: These courses are constructed on the assumption that students have studied the content and achieved the outcomes of the Year 11 Standard Mathematics course.</p> | |
| <p style="text-align: center;">Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics 1 or 2.</p> | |
| <p style="text-align: center;">Proposed Topics Studied in Year 12 Standard Mathematics 1</p> | <p style="text-align: center;">Proposed Topics Studied in Year 12 Standard Mathematics 2</p> |
| <ul style="list-style-type: none"> • Types of Relationships (Algebra) • Right-angled Triangles • Rates • Scale Drawings • Investment • Depreciation and Loans • Further Statistical Analysis • Networks and Paths | <ul style="list-style-type: none"> • Types of Relationships (Algebra) • Non-right-angled Trigonometry • Rates and Ratios • Investments and Loans • Annuities • Bivariate Data Analysis • The Normal Distribution • Network concepts • Critical Path Analysis |
| <p><u>Specific Course Requirements:</u></p> <p>Once the assessment of the HSC course has commenced, some Year 11 course work can be included in assessment tasks for Standard 1 and 2 Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.</p> | <p><u>Rational</u></p> <p>Mathematics is deeply embedded in modern society. From the numeracy skills required to manage personal finances, to making sense of data in various forms, mathematics provides the framework for interpreting, analysing and predicting, and the tools for effective participation in an increasingly complex society.</p> |
| <p><u>Careers Opportunities</u></p> <p>Computing Science, Marketing/Advertising, Accountant, Engineer, Teacher, Business Manager, Surveyor, Radiation Therapist, Air Traffic Controller, Meteorologist, Auditor, Bank Officer, Retail Buyer, Retail Manager, Tradesperson, Accounts Clerk, Postal Employee, Insurance Claims Investigator, Credit Officer, IT Support.</p> | |



Education
Public Schools

Macquarie Park
Registered Training Organisation 90222
METAL AND ENGINEERING
240 indicative hours – 2018



Offered at Windsor High – See Mrs Perry for a Cluster VET Application

| QUALIFICATION: Certificate I in Engineering (MEM10105) | | |
|--|---|--------------------------------|
| <ul style="list-style-type: none"> • Board Developed Course – NESA Course No:26701 • Minimum mandatory work placement – 70 hours • Exclusions with other Board Developed Courses – Industrial Technology – Metal & Engineering Industries Focus Area | <ul style="list-style-type: none"> • A total of 4 units of credit – Preliminary and/or HSC • Category B status for the Australian Tertiary Admission Rank (ATAR) • Consumables – Yet to be determined (2017 - \$120) | |
| <p>Course Description: This course provides students with the opportunity to obtain national vocational qualifications for employment in the manufacturing, engineering and related industries. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, engineering draftsman, boat builder/repairer and mechanical, production or marine engineer.</p> <p>HSC Course Structure: This course comprises four core units of competency, the manufacturing, engineering and related services industries induction; Interpret technical drawing and five elective units.</p> | | |
| UNITS OF COMPETENCY – Compulsory – Attempt ALL units | | |
| Core - Attempt all units | | |
| Unit code | Unit title | HSC indicative hours of credit |
| MEM13014A | Apply principles of occupational health and safety in the work environment | 15 |
| MEM14004A | Plan to undertake a routine task | 10 |
| MEM15024A | Apply quality procedures | 5 |
| MEM16007A | Work with others in a manufacturing, engineering or related environment | 15 |
| Electives - Attempt ALL units | | |
| MEM12023A | Perform engineering measurements | 15 |
| MEM12024A | Perform computations | 20 |
| MEM15002A | Apply quality systems | 10 |
| MEM18001C | Use hand tools | 20 |
| MEM18002B | Use power tools/hand held operations | 20 |
| MEM05006C | Perform brazing and or silver soldering | 20 |
| MEM16005A | Operate as a team member to conduct manufacturing, engineering or related activities | 10 |
| MEM11011B | Undertake manual handling | 5 |
| MEM07032B | Use workshop machines for basic operations | 25 |
| MEM16008A | Interact with computing technology | 10 |
| Additional examinable units delivered to meet NESA requirements These units are not part of the CERT I qualification | | |
| Induction | Manufacturing, engineering and related services industries induction | 10 |
| MEM09002B | Interpret technical drawing | 30 |
| ASSESSMENT AND COURSE COMPLETION | | |
| <p>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.</p> <p>Work placement: Students must complete a minimum of 70 hours work placement in a Metal and Engineering related industry workplace (35 hours in each of Years 11 and 12).</p> <p>Optional HSC examination: Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory units of competency. 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 of a student to receive an AQF VET qualification.</p> <p>N Determinations: Where a student has not met NESA completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals: Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p> <p>Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p> | | |

Updated March 2017



| MODERN HISTORY | HSIE |
|---|---|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description Modern History allows students to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. This course enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.</p> | |
| <p>Students explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.</p> | |
| Exclusions: Nil | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>The course comprises a study of: Part I: a) The Nature of Modern History b) Case Studies – ONE case study from Europe, North America or Australia. ONE case study from Asia, the Pacific, Africa, the Middle East or Central/South America Part II: Historical Investigation Part III: The shaping of the Modern World: The Age of Imperialism The French Revolution World War I</p> | <p>The course comprises a study of: Part I: Core Study: Power and Authority in the Modern World 1919–1946 Part II: A National Study of ONE from the following: China 1927 – 1949 Japan 1904 - 1937 USA 1919 - 1941 Russia and the Soviet Union 1917-1941 Part III: Peace and Conflict Conflict of Indochina 1954 - 1979 Part IV: Change in the Modern World Civil Rights in the USA 1945 – 1968 Apartheid in South Africa 1960 - 1994</p> |
| <p>Specific Course Requirements: NIL</p> <p>Personal Qualities</p> <ul style="list-style-type: none"> • Curiosity to learn and investigate/research • Interest in discussion/debating | <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>)</p> <ul style="list-style-type: none"> • Ability to research • Ability to analyse information, for example, sources. |
| <p>Careers Opportunities Court & Hansard Reporter, Defence Force, Travel Consultant, Lawyer, Writer, Records Manager, Genealogist, Photographer, Editor, Art Historian, Museum Curator, Anthropologist, Art Critic, Barrister, Law Clerk, Librarian.</p> | |



| | | |
|--|---|-------------|
| MUSIC 1 | CREATIVE & PERFORMING ARTS | |
| Course | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | |
| <p>Course Description In the Preliminary and HSC courses, students will study the concepts of music, that is:</p> <ul style="list-style-type: none"> • Pitch • Duration • Texture • Tone Colour • Dynamics and Expressive Techniques • Structure | The concepts will be learnt through: Performing Listening Composing Within the context of a range of: Styles Periods Genres | |
| Prerequisites: Music mandatory course (or equivalent) | | |
| Exclusions: Music 2 and the TVET Music Performance course | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | |
| Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. | Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. | |
| <p>Specific Course Requirements:</p> Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Private instrumental tuition outside of school • Ability to work independently • Confidence to perform in front of other people. <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> All students are expected to perform, compose and analyse music. Students must also study the musicology of the topics covered.</p> | |
| <p>Careers Opportunities Sound Technician, Musician, Performer/Singer, Program Director, Film and Television Producer, Actor, Theatre Critic, Composer, Stagehand, Retail Assistant/Manager, Music Store Owner, Disc Jockey, Journalist, Record Manager, Road Manager, Entrepreneur.</p> | | |
| | Fee | \$35 |



| PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION | PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION |
|---|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description</p> <p>PDHPE is the study of physiology, health and social issues. The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p> | |
| Exclusions: Nil | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion <p>Optional Components (40%)</p> <ul style="list-style-type: none"> • Students to select two options each from: • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation | <p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Optional Component (40%)</p> <ul style="list-style-type: none"> • 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 |
| <p>Specific Course Requirements:</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p> <p>You need to have a keen interest in health issues in Australia and the variety of factors affecting the performance of athletes.</p> | <p>Personal Qualities</p> <p>Students should be:</p> <ul style="list-style-type: none"> • Committed to learning at a high standard • Prepared for the demanding theoretical aspect of this course • Determined to achieve to the best of their ability |
| <p>Careers Opportunities</p> <p>PD, Health, PE Teacher, Sports Administrator, Sports Coach, Nutritionist, Sports Scientist, Physiotherapist, and Sports Injuries Therapist, Personal Training, Podiatrist, Occupational Therapist, Osteopathy Practitioner, Nurse, OH&S Officer.</p> | |



| PHOTOGRAPHY, VIDEO & DIGITAL IMAGING | | CREATIVE & PERFORMING ARTS | |
|--|--|---|------------------------|
| Course | | Faculty | |
| <i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description</p> <p>This course offers students the opportunity to explore artistic practices that make use of photography, video and digital imaging. The course offers opportunities for the students to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Students will investigate the ways in which these fields of artistic practice have adapted and evolved over time. This course allows students to:</p> <ul style="list-style-type: none"> Develop knowledge, skills and understanding, through the making of photographs and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Increase visual awareness of their environment and the way visual representation can be created from this to communicate ideas and feelings. Develop an understanding of the methods photographers, filmmakers and designers use to build meaning. Gain an understanding of careers involving photography, video and digital imaging. | | | |
| 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. | | | |
| Proposed Topics Studied in Years 11 & 12 | | | |
| <p>Main Topics Covered:</p> <p>Practical 70% - This course will allow students to work in one or more modules:</p> <ul style="list-style-type: none"> • Wet Photography – experiment with the sensitivity of light in photograms & pinhole cameras. • Video – investigate production and editing techniques to construct a film or video. • Digital Imaging – develop appoint of view, make use of compositional devices to enhance visual interest. <p>Critical / Historical Study 30%</p> <p>Students will:</p> <ul style="list-style-type: none"> • Interpret and explain photography, video and digital media practices. • Investigate the roles and relationships among concepts of the work, the artist/photographer/filmmaker/designer, the audiences and the world. • Explore ways in which new digital technologies have had a significant effect on the materiality of art (including photography and digital media). | | | |
| <p>Specific Course Requirements:</p> <ul style="list-style-type: none"> • Flash Drive • A Subject Materials Contribution of \$60 per student. | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Prepared to work outside of school hours to complete required work. • Use of own time to study information given in class. Independent thinking and learning. | |
| <p>Careers Opportunities</p> <p>Photographer, Graphic Designer, Advertising Agent/Assistant, Film Designer, Desktop Publisher, Practicing Artist.</p> | | | |
| | | | <p>Fee \$60</p> |



| PHYSICS | | SCIENCE | |
|---|--|--|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p><u>Course Description</u> Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigate and influencing the future.</p> <p>The Preliminary course incorporates the study of;</p> <ul style="list-style-type: none"> • Motion in terms of scalar and vector quantities in two dimensions as well as quantitative measurements and calculation for distance, displacement, speed, velocity and acceleration • Newtons Laws of Motion, the law of conservation of momentum and energy • Waves and the transfer of energy by light and sound • Electric fields, circuits and thermodynamic principles <p>The HSC course incorporates the study of:</p> <ul style="list-style-type: none"> • Circular motion and motion in a gravitational field, in particular, the projectile motion of particles • Electric and magnetic interaction due to charged particles and currents • Properties of light and the implications of this evidence for modern world theories of physics in the contemporary world • The relationship between astronomical events and the nucleosynthesis of atoms | | | |
| Exclusions: Nil | | | |
| Modules Studied in Preliminary Course (Year 11) | | Modules Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism | | <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom | |
| <p><u>Specific Course Requirements:</u> A minimum of 35 hours of practical investigations including depth studies is compulsory in Year 11.</p> <p>A minimum of 35 hours of practical investigations including depth studies is compulsory in Year 12.</p> | | <p><u>Personal Qualities</u> Enjoy investigating and reporting on problems, Work safely, Persevere to solve complex problems</p> <p><u>Desirable Knowledge</u> <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Working knowledge of Stage 5 Science • Ability to apply basic mathematical operations to finding relationships between variables in experiments. | |
| <p><u>Careers Opportunities</u> Geophysics Technician, Veterinarian, Medical Scientist, Mines Surveyor, Oceanographer, Teacher, Telecommunications Officer, Defence Force Personnel, Civil Engineer, Astronomer, Engineer, Electrician, Forensic Scientist, Physiotherapist, Optometrist, Audiologist, Laboratory technician, Building Surveyor, Telecommunications Technician, Radiographer, Pilot, Pharmacist.</p> | | | |
| | | Fee | \$20 |



Education
Public Schools

Macquarie Park
Registered Training Organisation 90222
PRIMARY INDUSTRIES-AGRICULTURE
240 indicative hours – 2018



Offered at Windsor High – See Mrs Perry for a Cluster VET Application

| QUALIFICATION: Certificate II in Agriculture (AHC20116) | | |
|---|--|--|
| <ul style="list-style-type: none"> Board Developed Course – NESA Course No: 26811 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses – nil | <ul style="list-style-type: none"> A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR) Consumables – Yet to be determined (2017 - \$30) | |
| <p>Course Description: This course provides students with the opportunity to obtain a national vocational qualification in agriculture, horticulture and/or conservation and land management. Students will be able to gain skills in farm operations and equipment, the production and care of livestock and/or crops and in sustainable land management. Possible occupations include farm hand/labourer, shearer, horse care attendant, horticultural assistant and farmer/farm manager.</p> <p>HSC Course Structure: This course consists of two core units of competency, the Care for health and welfare of livestock stream, and fourteen elective units.</p> | | |
| UNITS OF COMPETENCY – Compulsory – Attempt ALL units | | |
| Core - attempt all units | | |
| Unit code | Unit title | HSC indicative hours of credit |
| AHCWRK209 | Participate in environmentally sustainable work practices | 15 |
| AHCWHS201 | Participate in work health and safety processes | 15 |
| AHCWRK204 | Work effectively in the industry | 20 |
| Electives - | | |
| AHCCHM201 | Apply chemicals under supervision | 20 |
| AHCWRK201 | Observe and report on weather | 15 |
| AHCLSK202 | Care for health and welfare of livestock | 20 |
| AHCMOM202 | Operate tractors | 20 |
| AHCINF202 | Install, maintain and repair farm fencing | 15 |
| AHCWRK205 | Participate in workplace communications | 10 |
| AHCPMG201 | Treat weeds | 10 |
| AHCLSK204 | Carry out regular livestock observation | 10 |
| AHCLSK205 | Handle livestock using basic techniques | 15 |
| AHCLSK209 | Monitor water supplies | 10 |
| AHC BIO201 | Inspect and clean machinery for plant, animal and soil material | 10 |
| AHCNSY202 | Care for nursery plants | 15 |
| AHCMOM203 | Operate basic machinery and equipment | 15 |
| AHCNSY201 | Pot up plants | Choose these 2 plant units as an option or the 2 animal units below |
| AHCNSY203 | Undertake propagation activities | |
| AHCLSK211 | Provide feed for livestock | Choose these 2 animal units as an option or the 2 plant units above |
| AHCLSK206 | Identify and mark livestock | |
| ASSESSMENT AND COURSE COMPLETION | | |
| <p>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 can also complete a specialisation study in Primary Industries- The purpose of the Primary Industries Specialisation Study is to provide students with the opportunity to gain further credit towards an industry qualification.</p> <p>Work placement: Students must complete a minimum of 70 hours work placement in a Primary Industries related industry workplace (35 hours in each of Years 11 and 12).</p> <p>Optional HSC examination: Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. 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 of a student to receive an AQF VET qualification.</p> <p>N Determinations: Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p> <p>Appeals: Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p> <p>Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p> | | |

Updated March 2017



Macquarie Park
Registered Training Organisation 90222
RETAIL SERVICES



240 indicative hours – 2018

Offered at Richmond High - No Application Required

QUALIFICATION: Certificate III in Retail Services (SIR30216)

- Board Developed Course – NESAs Course No: 26911
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses - nil
- A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC)
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Consumables – Yet to be determined (Proposed fee - \$20)

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include sales clerk/assistant, customer service representative, checkout operator, wholesale clerk, pharmacy assistant and retail executive.

