

# MACINTYRE HIGH SCHOOL



## SENIOR PROSPECTUS

INFORMATION BOOKLET

2022



## Message from the Principal:

Congratulations! You have made a key life affecting choice in deciding to complete the senior years of school at Macintyre High School. Macintyre High School is committed to providing you with the right mix of opportunities to give you the best possible start for your future life. High expectations, strong and effective support, a carefully balanced curriculum coupled with excellent extra-curricular options will enable you to develop and grow both intellectually and as a person.

There are a number of key elements to be found in an excellent senior curriculum. These include:

- A sufficiently wide subject choice to provide for individual needs.
- High expectations held jointly by the school and by every teacher.
- A relentless commitment to quality in both teaching and learning.
- Effective student welfare and support services.
- Opportunities to grow in personal responsibility and to grow as a member of the community.
- A wide range of leadership, sporting and cultural co-curricular options.

These critical elements, and more, are to be found at Macintyre High School. The school curriculum offers a range of academic, technological and vocational options for students. The school organisation will provide students with the training and support necessary to develop a strong culture of learning and use of study time.

The senior curriculum is complex and challenging. To guide you to the best possible pattern of study for your future needs, the school offers a range of counselling services and assistance to both students and parents to ensure students choose appropriate, relevant and stimulating courses. Be open to guidance and advice and avoid potential pitfalls by seeking advice from as many sources as possible.

Students should use this booklet as a starting point for the selection of subjects. Your subject choices should be based upon personal interests, talents and possible and realistic career paths. Make sure that you talk to your teachers and ask for their guidance. Your teachers will be able to provide advice based on their knowledge of your abilities and skills and they will be able to give you a good understanding of the scope and the demands of the senior courses in their area of expertise.

Most importantly, consult with the Careers Adviser, Mr Ryan. Discuss your career aspirations with him and find out about course selections that will help you follow your aspirations while still keeping your options open.

Please contact the Principal, Deputy Principal, Careers Adviser or your Year Adviser if you wish to discuss any aspect of the senior curriculum at Macintyre High School.

*Lindsay Paul*  
Principal



## WHAT TYPES OF COURSES CAN I SELECT?

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

### Board Developed Courses

These courses are developed by the Board of Studies. For each course the following information is available:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

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

### Board Endorsed Courses

- 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.

Some Board Endorsed Courses are one year only courses.

There is no external examination for any Content Endorsed 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.

### Vocational Education and Training (VET) Courses - Either Board Developed or Board Endorsed.

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

Further information about VET courses appears in the section listing the HSC Courses available.

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

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

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition planning process which will occur for both the Year 11 and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Year 11 course and a 2 unit HSC course. Each course will have a number of syllabus outcomes. Students can work towards, achieving these outcomes independently or achieving them with support.

### What are units?

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

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

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

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

### 2 unit course

- This is the basic structure for all courses.

### Extension course

- Extension study is available in a number of subjects. 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, and are available in English, Mathematics, History, Music, some languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension courses are available at Year 11 and HSC levels. Students must study the Year 11 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.

### 1 Unit course

- Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.
- There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

# Have you considered a School-Based apprenticeship or Traineeship?

**School-Based apprenticeships and Traineeships are a great way to commence your career while completing your HSC.**

As a student in Year 10, 11 or 12, you may be able to undertake a School-Based Apprenticeship or Traineeship. This is a great opportunity for you to combine paid work, training and school while achieving an industry recognised national qualification with units that counts towards your HSC.

## **What is a School-Based Traineeship?**

School-Based Traineeships provide you with the opportunity to achieve a nationally recognised qualification in conjunction with the Higher School Certificate (HSC), while gaining valuable work skills and experience through paid employment. School-Based Trainees will complete their traineeship while they are still at school and are required to be in the workplace for approximately one day per week, with most traineeship requiring a minimum of 100 days.

## **What is a School-Based Apprenticeship?**

School-Based Apprenticeships provide students with the opportunity to attain a nationally recognised qualification as well as their HSC while gaining valuable work skills and work experience through paid employment.

School-Based Apprenticeships are required to complete a minimum of 100 days on-the-job training, which is approximately one day per week, although each qualification is different.

- Building trades School-Based Apprenticeships will undertake 144 days of work based training over two years while at school.
- Plumbing and electrical trades School-Based Apprenticeships will undertake 180 days of work-based training over two years while at school.
- Hospitality, rural metals and engineering trades School-Based Apprenticeships will undertake a minimum of 100 days of work-based training over two years while at school.
- Automotive trade School-Based Apprenticeships will undertake 130 days of work-based training over two years while at school.

Once the school-based component of the apprenticeship is completed, you will move into the second year of the apprenticeship post school. As a result, a School-Based Apprentice will gain their qualification a year earlier than Year 12 school leavers.

## What are the main features of School-Based Apprenticeships?

- An opportunity to commence a trade qualification while completing your HSC and working in your chosen field.
- You will complete a combination of part-time paid work and part-time study.
- A head start on your apprenticeship as the school-based component equates to the first year of an apprenticeship.
- A Certificate of Proficiency issued by State Training Services upon successful completion.
- Potential access to government incentives.

Now is the time to start thinking about potential employers and careers!

Work experience is a great way to assess whether the industry you are considering is right for you. If your answer is a definite “yes” why not have a chat with your host employer about the possibility of a School-Based Apprenticeship or Traineeship?

School-Based Apprenticeships or Traineeships are available in most trade and industry areas. Both School-Based Apprenticeships and Traineeships can be delivered through TAFE New England. Find out more about the qualifications that are available at [www.sbatnsw.info](http://www.sbatnsw.info).

## Categorisation of Courses for ATAR

The Universities in NSW and the ACT are responsible for categorising subjects as either Category A or B.

Board Developed courses are classified by the universities as Category A or Category B. The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies.

Only the best two units from Category B courses are available for inclusion in the calculation of the ATAR. Very few of the new HSC Board Developed courses being examined have been classified as category B courses; these are listed below.

### The list of Category B Courses for Year 11

1. Automotive (240 hours)
2. Construction (240 hours)
3. English Studies
4. Hospitality Operations (240 hours)
5. Information, Digital Media & Technology (240 hours)
6. Mathematics Standard 1 (Year 12)
7. Metals and Engineering (240 hours)
8. Primary Industries (240 hours)
9. Business Services (240 hours)

# Board Developed Courses for the Higher School Certificate

English Studies	9
English Standard	10
English Advanced	11
HSC English Extension 1	12
HSC English Extension 2	13
Mathematics Standard	14
Mathematics Advanced	15
Mathematics Extension 1	16
Mathematics Extension 2	17
Aboriginal Studies	18
Agriculture	19
Ancient History	20
Biology	21
Business Studies	22
Chemistry	23
Community and Family Studies	24
Design and Technology	25
Drama	26
Engineering Studies	27
Food Technology	28
Geography	29
Industrial Technology	30
Investigating Science	31
Italian Beginners	32
Legal Studies	33
Modern History	34
History Extension	35
Music 1	36
Music 2	37
Music Extension	38
Personal Development, Health and Physical Education	39
Physics	40
Software Design and Development	41
Textiles and Design	42
Visual Arts	43



# Content Endorsed Courses

Exploring Early Childhood	45
Photography, Video and Digital Imaging	46
Sport, Lifestyle and Recreation Studies	47

# VET Curriculum Frameworks

<b><i>Business Services</i></b>	51-52
Business Services (240 hours)	
<b><i>Construction</i></b>	53-54
Construction (240 hours)	
<b><i>Hospitality</i></b>	55-56
Hospitality (240 hours)	
<b><i>Information Technology</i></b>	57-58
Information, Digital Media & Technology (240 hours)	
<b><i>Metal &amp; Engineering</i></b>	59-60
Metal & Engineering (240 hours)	
<b><i>Primary Industries</i></b>	61-64
Primary Industries (240 hours)	
<b>TAFE Delivered HSC Courses</b>	65

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

Recent NESA changes mean that English Studies is now a Board Developed Category B subject and can contribute to a students ATAR.