HSC Course Structure:

This course consists of eight core units of competency, including two General Selling Stream units and four elective units.

UNITS OF COMPETENCY

Core - Attempt ALL units

| Unit code | Unit title | HSC indicative hours of credit |
|------------------|---|--------------------------------|
| SIRXCEG001 | Engage the customer (Mandatory) | 20 |
| SIRXCOM002 | Work effectively in a team (Mandatory) | 15 |
| SIRXWHS002 | Contribute to workplace health and safety (Mandatory) | 15 |
| SIRXRSK001 | Identify and respond to security risks (Mandatory) | 15 |
| SIRXSL001 | Sell to the retail customer (Mandatory) | 15 |
| SIRXIND001 | Work effectively in a service environment (Mandatory) | 20 |
| SIRXCEG002 | Assist with customer difficulties (Elective) | 20 |
| SIRXCEG003 | Build customer relationships and loyalty (Elective) | 20 |
| Electives | | |
| SIRXPK001 | Advise on products and services (Mandatory- general selling stream) | 20 |
| SIRRMER001 | Produce visual merchandise displays (Mandatory- general selling stream) | 20 |
| SIRXSL002 | Follow point-of-sale procedures (Mandatory) | 20 |
| SIRRINV001 | Receive and handle retail stock (Elective) | 15 |
| SIRRINV002 | Control stock (Elective) | 20 |
| SIRXIND002 | Organise and maintain the store environment (Elective) | 10 |

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.

Work placement:

Students must complete a minimum of 70 hours work placement in a Retail related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in other retail environments intended for public performance, including school productions.

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. 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 of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met NESAs course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

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

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Updated March 201



| SOCIETY & CULTURE | HSIE |
|---|--|
| Course | Faculty |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | |
| <p>Course Description Society & Culture is the study of life issues as they relate to people living in communities together. Areas of interest such as the challenges of adolescence, the family, gender roles, the media and globalisation are just a sample of the areas that are explored in this subject. This course develops students’ knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> | |
| Exclusions: Nil | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • The Social and Cultural World (20%) • Personal and Social Identity (40%) • Intercultural Communication (40%) | <p>Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change (30%) • The Personal Interest Project (30%) • Depth Studies (40%) <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture • Belief Systems • Inclusion and Exclusion • Work and Leisure |
| <p>Specific Course Requirements: Students will be required to complete a Personal Interest Project (PIP). The research findings will be assessed externally and is worth 40% of the HSC examination mark.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • An interest in current issues influencing society such as the role of the media in our lives and the changing role of the family • Inquisitiveness • Interest in the formation of individual identity <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Investigative skills • An ability to express oneself in a verbal and written format |
| <p>Careers Opportunities Public Relations Officer, Events and Functions Coordinator, Lawyer/Solicitor, Social Worker, Teacher, Youth Worker, Community Services Officer, Immigration Officer, Sociologist, Call Centre Operator, Statistician.</p> | |



| SPORT, LIFESTYLE & RECREATION | | PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION | |
|--|--|--|-------------|
| Course | | Faculty | |
| <i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description</p> <p>Students will learn about the value of physical activity, movement and participation in a wide variety of sports and recreational pursuits. This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • the qualities of a discerning consumer and an intelligent critic of physical activity and sport • high levels of performance skill in particular sports • the capacity to adopt administrative roles in community sport and recreation • the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of the course it may be possible for students to acquire recognized qualifications in these areas. <p>It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives. The course features a highly practical focus; physical activity being both an area of study and a medium for learning.</p> | | | |
| Exclusions: 2 unit x 2 year course – Students studying BDC PDHPE must not study CEC modules which duplicate PDHPE modules | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| <ul style="list-style-type: none"> • Games and Sports Applications 1 • Resistance Training • Sports Coaching and Training | | <ul style="list-style-type: none"> • Games and Sports Applications 2 • Fitness • Social perspectives of Games and Sports • Aquatics | |
| <p>Specific Course Requirements:</p> <p>Students must complete between 6 and 12 modules of the 15 modules on offer over 2 years</p> | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Should be physically active • Should have a desire to be physically fit • Should have a desire to coach and/or train others <p>Desirable Knowledge (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>)</p> <ul style="list-style-type: none"> • Students should have a keen interest in sport and physical activity • Students should be actively involved in sports activities both at school and in weekend sport | |
| <p>Careers Opportunities</p> <p>Trainers in various sports, Coaching, Sports Administration, Teacher, Children’s Services, Occupational Therapy and Rehabilitation, Personal Training.</p> | | | |
| | | Fee | \$15 |



| TEXTILES & DESIGN | HOME ECONOMICS | | |
|--|--|-----|------|
| Course | Faculty | | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description</p> <p>The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p> | | | |
| Exclusions: Nil | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) | | |
| <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%) | <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%) | | |
| <p>Specific Course Requirements:</p> <p>In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the major textiles project 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 Preliminary course.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Creative thinking and ability to apply this in designing your major work • Managing available resources and time to meet deadlines • Ability to be artistic in creating a practical product • Ability to use new technologies and innovations effectively <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Junior Textiles, Visual Arts • Access to a sewing machine would be an advantage. | | |
| <p>Careers Opportunities</p> <p>Designer, Retail Buyer, Interior Designer, Costume Maker, Tailor, Fashion Designer, Graphic Designer, Reporter, Sales Assistant, Dry Cleaner, Visual Merchandiser, Soft Furnishings Maker, Surgical Bootmaker, Accessories Designer.</p> | | | |
| <table border="1" style="float: right;"> <tr> <td style="padding: 5px;">Fee</td> <td style="padding: 5px; font-weight: bold; font-size: 1.2em;">\$80</td> </tr> </table> | | Fee | \$80 |
| Fee | \$80 | | |



| VISUAL ARTS | | CREATIVE & PERFORMING ARTS | |
|---|--|---|-------------|
| Course | | Faculty | |
| <i>A Board Developed Course, which contributes towards the Australian Tertiary Admission Rank.</i> | | | |
| <p>Course Description Visual Arts (VA) involves students in the practices of art making, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on VA courses in Stages 4 and 5, it also caters for students with more limited experience in VA.</p> | | | |
| Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. | | | |
| Proposed Topics Studied in Preliminary Course (Year 11) | | Proposed Topics Studied in HSC Course (Year 12) | |
| Learning opportunities focus on: <ul style="list-style-type: none"> • The nature of practice in art making, art criticism and art history through different investigations • The role and function of artists, 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 may develop meaning and focus and interest in their work • Building understandings over time through various investigations and working in different forms. | | Learning opportunities focus on: <ul style="list-style-type: none"> • How students may develop their own practice of art making, art criticism, and art history, applied to selected areas of interest • 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, artworks, the world and audiences within the art world • How students may further develop meaning and focus in their work. | |
| <p>Specific Course Requirements:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Development of a Body of Work • A broad investigation of ideas in art criticism & art history <p>HSC Course</p> <ul style="list-style-type: none"> • Development of a body of work and use of a process diary • A minimum of five Case Studies (4–10 hours each) • Deeper and more complex investigations of ideas in art criticism and art history • Flash drive. | | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Prepared to work outside of school hours to complete required work • Use own time to study information given in class time. • Independent thinking and learning <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i> Studying Visual Arts, Photography and Visual Design in Years 9 and 10 would be an advantage.</p> | |
| <p>Careers Opportunities Graphic Designer, Advertising Agent/Assistant, Theatre and Film Designer, Interior Decorator/Designer, Architect, Practising Artist, Teacher, Landscape Architect, Desktop Publisher, Illustrator, Fashion Coordinator/Designer.</p> | | | |
| | | Fee | \$70 |



| VISUAL DESIGN | | CREATIVE & PERFORMING ARTS | |
|---|--|---|-------------|
| Course | | Faculty | |
| <i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i> | | | |
| <u>Course Description</u> | | | |
| <p>This course provides students with the opportunities to explore the links between art and design, by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. Designed images and objects such as illustration, ceramics, jewellery, posters, publications, and packaging are explored. This course will allow students to:</p> <ul style="list-style-type: none"> • increase visual awareness of their environment and the way visual representations can be created from this to communicate ideas and feelings • develop an understanding of the methods visual designers use to build meanings • develop skills through the acquisition of the techniques of visual design • use visual design as a means of visual communications and a process to aid observation and analysis • gain an understanding of careers involving visual design | | | |
| <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> | | | |
| Proposed Topics Studied in Year 11 & 12 | | | |
| <p>Main Topics Covered: Practical 70% - this course will allow students to work in one or more modules:</p> <ul style="list-style-type: none"> • Graphic Design: <ul style="list-style-type: none"> • Publications and information • Illustration and Cartooning • Wearable Design <ul style="list-style-type: none"> • Jewellery and Accessories • Product Design <ul style="list-style-type: none"> • Packaging | | <p>Critical / Historical Study 30% students will:</p> <ul style="list-style-type: none"> • Interpret and explain design practices • Investigate the roles and relationships among concepts of designer, work, world, audience and consumer • Investigate works through different points of view • Explore ways in which histories and narratives are used to explain fields of design | |
| <p><u>Specific Course Requirements:</u></p> <ul style="list-style-type: none"> • Flash drive. • A Subject Materials Contribution of \$60.00 per student. | | <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Prepared to work outside of school hours to complete required work • Use own time to study information given in class time. • Independent thinking and learning <p><u>Desirable Knowledge</u> (<i>this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.</i>) Studying Visual Arts, Photography and Visual Design in Years 9 and 10 would be an advantage.</p> | |
| <u>Careers Opportunities</u> | | | |
| Visual Merchandiser, Photographer, Graphic Designer, Advertising Agent/Assistant, Theatre and Film Designer, Interior Decorator, Desktop Publisher, Illustrator, Fashion Coordinator/Designer. | | | |
| | | Fee | \$60 |



| WORK STUDIES | HSIE |
|--|--|
| Course | Faculty |
| <p><i>A Board Endorsed Course, which does NOT contribute towards the Australian Tertiary Admission Rank.</i></p> | |
| <p>Course Description Work plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature and traditional patterns of work. Students enrolled in this course will learn about the knowledge and skills required to effectively obtain employment in a variety of industries. In addition, they will focus on their development of essential workplace skills. This subject provides students with the opportunity to consolidate their learning and skills from their other subjects to assist a successful transition from school to work.</p> | |
| <p>Exclusions: Nil</p> | |
| Proposed Topics Studied in Preliminary Course (Year 11) | Proposed Topics Studied in HSC Course (Year 12) |
| <ul style="list-style-type: none"> • Preparing Job Applications • In the Workplace • Workplace Communication • Experiencing Work | <ul style="list-style-type: none"> • Teamwork and Enterprise Skills • Managing Work and Life Commitments • Personal Finance • Workplace Issues |
| <p>Specific Course Requirements: Students must complete 35 hours of work experience during their senior studies.</p> | <p>Personal Qualities</p> <ul style="list-style-type: none"> • Willingness to work in an individual and group setting • Desire to improve one’s employability skills in preparation for employment • Enjoy planning for the future • Willingness to develop computer skills <p>Desirable Knowledge <i>(this can be an advantage to help you achieve your personal best in this subject and could indicate your interest. Prior knowledge, however, is not a requirement.)</i></p> <ul style="list-style-type: none"> • Ability use software programs such as Microsoft Word, PowerPoint and Excel • Having somewhere to complete a one-week block of work experience in Year 11/12 can assist with the organisation of this element of the course but is not obligatory. |
| <p>Careers Opportunities This course allows students to explore all career opportunities through classroom activities and work experience.</p> | |



Proposed EVET\TVET-HSC Courses for Schools – 2018

(Version 1 as at 26 April 2017)

For full details, visit our website

<http://wsi.tafensw.edu.au/courses-and-careers/tvet/>

Blacktown (B) College

| Course Name | Description | Course Code | EVET ID | Duration | Eligibility | ATAR | Day | Time |
|---|---|-------------|---------|----------|-------------|------|-----------|-----------|
| Business Services Framework | 2U SOA in Cert II Business <i>Discrete*</i> | 811BFDT | | 1 yr. | 11 & new 12 | | Tuesday | 9am – 1pm |
| Financial Services Framework | 2U Cert III Accounts Administration 240 Hrs. | 812BFM | | 2 yrs. | 11 | ✓ | Monday | 2pm - 6pm |
| | 2U Cert III Accounts Administration 240 Hrs. | 813BEW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm |
| | 2U Cert III Accounts Administration 240 Hrs. – <i>Continuing</i> | 714BFM | | 1 Yr. | Cont. 12 | ✓ | Monday | 2pm - 6pm |
| Information Technology & Digital Media Framework | 3U Cert III Information Technology & Digital Media Networking Focus | 814BEW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm |
| | 2U Cert III Information Technology & Digital Media Networking Focus – Continuing | 716BEW | | 1 yr. | Cont. 12 | ✓ | Wednesday | 2pm - 6pm |
| Media | 2U CIII Screen & Media | 815BNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm - 6pm |
| Skills for Work and Vocational Training Pathways | 2U CII in Skills for Work and Vocational Pathways – Retail Pathway | 816BNDT | | 2 yrs. | 11 | | Tuesday | 9am – 1pm |
| | 2U CII in Skills for Work and Vocational Pathways – Safer Driver | 817BNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm - 6pm |
| | 2U CII in Skills for Work and Vocational Pathways – Retail Pathway | 718BNDT | | 1 yr. | FO 12 | | Tuesday | 9am – 1pm |
| Travel Framework | 2U Cert III Travel | 818BFM | | 2 yrs. | 11 | ✓ | Monday | 2pm - 6pm |
| | 2U Cert III Travel | 819BEW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm |
| | 2U Cert III Travel <i>Continuing</i> | 7111BEW | | 1 Yr. | Cont. 12 | ✓ | Wednesday | 2pm - 6pm |