**Year 11 Course Content**

Mandatory module – Achieving through English: English in education, work and community (30-40 hours)  
An additional 2–4 modules (20-30 hours each)

**HSC Course Content**

Mandatory Common Module: Texts and Human Experiences (30 hours)  
An additional 2–4 modules (20-45 hours each)

**Particular Course Requirements**

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

**Year 11 Course Content**

Common Module: Reading to Write (40 hours)

Module A: Contemporary Possibilities (40 hours)

Module B: Close Study of Literature (40 hours)

**HSC Course Content**

Common Module: Texts and Human Experiences (30 hours)

Module A: Language, Identity and Culture (30 hours)

Module B: Close Study of Literature (30 hours)

Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

**Particular Course Requirements**

Across Stage 6 the selection of texts will give students experience of the following:

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

**2 units for each of Year 11 and HSC****Board Developed Course****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, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

**Year 11 Course Content**

Common Module: Reading to Write (40 hours)

Module A: Narratives that Shape our World (40 hours)

Module B: Critical Study of Literature (40 hours)

**HSC Course Content**

Common Module: Texts and Human Experiences (30 hours)

Module A: Textual Conversations (30 hours)

Module B: Critical Study of Literature (30 hours)

Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

**Particular Course Requirements**

Across Stage 6 the selection of texts will give students experience of:

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

**1 unit for each of Year 11 and HSC****Board Developed Course****Course Description**

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

**Year 11 Course Content**

Module: Texts, Culture and Value (40 hours)

Related research project (20 hours)

**HSC Course Content**

Common module: Literary Worlds with ONE elective option (60 hours)

**Particular Course Requirements**

Across Stage 6 the selection of texts will give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

**1 unit for HSC only****Board Developed Course****Course Description**

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions

**HSC Course Content**

The Composition Process

Major Work

Reflection Statement

The Major Work Journal (60 hours)

**Particular Course Requirements**

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

**Course Description**

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

In the HSC, there are two study options to choose from:

- **Mathematics Standard 1** is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training. Recent NESA changes mean that Mathematics Standard 1 is now a Board Developed Category B subject and can contribute to a student's ATAR.
- **Mathematics Standard 2** is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

**Year 11 Course Content**

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

**HSC Course Content**

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

**Particular Course Requirements**

Students currently in 10M2, 10M3 and 10M4 should choose the **Mathematics Standard** course of study in year 11. Stage 5.1/5.2 is the minimum prerequisite for study of this course.

It is recommended that 10M4 students choose **Mathematics Standard 1** to study in the HSC.

**Course Description**

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely

- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

**Content**

The Mathematics Advanced Year 11 course content is comprised of five topics, with the topics divided into subtopics. The Mathematics Advanced Year 12 course content includes four of the same topics and the topic of Financial Mathematics in place of the topic of Exponential and Logarithmic Functions.

The topics and subtopics are:

**Year 11**

Topic: Functions - Working with Functions

Topic: Trigonometric Functions - Trigonometry and Measure of Angles; Trigonometric Functions and Identities

Topic: Calculus - Introduction to Differentiation

Topic: Exponential and Logarithmic Functions - Logarithms and Exponentials

Topic: Statistical Analysis - Probability and Discrete Probability Distributions

**Year 12**

Topic: Functions - Graphing Techniques

Topic: Trigonometric Functions - Trigonometric Functions and Graphs

Topic: Calculus - Differential Calculus; The Second Derivative; Integral Calculus

Topic: Financial Mathematics - Modelling Financial Situations

Topic: Statistical Analysis - Descriptive Statistics and Bivariate Data Analysis; Random Variables

**Pre-requisites:**

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.

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



**Course Description**

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination.

**The study of Mathematics Extension 1 in Stage 6:**

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

**Content**

The Mathematics Extension 1 Year 11 course content is comprised of four topics, with the topics divided into subtopics. The Mathematics Extension 1 Year 12 course content includes the topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different topics.

The topics and subtopics are:

**Year 11**

Topic: Functions - Further Work with Functions; Polynomials

Topic: Trigonometric Functions - Inverse Trigonometric Functions; Further Trigonometric Identities

Topic: Calculus - Rates of Change

Topic: Combinatorics - Working with Combinatorics

**Year 12**

Topic: Proof - Proof by Mathematical Induction

Topic: Vectors - Introduction to Vectors

Topic: Trigonometric Functions - Trigonometric Equations

Topic: Calculus - Further Calculus Skills; Applications of Calculus

Topic: Statistical Analysis - The Binomial Distribution

**Pre-requisites**

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:- Polynomials; Logarithms; Functions and Other Graphs; Circle Geometry.

**Exclusions**

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

**Course Description**

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination.

**The study of Mathematics Extension 2 in Stage 6:**

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

**Content**

The Mathematics Extension 2 course is comprised of five topics, with the topics divided into subtopics.

The Year 12 [HSC ] topics and subtopics are:

Topic: Proof - The Nature of Proof; Further Proof by Mathematical Induction

Topic: Vectors - Further Work with Vectors

Topic: Complex Numbers - Introduction to Complex Numbers; Using Complex Numbers

Topic: Calculus - Further Integration

Topic: Mechanics - Applications of Calculus to Mechanics

**Prerequisites:**

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

**Exclusions:**

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

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

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

**Year 11 Course Content**

- Part I: Aboriginality and the Land (20%)
- Part II: Heritage and Identity (30%)
- Part III: International Indigenous Community: Comparative Study (25%)
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)

**HSC Course Content**

- Part I – Social Justice and Human Rights Issues (50%)
  - A Global Perspective (20%) AND B Comparative Study (30%)
- Part II – Case Study of an Aboriginal community for each topic (20%)
  - A Aboriginality and the Land OR B Heritage and Identity
- Part III – Research and Inquiry Methods – Major Project (30%)

**Particular Course Requirements**

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

**Year 11 Course Content**

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

**HSC Course Content****Core (80%)**

- Plant/Animal Production (50%)
- Farm Product Study (30%)

**Elective (20%)**

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21<sup>st</sup> Century

**Particular Course Requirements**

Practical experiences should occupy a minimum of 30% of both Year 11 and HSC course time

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

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

**Year 11 Course Content**

Students study three sections

1. Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')

Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies

2. Features of Ancient Societies (40 indicative hours) - Students study at least two ancient societies.

3. Historical Investigation (20 indicative hours)

**HSC Course Content**

The Year 12 course comprises four sections.

1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)

2. One 'Ancient Societies' topic (30 indicative hours)

3. One 'Personalities in their Times' topic (30 indicative hours)

4. One 'Historical Periods' topic (30 indicative hours)

**Particular Course Requirements**

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

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

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

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

**Year 11 Course Content**

Module 1 cells as the Basis of life

Module 2 Organisation of Living Things

Module 3 Biological Diversity

Module 4 Ecosystem Dynamic

**HSC Course Content**

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non infectious disease and disorders

**Particular Course Requirements**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society

**Year 11 Course Content**

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise
- 

**HSC Course Content**

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

**Particular Course Requirements**

nil

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

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

**Year 11 Course Content**

The Year 11 course consists of four modules.

**Module 1** Properties and Structure of Matter

**Module 2** Introduction to Quantitative Chemistry

**Module 3** Reactive Chemistry

**Module 4** Drivers of Reactions

**HSC Course Content**

The year 12 course consists of four modules

**Module 5** Equilibrium and Acid Reactions

**Module 6** Acid/base Reactions

**Module 7** Organic Chemistry

**Module 8** Applying Chemical Ideas

**Particular Course Requirements**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year



2 units for each of Year 11 and HSC

Board Developed Course

**Course Description**

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

**Year 11 Course Content**

- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

**HSC Course Content**

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

**Optional Component (25%)**

Students select **one** of the following options:

Family and Societal Interactions or Social Impact of Technology or Individuals and Work.

**Particular Course Requirements**

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing.

The HSC course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies.

**Year 11 Course Content**

The Year 11 course includes the completion of at least two design projects. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings.

**HSC Course Content**

Involves the study of innovation and emerging technologies, including a case study of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

**Particular Course Requirements**

In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects.

In the HSC students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected Major Design Project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

The Year 11 course 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 comes from practical experiences in each of these areas.

The HSC course for Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

**Year 11 Course Content**

Improvisation, Playbuilding, Acting  
Elements of Production in Performance  
Theatrical Traditions and Performance Styles

**Year 12 Course Content**

Australian Drama and Theatre (Core content)  
Studies in Drama and Theatre  
Group Performance (Core content)  
Individual Project

**Particular Course Requirements**

The Year 11 course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

**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.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

Both Year 11 and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics & hydraulics, engineering materials, historical & societal influences, engineering electricity & electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

**Year 11 Course Content**

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

**HSC Course Content**

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

**Particular Course Requirements****Year 11 Course**

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

**HSC Course**

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Year 11 course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

**Year 11 Course Content**

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

**HSC Course Content**

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

**Particular Course Requirements**

There is no prerequisite study for the 2unit Year 11 course. Completion of the 2unit Year 11 course is a prerequisite to the study of the 2unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

**Year 11 Course Content**

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

**HSC Course Content**

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

**Particular Course Requirements**

Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Areas include:

- Metal and Engineering Technologies
- Timber Products and Furniture Technologies

Students can only select **one** Industrial Technology subject/focus area.