| Blue Mountains College – Katoomba (BMK) and Wentworth Falls (BMW) Campus | | | | | | | | |
|--|---|-------------|---------|----------|-------------|------|-----------------|---------------------------------|
| Course Name | Description | Course Code | EVET ID | Duration | Eligibility | ATAR | Day | Time |
| | 2U Abselling & Climbing | 8J13BMWW | | 1 yr. | 11 & new 12 | | 2 x 4 day Block | Camp 1 - April Camp 2 - July |
| | 2U Abselling, Climbing & Canoeing | 8J14BMWW | | 1 yr. | 11 & new 12 | | 9 day Block | Camp - April |
| | 2U Abselling, Climbing & Canoeing – Follow on | 7J16BMWW | | 1 yr. | FO 12 | | 9 day Block | Camp - April |
| Outdoor Recreation | 2U Bushwalking & Canoeing | 8J15BMWW | | 1 yr. | 11 & new 12 | | 8 day Block | Camp - Sept/Oct |
| | 2U Mountain Biking & Bushwalking | 8J16BMWW | | 1 yr. | 11 | | 2 x 4 day Block | Camp 1 - July Camp 2 - Sept |
| | 2U Fishing & Bushwalking | 8J17BMWW | | 1 yr. | 11 | | 8 day Block | Camp - July |
| | 2U Multi Environment Bushwalking | 8J18BMWW | | 1 yr. | 11 | | 9 day Block | Camp - July |
| | 2U Canoeing & Mountain Biking | 8J19BMWW | | 1 yr. | 11 | | 8 day Block | Camp - Sept/Oct |

| Code Breaker Down | |
|--|---|
| The first letter of the code indicates the location: | The last letter of the code indicates the delivery day: |
| B Blacktown College | M Monday |
| BMK Blue Mountains College - Katoomba campus | T Tuesday |
| BMW Blue Mountains College - Wentworth Falls campus | W Wednesday |
| M Mount Druitt College | TH Thursday |
| NK Nepean College - Kingswood campus | F Friday |
| NP Nepean College - Penrith campus | MW Monday and Wednesday |
| N Nirimba College | B Block |
| R Richmond College | ONL Online |
| HB The Hills College - Baulkham Hills campus | ATAR – Australian Tertiary Admission Rank |
| HC The Hills College - Castle Hill campus | LDC – Locally Designed Course |
| Second letter indicates | SOA – Statement of Attainment |
| D Discrete | Discrete* |
| F Framework course | <i>These discrete courses are targeted towards students with a disability and require additional funding support applications through the Support Teacher Transition (government schools) or Disability Support Personnel (non-government schools).</i> |
| N Non-framework course | |
| S Specialisation / Extension | |
| 2 2 Year program (guarantee) | |



| Mount Druitt (M) College | | | | | | | | | |
|--|---|-------------|---------|----------|-------------|------|-----------|-----------|--|
| Course Name | Description | Course Code | EVET ID | Duration | Eligibility | ATAR | Day | Time | |
| Automotive Framework | 2U CII Automotive Mechanical Focus 240 Hrs. | 8J22MFM | | 2 yrs. | 11 | ✓ | Monday | 2pm - 6pm | |
| | 2U CII Automotive Mechanical Focus 240 Hrs. | 8J23MFW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm | |
| | 2U CII Automotive Mechanical Focus 240 Hrs. Continuing | 7I26MFM | | 1 yr. | Cont. 12 | ✓ | Monday | 2pm - 6pm | |
| | 2U CII Automotive Mechanical Focus 240 Hrs. Continuing | 7I27MFW | | 1 yr. | Cont. 12 | ✓ | Wednesday | 2pm - 6pm | |
| | 2U SOA in CII Automotive Motor Cycle Focus 120 Hrs. | 8J24MFW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm - 6pm | |
| Automotive Electrical Framework | 2U SOA in CII Automotive Electrical Sound Systems Focus 120 Hrs. | 8J25MFW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm - 6pm | |
| | 2U Automotive Body Repair Technology 240 Hrs. <i>Not suitable for students who attended Auto 2017 class</i> | 8J26MFW | | 2 yrs. | 11 | ✓ | Monday | 2pm - 6pm | |
| Automotive Paint, Body & Repair Framework | 2U Automotive Body Repair Technology 240 Hrs. <i>Continuing</i> | 7I30MFM | | 1 yr. | 12 | ✓ | Monday | 2pm - 6pm | |
| | 2U Panel Beating 120 Hrs. | 8J28MFW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm - 6pm | |
| | 2U Vehicle Painting 120 Hrs. <i>Not suitable for students who attended Auto 2017 class</i> | 8J29MFM | | 1 yr. | 11 & new 12 | | Monday | 2pm - 6pm | |
| | 2U Vehicle Detailing 120 Hrs. <i>Discrete*</i> <i>Not suitable for students who attended Auto 2017 class</i> | 8J30MFDW | | 1 yr. | 11 & new 12 | | Wednesday | 9am – 1pm | |
| | 3U SOA in CIII Make Up | 8J31MNM | | 2 yr. | 11 | | Monday | 2pm - 6pm | |
| Beauty Services | 3U SOA in CIII Make Up | 8J32MNMW | | 2 yr. | 11 | | Wednesday | 2pm - 6pm | |
| | 3U Cert III Make-Up – Follow On | 7I37MNM | | 1 yr. | FO 12 | | Monday | 2pm - 6pm | |
| | 3U Cert III Make-Up – Follow On | 7I38MNMW | | 1 yr. | FO 12 | | Wednesday | 2pm - 6pm | |
| | 2U SOA in CIII Make Up (Make-Up, Hair & Nails) <i>Discrete*</i> | 8J33MNDF | | 1 yr. | 11 & new 12 | | Friday | 9am – 1pm | |
| | 2U CII Electro-technology – Electrician Focus 240 Hrs. | 8J34MFW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm | |
| Electro-technology Framework | 2U CII Electro-technology – Electronics Focus 240 Hrs. | 8J35MFM | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm | |
| | 2U CII Electro-technology – Electronics Focus 240 Hrs. - Continuing | 7I43MFW | | 1 yr. | Cont. 12 | ✓ | Monday | 2pm - 6pm | |
| | 2U CII Electro-technology Electronics 120 Hrs. <i>Discrete*</i> | 8J36MFDW | | 1 yr. | 11 & new 12 | | Wednesday | 9am – 1pm | |

2018 EVET List Version 1
Modified: 17/05/2017
Page 3 of 9

TAFE NSW WSR Schools Programs
Created: 25/04/2017
Version: 1.0

Correct at time of printing. Courses will be delivered subject to viable numbers and pending the outcome of the NSW Department of Education Procurement Process



| Mount Druitt (M) College | | | | | | | | | |
|--|--|-------------|---------|----------|-------------|------|-----------|--------------|--|
| Course Name | Description | Course Code | EVET ID | Duration | Eligibility | ATAR | Day | Time | |
| Hairdressing | 3U Cert II Salon Assistant 180 Hrs. <i>Course runs over 3 terms</i> | 8J37MNM | | 1 yr. | 11 & new 12 | | Monday | 1:30pm - 6pm | |
| | 3U Cert II Salon Assistant 180 Hrs. <i>Course runs over 3 terms</i> | 8J38MNW | | 1 yr. | 11 & new 12 | | Wednesday | 1:30pm - 6pm | |
| Hospitality Framework | 2U Cert II Hospitality 240 Hrs. | 8J39MFW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm | |
| | 3U Cert III Information Technology & Digital Media Technical Support Focus 240 Hrs. | 8J40MFW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm | |
| Information Technology & Digital Media Framework | 3U Cert III Information Technology & Digital Media Web Technology Focus 240 Hrs. | 8J41MFW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm | |
| | 3U Cert III Information Technology & Digital Media 240hrs Multi Media Gaming | 8J42MFM | | 2 yrs. | 11 | ✓ | Monday | 2pm - 6pm | |
| | 2U Cert III Information Technology & Digital Media 240hrs Multi Media Gaming – Continuing | 7J53MFM | | 1 yr. | Cont. 12 | ✓ | Monday | 2pm - 6pm | |
| | 2U Framework Metal Engineering 240 Hrs. Fabrication Focus | 8J43MFM | | 2 yrs. | 11 | ✓ | Monday | 2pm - 6pm | |
| Metals & Engineering Framework | 2U Framework Metal Engineering 240 Hrs. Fabrication Focus - Continuing | 7J55MFM | | 1 yr. | 12 | ✓ | Monday | 2pm - 6pm | |
| | 2U Framework Metal Engineering 240 Hrs. Fitting and Machining Focus | 8J44MFM | | 2 yrs. | 11 | ✓ | Monday | 2pm - 6pm | |
| | 2U SOA in Cert III Plumbing | 8J45MNM | | 1 yr. | 11 & new 12 | | Monday | 2pm - 6pm | |
| Plumbing | 2U SOA in Cert III Plumbing | 8J46MNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm - 6pm | |
| | 2U SOA in Cert III Plumbing - Follow On | 7J57MNW | | 1 yr. | FO 12 | | Wednesday | 2pm - 6pm | |
| | 2U SOA in Cert III Plumbing Discrete* | 8J47MNDW | | 1 yr. | 11 & new 12 | | Wednesday | 8am – 12pm | |
| | 2U CII in Skills for Work and Vocational Pathway 120 Hrs. Aboriginal Languages | 8J49MNM | | 1 yr. | 11 & new 12 | | Monday | 2pm - 6pm | |
| Skills for Work and Vocational Pathways | 2U CII in Skills for Work and Vocational Pathway 120 Hrs. Safer Driver | 8J50MNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm - 6pm | |