**Year 11 Course Content**

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

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

**HSC Course Content**

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:

- Industry Study
- Major Project
  - Project Folio
  - Production
- Industry Related Manufacturing Technology

**Particular Course Requirements-** can only choose one focus area

In the Year 11 course, students must design, develop and construct one to two projects. Each project will include a management folio.

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

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

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

**Year 11 Course Content**

The Year 11 course consists of four modules.

**Module 1** Cause and Effect – Observing

**Module 2** Cause and Effect – Inferences and Generalisations

**Module 3** Scientific Models

**Module 4** Theories and Laws

**HSC Course Content**

The Year 12 course consists of four modules.

**Module 5** Scientific Investigations

**Module 6** Technologies

**Module 7** Fact or Fallacy?

**Module 8** Science and Society

**Particular Course Requirements**

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year



**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, the *personal world* and the *Italian-speaking communities*, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

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

**Year 11 and 12 Course Content**

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

**Particular Course Requirements**

Nil

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

**Year 11 Course Content**

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

**HSC Course Content**

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

**Two** options are chosen from:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous people</li> </ul> | <ul style="list-style-type: none"> <li>* World order.</li> <li>* Workplace</li> <li>* Shelter</li> </ul> |
|---|--|

**Particular Course Requirements**

No special requirements

**Course Description**

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

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

**Year 11 Course Content**

The Year 11 course comprises three sections.

1. Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')

Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.

2. Historical Investigation (20 indicative hours)

3. The Shaping of the Modern World (40 indicative hours) - At least one study from 'The Shaping of the Modern World' is to be undertaken.

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

**HSC Course Content**

The Year 12 course comprises four sections.

1. Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)

2. One 'National Studies' topic (30 indicative hours)

3. One 'Peace and Conflict' topic (30 indicative hours)

4. One 'Change in the Modern World' topic (30 indicative hours)

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

**Particular Course Requirements****Year 11**

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

One case study must be from Europe, North America or Australia, and

One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

**Year 12**

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

**1 unit for HSC****Board Developed Course****Course Description**

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

**HSC Course Content**

The course comprises two sections.

Constructing History (Minimum 40 indicative hours)

Key Questions:

Who are historians?

What are the purposes of history?

How has history been constructed, recorded and presented over time?

Why have approaches to history changed over time?

Case Studies:

Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

History Project (Maximum 20 indicative hours)

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

**Particular Course Requirements**

The course requires students to undertake:

one case study

the development of one History Project.

**Prerequisites:**

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

**Year 11 Course Content and HSC Course Content**

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

**Particular Course Requirements**

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

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

**Exclusions:** Music 2

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

**Year 11 Course Content and HSC course**

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Year 11 course, the Mandatory Topic is Music 1600–1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

**Particular Course Requirements**

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

All students will be required to develop a composition portfolio for the core composition.

**Music Extension**

only in HSC year

**1 units for HSC****Board Developed Course****Course Description**

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

**HSC Course Content**

Studied concurrently with Music 2 course

**Particular Course Requirements**

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

**Prerequisites:** Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

**Exclusions:** Music 1

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

In the 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.

**Year 11 Course Content**Core Topics (60%)

Better Health for Individuals

The Body in Motion

Optional Component (40%)Students select **two** of the following options:

First Aid or Composition and Performance or Fitness Choices

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

Health Priorities in Australia

Factors Affecting Performance

Optional Component (40%)Students select **two** of the following options:

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

**Particular Course Requirements**

In addition to core studies, students select **two** options in each of the Year 11 and HSC courses.



**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

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

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

**Year 11 Course Content**

The Year 11 course consists of four modules.

**Module 1** Kinematics

**Module 2** Dynamics

**Module 3** Waves and Thermodynamics

**Module 4** Electricity and Magnetism

**HSC Course Content**

The Year 12 course consists of four modules.

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

**Module 8** From the Universe to the Atom

**Particular Course Requirements**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Course Description**

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

The HSC course builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

**Year 11 Course Content**

- Concepts and Issues in the Design and Development of Software (30%)
- Introduction to Software Development (50%)
- Developing software solutions (20%)

**HSC Course Content**

- Development and Impact of Software Solutions (15%)
- Software Development Cycle (40%)
- Developing a Solution Package (25%)

Options - Study one of the following options (20%):

- Programming paradigms

**or**

- The interrelationship between software and hardware

**Particular Course Requirements**

There is no prerequisite study for the Year 11 course. Completion of the Year 11 course is a prerequisite for the HSC course.