TAFE NSW WSR Schools Programs
 Created: 25/04/2017
 Version: 1.0

2018 EVET List Version 1
 Modified: 17/05/2017
 Page 4 of 9

Correct at time of printing. Courses will be delivered subject to viable numbers and pending the outcome of the NSW Department of Education Procurement Process



| Nepean College – Kingswood (NK) and Penrith (NP) campus | | | | | | | | | |
|---|--|-------------|---------|----------|-------------|------|-----------|-----------|--|
| Course Name | Description | Course Code | EVET ID | Duration | Eligibility | ATAR | Day | Time | |
| Animal Studies | 2U SOA in CII Animal Studies Companion Animals Focus | 8J51NPNM | | 1 yr. | 11 & new 12 | | Wednesday | 2pm – 6pm | |
| | 2U CII Animal Studies – Follow On Companion Animals Focus | 7J122NPNW | | 1 yr. | FO 12 | | Monday | 2pm – 6pm | |
| Baking | 2U SOA in Retail Baking | 8J52NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm | |
| | 2U SOA in Retail Baking <i>Discrete*</i> | 8J53NKNM | | 1 yr. | 11 & new 12 | | Monday | 9am – 1pm | |
| Beauty Services | 3U SOA in CIII Make Up | 8J54NKNM | | 1 yr. | 11 | | Monday | 2pm – 6pm | |
| | 3U SOA in CIII Make Up | 8J55NKNW | | 1 yr. | 11 | | Wednesday | 2pm – 6pm | |
| | 2U SOA in CIII Nail Technology | 8J56NKNW | | 2 yr. | 11 | | Wednesday | 2pm – 6pm | |
| Dental | 2U SOA in CII Dental Assisting | 8J57NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm | |
| | 2U SOA in Cert III Design Fundamentals | 8J58NKNW | | 2 yrs. | 11 | | Wednesday | 2pm – 6pm | |
| Design Fundamentals | 2U Cert III Design Fundamentals- Follow on | 7J73NKNW | | 1yr | FO 12 | | Wednesday | 2pm – 6pm | |
| | 2U SOA in Cert III Design Fundamentals (NEW) Fashion Visualisation Focus | 8J48NKNW | | 1yr | 11 & New 12 | | Wednesday | 2pm – 6pm | |
| | 2U SOA in Cert III Design Fundamentals Graphic Design Focus | 8J59NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm | |
| | 2U SOA in Cert III Design Fundamentals Interior Design Focus | 8J60NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm | |
| | 2U SOA in Cert III Design Fundamentals Games Graphics Design Focus | 8J63NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm | |
| | 2U SOA in Cert III Design Fundamentals Games Graphics Design Focus <i>Discrete*</i> | 8J64NKNM | | 1 yr. | 11 & new 12 | | Monday | 9am – 1pm | |
| | 2U SOA in Cert III Design Fundamentals Illustration Focus | 8J61NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm | |

TAFE NSW WSR Schools Programs
Created: 25/04/2017
Version: 1.0

2018 EVET List Version 1
Modified: 17/05/2017
Page 5 of 9

Correct at time of printing. Courses will be delivered subject to viable numbers and pending the outcome of the NSW Department of Education Procurement Process



Nepean College – Kingswood (NK) and Penrith (NP) campus

| Course Name | Description | Course Code | EVET ID | Duration | Eligibility | ATAR | Day | Time |
|---|---|-------------|---------|----------|-------------|------|--------------------|-----------------|
| Early Childhood Education and Care | 4U SOA in Cert III Early Childhood Education & care | 8166NKNMW | | 2 yrs. | 11 | | Monday & Wednesday | 2pm – 6pm |
| | 4U Cert III Early Childhood Education & care – <i>Continuing</i> | 7167NKFWM | | 1 yr. | 12 | | Monday & Wednesday | 2pm – 6pm |
| | 2U SOA in Cert III Early Childhood Education & care | 8168NKNM | | 1 yr. | 11 | | Monday | 2pm – 6pm |
| | 2U SOA in Cert III Early Childhood Education & care | 8167NKNW | | 1 yr. | 11 | | Wednesday | 2pm – 6pm |
| | 2U SOA in Cert III Early Childhood Education & care - <i>Follow On</i> | 7168NKFWM | | 1 yr. | FO 12 | | Wednesday | 2pm – 6pm |
| | 2U SOA in Cert III in Events | 8169NKFWM | | 2 yrs. | 11 | ✓ | Monday | 2pm – 6pm |
| Events Framework | 2U Cert III in Events – <i>Continuing</i> | 7178NKFWM | | 1 yr. | Cont. 12 | ✓ | Monday | 2pm – 6pm |
| | 2U SOA in Cert II Floristry Assistant | 8170NPNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm – 6pm |
| Floristry | 3U Cert II Salon Assistant 180 hr. <i>Course runs over 3 terms</i> | 8171NKNW | | 1 yr. | 11 & new 12 | | Monday | 1:30pm – 6pm |
| Hospitality | 2U Framework Cert II Hospitality 240 Hrs. | 8172NKFWM | | 2 yrs. | 11 | ✓ | Monday | 2pm – 6pm |
| | 4U SOA in Cert III Individual Support - Ageing Focus | 8173NKFWM | | 2 yrs. | 11 | ✓ | Monday | 2pm – 6pm |
| Human Services Framework | 4U Cert III Individual Support Ageing Focus – <i>Continuing</i> | 7183NKFWM | | 1 yr. | Cont. 12 | ✓ | Wednesday | 2pm – 6pm |
| | 4U Allied Services Framework – Cert III Jamison Trade School | 8174NKFWM | | 2 yrs. | 11 | ✓ | Monday | 1:30pm - 5:30pm |
| | 4U Health Services Assistant Framework – Cert III Jamison Trade School | 8175NKFWM | | 2 yrs. | 11 | ✓ | Wednesday | 1:30pm – 5:30pm |
| | 2U Health Services Assistant Framework – Cert III Jamison Trade School – <i>Continuing</i> | 7189NKFWM | | 1 yr. | Cont. 12 | ✓ | Monday | 1:30pm – 5:30pm |
| | 4U Health Services Assistant Framework – Cert III Nepean College | 8176NKFWM | | 2 yrs. | 11 | ✓ | Monday | 2pm – 6pm |
| | 2U Health Services Assistant Framework – Cert III Nepean College – <i>Continuing</i> | 7187NKFWM | | 1yr | Cont. 12 | | Wednesday | 2pm – 6pm |
| Property Services | 2U Property Services (Agency) | 8177NKNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm – 6pm |
| | 4U SOA in Cert II Sport And Recreation Fitness | 8178NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm |
| Sport and Recreation | 4U SOA in Cert II Sport And Recreation Fitness | 8179NKNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm – 6pm |
| | 2U SOA in Cert III Fitness | 8180NKNM | | 2 Yr. | 11 | | Monday | 2pm – 6pm |
| Visual Arts & Contemporary Craft | 2U SOA in Cert III Visual Arts – Digital Photography | 8181NKNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm – 6pm |
| | 2U SOA in Cert III Visual Arts - Painting and Drawing | 8182NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm |
| | 2U SOA in Cert III Visual Arts - Ceramics and Printmaking | 8183NKNM | | 1 yr. | 11 & new 12 | | Monday | 2pm – 6pm |