It is a mandatory requirement that students spend a minimum of 20% of Year 11 course time and 25% of HSC course time on practical activities using a computer.

**Course Description**

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 textile projects.

The HSC course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

**Year 11 Course Content**

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

**HSC Course Content**

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

**Particular Course Requirements**

In the Year 11 course students will undertake two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

In the HSC course, students are required to produce a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

**2 units for each of Year 11 and HSC****Board Developed Course****Course Description**

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

**Year 11 Course Content**

The course explores

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- 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.

**HSC Course Content**

The Course explores

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

**Particular Course Requirements****Year 11 Course:**

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

**HSC Course:**

- 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 in art making, art criticism and art history.

# Content Endorsed Courses

Exploring Early Childhood	45
Photography, Video and Digital Imaging	46
Sport, Lifestyle and Recreation Studies	47

**2 units for each of Year 11 and HSC****Content Endorsed Course****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.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

**Course Content**

Exploring Early Childhood aims to provide students with an overview of children's experiences in the early childhood years. It explores child growth and development from conception through to preschool years. It involves practical experiences to enable students to develop confidence in observing understanding and relating to young children.

**Core strands:**

- Child Growth and Development
- Pregnancy and childbirth
- Promoting Positive Behaviour

**Options Modules:**

- Play and the developing child
- Child safety
- Food and Nutrition
- Young children with Special Needs
- Children's Services
- Working with young children
- Young children and media

***What students will be able to do at the end of this course?***

Students will understand:

- The importance of growth, development, learning and play during the early childhood years.
- The role of family and community in growth and development.
- Providing safe and challenging environments for children to allow development.
- The diversity of cultures within Australia and the ways in which this influences child rearing.

***How will this course help me in the future?***

Students completing this course should develop an understanding of the importance of the early childhood years. It will provide them with knowledge and skills to contribute positively to their future lives and as a basis for further education in the workplace, TAFE or Universities. Suitable Careers in Child Care may include: Teaching, Pre-school K-6, Social work, Nursing, and a Counsellor.

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

**Course Description**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

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

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

**Main Topics Covered**

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging

**Modules include**

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Particular Course Requirements**

Students are required to keep journal throughout the course.

**2 units for each of Year 11 and HSC****Content Endorsed Course**

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

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

**Through the course students will develop:**

- Knowledge and understanding of the factors that influence health and participation in physical activity
- Knowledge and understanding of the principles that impact on quality of performance
- An ability to analyse and implement strategies to promote health, activity and enhanced performance
- A capacity to influence the participation and performance of self and others.

**The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:**

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle



# Vocational Courses Delivered at School

Business Services	51-52
Construction	53-54
Hospitality	55-56
Information Technology	57-58
Metal & Engineering	59-60
Primary Industries	61-64

## FREQUENTLY ASKED QUESTIONS

### **What does VET mean?**

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

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

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

### **What is reported on the HSC?**

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

### **What are competencies?**

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

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

### **What is the Australian Quality Framework (AQF)?**

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

### **What are Australian Qualification Framework (AQF) qualifications?**

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

### **What are Industry Curriculum Frameworks?**

The NSW Education Standards Authority has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

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

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

### **What are Specialisation Courses?**

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

### **Why is work placement compulsory in some VET courses?**

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

### **Who delivers VET to students?**

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

### **What is RPL?**

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

### **What is Credit Transfer?**

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

### **How do employability skills relate to VET courses?**

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an

# BUSINESS SERVICES

## BSB30120 Certificate III in Business

Version 2 April 2021

### COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours
SBAT Pathways	Yes
Recognition	National and HSC Qualification

### ASSESSMENT

Assessment strategies may include:

- Direct observation of practical work
- Written questioning
- Structured tasks including scenarios and case studies
- Portfolios of evidence collated by students

### FURTHER STUDY

Certificate IV and/or Diploma in the field of Business.