2018 EVET List Version 1
Modified: 17/05/2017
Page 6 of 9

Correct at time of printing. Courses will be delivered subject to viable numbers and pending the outcome of the NSW Department of Education Procurement Process

TAFE NSW WSR Schools Programs
Created: 25/04/2017
Version: 1.0



| Nirimba (N) College | | | | | | | | | | |
|------------------------------------|--|-------------|---------|----------|-------------|------|--------------------|--------------|--|--|
| Course Name | Description | Course Code | EVET ID | Duration | Eligibility | ATAR | Day | Time | | |
| Community Services | 3U SOA in Cert II Community Services 180 Hrs. <i>Course runs over 3 terms</i> | 8J84NNM | | 1 yr. | 11 & new 12 | | Monday | 1:30pm – 6pm | | |
| | 2U Cert II Construction 240 Hrs. | 8J85NFM | | 2 yrs. | 11 | ✓ | Monday | 2pm – 6pm | | |
| Construction Framework | 2U Cert II Construction 240 Hrs. <i>Continuing</i> | 7J102NFM | | 1 yr. | Cont. 12 | ✓ | Monday | 2pm – 6pm | | |
| | 2U SOA in CIII Early Childhood Education & Care | 8J86NNM | | 1 yr. | 11 | | Wednesday | 2pm – 6pm | | |
| Early Childhood Education and Care | 2U SOA CIII Early Childhood Education & Care – Follow On | 7J99NFW | | 1 yr. | Cont. 12 | | Monday | 2pm – 6pm | | |
| | 4U Cert III Early Childhood Education & care | 8J87NNMW | | 2 yrs. | 11 | | Monday & Wednesday | 2pm – 6pm | | |
| | 4U Cert III Early Childhood Education & care – <i>Continuing</i> | 7J100NNMW | | 1 yr. | Cont. 12 | | Monday & Wednesday | 2pm – 6pm | | |
| Entertainment Industry Framework | 2U Cert III Live Production and Services 240 Hrs. | 8J89NFW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm – 6pm | | |
| | 2U Cert III Live Production and Services 240 Hrs. - <i>Continuing</i> | 7J103NFW | | 1 yr. | Cont. 12 | ✓ | Wednesday | 2pm – 6pm | | |
| | 2U Cert III Music Business | 8J90NNM | | 2 yrs. | 11 & new 12 | | Monday | 2pm – 6pm | | |
| Music Industry Foundation | 2U Cert III Music Business - <i>Online</i> | 8J91NNONL | | 2 yrs. | 11 & new 12 | | ONLINE | ONLINE | | |
| | 2U SOA in Cert III Music Industry Performance Focus | 8J93NNM | | 2 yrs. | 11 & new 12 | | Monday | 2pm – 6pm | | |
| | 2U Cert III Music Industry Performance Focus – <i>Continuing</i> | 7J108NNM | | 1 yr. | Cont. 12 | | Monday | 2pm – 6pm | | |
| | 2U SOA in Cert III Music Industry Sound Production Focus | 8J94NNM | | 2 yrs. | 11 & new 12 | | Monday | 2pm – 6pm | | |
| | 2U Cert III Music Industry Sound Production Focus – <i>Continuing</i> | 7J109NNM | | 1 yr. | Cont. 12 | | Monday | 2pm – 6pm | | |

2018 EVET List Version 1
Modified: 17/05/2017
Page 7 of 9

TAFE NSW WSR Schools Programs
Created: 25/04/2017
Version: 1.0

Correct at time of printing. Courses will be delivered subject to viable numbers and pending the outcome of the NSW Department of Education Procurement Process



| Richmond (R) College | | | | | | | | | |
|--|--|-------------|---------|----------|-------------|------|-----------|-----------|--|
| Course Name | Description | Course Code | EVET ID | Duration | Eligibility | ATAR | Day | Time | |
| Animal Studies | 2U SOA in Cert II Animal Studies Companion Animals Focus | 8J95RNM | | 1 yr. | 11 & new 12 | | Monday | 2pm - 6pm | |
| | 2U SOA in Cert II Animal Studies Companion Animals Focus | 8J96RNW | | 1 yr. | 11 & new 12 | | Wednesday | 2pm - 6pm | |
| | 2U Cert II Animal Studies - Companion Animals Focus Follow On | 7J110RNM | | 1 yr. | FO 12 | | Monday | 2pm - 6pm | |
| | 2U Cert II Animal Studies - Companion Animals Focus Follow On | 7J111RNW | | 1 yr. | FO 12 | | Wednesday | 2pm - 6pm | |
| | 2U SOA in Cert II Animal Studies – Captive Animals Focus | 8J97NNW | | 1 yr. | 11 & new 12 | | Monday | 2pm - 6pm | |
| | 2U Cert II Animal Studies – Captive Animals Focus Follow On | 7J112RNM | | 1 yr. | FO 12 | | Wednesday | 2pm - 6pm | |
| | 2U Animal Studies 2 Year Program | 8J98RN2M | | 2 yrs. | 11 | | Monday | 2pm - 6pm | |
| | 2U Cert II Animal Studies 2 Year Program – Continuing | 7J113RN2M | | 1 yr. | 12 | | Monday | 2pm - 6pm | |
| | 2U SOA in Cert II Animal Studies Introduction <i>Discrete*</i> | 8J99RNDT | | 1 yr. | 11 & new 12 | | Tuesday | 9am – 1pm | |
| | 2U SOA in Horse Industry Practice | 8J101RNM | | 2 yrs. | 11 | | Monday | 2pm - 6pm | |
| Primary Industries Framework | 2U Cert II Horticulture Landscape Focus 240Hrs | 8J102RFW | | 2 yrs. | 11 | ✓ | Wednesday | 2pm - 6pm | |
| | 2U Cert II Horticulture Landscape Focus 240Hrs – Continuing | 7J117RFM | | 1 yr. | Cont. 12 | ✓ | Monday | 2pm - 6pm | |
| | 2U Cert II Amenity Horticulture – <i>Discrete*</i> | 8J104RFDW | | 1 yr. | 11& new 12 | | Wednesday | 9am – 1pm | |
| | 2U CIII Agriculture – Jackeroo /Jillaroo Focus | 8J106RFM | | 2 yrs. | 11 | ✓ | Monday | 2pm - 6pm | |
| Skills for Work and Vocational Training | 2U CII in Skills for Work and Vocational Pathways | 7J121RFW | | 1 yr. | Cont. 12 | ✓ | Wednesday | 2pm - 6pm | |
| | 2U CII in Skills for Work and Vocational Pathways Safer Driver | 8J107RNM | | 1 yr. | 11 & new 12 | | Monday | 2pm - 6pm | |

2018 EVET List Version 1
Modified: 17/05/2017
Page 8 of 9

Correct at time of printing. Courses will be delivered subject to viable numbers and pending the outcome of the NSW Department of Education Procurement Process

TAFE NSW/WSR Schools Programs
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TVET 2018 COMPULSORY INFORMATION & TESTING SESSION

It is recommended that students do some prior research to have some knowledge of the industry area and employment opportunity, if attending the Children Services, the Electrotechnology Framework Electrician course or the Human Services Framework courses in Health Services Assistance or Allied Health Assistances sessions.

All students registering for these programs will be required to undertake an aptitude and literacy test prior to course placement.

MOUNT DRUITT COLLEGE

Cnr Mount Street & North Parade,
Mount Druitt
Phone: (02) 9208 6244

Electrotechnology (Electrician) Framework

Certificate II in Electrotechnology (Electrician)

Time: Monday 21 August 2017 at 2:00pm
Monday 28 August 2017 at 2:00pm

Location: Building A, Room A1:06

Students will need to bring pens, pencils and scientific calculator.

NIRIMBA COLLEGE

Nirimba Education Precinct
Eastern Road, Quakers Hill
Phone: (02) 9208 7071

4U Early Childhood Education and Care

Certificate III in Early Childhood Education and Care

Time: Tuesday 8 August 2017 at 5:30pm
Tuesday 7 November 2017 at 5:30pm

Location: Building T1F, Room 105

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NEPEAN - KINGSWOOD COLLEGE

2-10, O'Connell Street, Kingswood
Phone: (02) 9208 9575

Human Services Framework

Certificate III in Health Service Assistance
Certificate III in Allied Health Services
Certificate III in Individual Support (Ageing)

Time: Wednesday, 13 September 2017 at 6:00pm
Location: Building T Block - Auditorium

4U Early Childhood Education and Care

Certificate III in Early Childhood Education and Care

Time: Tuesday, 12 September 2017 at 6:30pm
Location: Building I, Room I140

For further information, or to register your attendance, please contact the numbers provided above.

More Information

The school careers adviser or school VET coordinator has more information on VET courses and school based apprenticeships and traineeships, or visit <http://wsi.tafensw.edu.au/courses-and-careers/tvet/>

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Version 1.0



Page 2 of 2



Understanding the Codes

Subjects have different requirements – make sure that you know the requirements of the subject by using the following codes:

| Code | Meaning |
|---|--|
|  | This means that the course is a Board Developed Course (BOS). To qualify for a HSC you must complete at least 3 subjects that have  code. |
|  | This means that the course counts towards the attainment of an ATAR. To qualify for an ATAR you must pick at least 5 subjects that have  code. |
|  | This means that you will be expected to write essays, long extended responses and/or stories. You should be prepared to work at home and in your free periods on your ability to write in the context of the subject as well as remember all of the knowledge learnt in the subject. |
|  | This means that you will be expected to answer short answer questions, long extended responses and/or multiple choice questions using the knowledge learnt in class. You should be prepared to work at home and in your free periods on your ability to write in the context of the subject as well as remember all of the knowledge learnt in the subject. |
|  | This means that you will be expected to do difficult and complicated maths involving algebra and complicated calculations. You should be prepared to work at home and in your free periods on your ability to analyse and think logically in the context of the subject. |
|  | This means that you will be expected to create a project, product, dance, artwork or music composition. You should be prepared to work at home and in your free periods on your skills in preparing your project, product, dance, music or art work. You may be required to submit a portfolio demonstrating your skills and how you designed your project. |
|  | This means that you have to complete at least 2 weeks work placement outside of school. You will also have to meet competencies and demonstrate your skills in the course. You should be prepared to work at home and in your free periods on your competencies. Note: Work Studies requires you to do a Work Experience component. We strongly suggest that you choose English Studies if choosing Work Studies. |
|  | This means that you will have to complete an independent research project on a current issue. You must be prepared to survey people, interview people, gather data from the internet and other sources to write a report. This is called a PIP. |
|  | This means that you will have to complete practical activities such as sport and forms of artwork. There is also theory associated with sport, visual design or maths solutions. |
|  | The course has Life Skills outcomes or is suitable for those students who may have difficulty meeting mainstream outcomes. |

- To qualify for a HSC you must complete at least 3 subjects that have  code.
- To qualify for an ATAR you must pick at least 5 subjects that have  code.

This is a sample of the selection survey you will be asked to complete after the Subject Selection Information Evening next term – Tuesday, 25th July – 6:30-8:30pm – MAC.



Courses offered at Richmond High School

| Subject | Units | Codes | Subject | Units | Code |
|---|-------|------------|---------------------------------------|-------|------------|
| English is MANDATORY for the HSC, so you must TICK ONE of the following 3 courses. | | | Geography | 2 | ★ 🎓 ? 📖 |
| English Advanced | 2 | ★ 🎓 📖 | Hospitality VET | 2 | ★ 🎓 ? 🧑🍳 |
| English Standard | 2 | ★ 🎓 📖 | Industrial Technology | 2 | ★ 🎓 🖐️ ? |
| English Studies | 2 | ★ | Information Processes & Technology | 2 | ★ 🎓 ? |
| | | | Investigating Science | | ★ 🎓 ? |
| Now you must select 5 more subjects that add up to 10 units (or more) | | | Legal Studies | 2 | ★ 🎓 📖 ? |
| Agriculture | 2 | ★ 🎓 ? | Advanced Mathematics | 2 | ★ 🎓 📊 |
| Ancient History | 2 | ★ 🎓 📖 ? 🧑🎓 | Standard Mathematics | 2 | ★ 🎓 📊 |
| Biology* | 2 | ★ 🎓 ? | Mathematics Ext.1 | 1 | ★ 🎓 📊 |
| Business Services Admin VET | 2 | ★ 🎓 ? 🧑🍳 | Metals & Engineering VET@ | 2 | ★ 🎓 ? 🧑🍳 |
| Business Studies | 2 | ★ 🎓 📖 ? 📊 | Modern History | 2 | ★ 🎓 📖 ? 🧑🎓 |
| Ceramics | 2 | ★ 🖐️ 🌞 | Music 1 | 2 | ★ 🎓 🖐️ ? |
| Chemistry* | 2 | ★ 🎓 📊 ? | PD/Health/PE | 2 | ★ 🎓 ? |
| Community and Family Studies | 2 | ★ 🎓 ? | Photography, Video, & Digital Imaging | 2 | 🌞 |
| Computer Applications | 2 | ? | Physics* | 2 | ★ 🎓 📊 ? |
| Construction VET | 2 | ★ 🎓 ? 🧑🍳 | Primary Industries VET@ | 2 | ★ 🎓 ? 🧑🍳 |
| Dance | 2 | ★ 🎓 🖐️ 📖 | Retail VET@ | 2 | ★ 🎓 ? 🧑🍳 |
| Drama | 2 | ★ 🎓 🖐️ 📖 | Society and Culture | 2 | ★ 🎓 📖 ? 📄 |
| Earth & Environmental Science* | 2 | ★ 🎓 ? | Sport Leisure & Recreation (SLR) | 2 | 🌞 |
| Economics | 2 | ★ 🎓 📖 ? | Textiles & Design | 2 | ★ 🎓 🖐️ ? |
| Engineering Studies | 2 | ★ 🎓 📊 ? | Visual Arts | 2 | ★ 🎓 🖐️ 📖 |
| English Extension 1 | 1 | ★ 🎓 📖 | Visual Design | 2 | 🌞 |
| Entertainment VET@ | 2 | ★ 🎓 ? 🧑🍳 | Work Studies | 2 | 🧑🍳 🧑🎓 |
| Exploring Early Childhood | 2 | ? | | | |
| Food Technology | 2 | ★ 🎓 ? | | | |

@ These are cluster offered VET subjects at Windsor HS on Monday or Wednesday afternoons.