For example:

- Administration
- Marketing
- Human Resources
- Business Sales



### ABOUT

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. The course will also assist students to develop skills in:

- Communication
- Teamwork in a business environment
- Problem solving
- Innovation and enterprise
- Planning and organising (providing)
- Deliver customer service



### JOB ROLES

Individuals with this qualification are able to perform roles, such as:

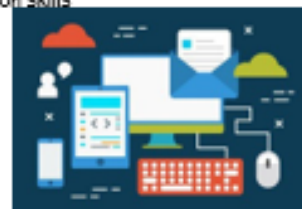
- Administration Assistant
- Clerical Worker, Data Entry Operator, Information Desk Clerk
- Office Junior
- Receptionist

### CAREER PATHWAYS

Administration Officer, Administrative Assistant, Clerical Officer, Data Entry Operator, Information Desk Clerk, Office Assistant, Receptionist

### PERSONAL REQUIREMENTS

- Able to work methodically, accurately and neatly
- Good oral and written communication skills
- Able to work as part of a team
- Neat personal appearance.



### DUTIES AND TASKS OF AN ADMINISTRATIVE ASSISTANT

Administrative assistants may perform the following tasks:

- Sort and distribute incoming mail to areas and staff within the organisation and dispatch outgoing mail
- Write business letters, reports or office memos
- Answer telephone enquiries from customers, attend to visitors and assist other staff in the organisation with their enquiries
- Operate a range of office machines such as photocopiers, computers and faxes
- File documents – electronic and hard copy
- Undertake other duties such as banking, credit control or payroll functions

### STUDENT OUTCOMES for BSB30120 Certificate III in Business

These are the outcomes of graduates surveyed six months after completing their training for Certificate III in Business.



All statistics are supplied by the [National Centre for Vocational Education Research](https://www.nvq.gov.au/)

Further reading:

<https://smartandskilled.nsw.gov.au/for-students>

<https://sbat.nsw.info/school-based-traineeships>

<https://www.myskills.gov.au/courses/details?Code=BSB30120>

<https://training.gov.au/Training/Details/BSB30120>

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

Course: <b>Business Services</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
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This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

<p><b>Business Services Training Package (BSB v7)</b> <b>Units of Competency</b> <u>Core</u></p> <p>BSBCRT311 Apply critical thinking skills in a team environment</p> <p>BSBPEF201 Support personal wellbeing in the workplace</p> <p>BSBSUS211 Participate in sustainable work practices</p> <p>BSBTWK301 Use inclusive work practices</p> <p>BSBWHS311 Assist with maintaining workplace safety</p> <p>BSBXCM301 Engage in workplace communication</p>	<p><b>Electives</b> 7 elective units, of which:</p> <p>2 elective units must be selected from Group A 1 elective unit must be selected from Group B for the remaining 4 elective units:</p> <p>up to 4 units may be selected from Groups A – G if not listed, up to 3 units may be selected from a Certificate II, Certificate III or Certificate IV from this or any other currently endorsed Training Package qualification or accredited course.</p>
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**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

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

**Recommended Entry Requirements**  
Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

- Examples of occupations in the business services industry:**
- administration assistant
  - office junior
  - information desk operator
  - clerical worker
  - receptionist
  - data entry operator

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

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

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

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

<b>Course Cost: Preliminary - \$nil    HSC - \$nil</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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

# CONSTRUCTION

## CPC20220 Certificate II in Construction Pathways and Statement of Attainment toward CPC20120 Certificate II in Construction

Version 2 April 2021

### COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	Yes
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours
SBAT Pathway	Yes
Recognition	National and HSC Qualification

### ASSESSMENT

Assessment strategies may include:

- Direct observation of practical work
- Student Demonstration
- Written questioning and tasks
- Portfolios of evidence collated by students

### FURTHER STUDY

Apprenticeship, for example in

- Carpentry
- Bricklaying
- Tiling
- Plastering



### CAREER PATHWAYS

This qualification provides a pathway to the primary trades in the construction industry. It is designed to introduce learners to the trade callings in the construction industry and provide credit towards a construction apprenticeship.

### DUTIES AND TASKS OF A CARPENTER

Carpenters may perform the following tasks:

- Construct formwork into which concrete is poured
- Build floors, wall frameworks (timber and/or steel) and roofs, lay timber floors
- Read plans and specifications to determine the dimensions, materials required and installation processes to be followed.
- Construct and erect prefabricated units, install hardware, flooring underlay, insulating material and other fixtures.
- Cut materials with hand and power tools, and assemble, nail, screw, cut or shape components, maintain and sharpen tools

### STUDENT OUTCOMES for CPC20220 Certificate II in Construction Pathways

These are the outcomes of graduates surveyed six months after completing their training for Certificate II in Construction Pathways. All statistics are supplied by the [National Centre for Vocational Education Research](#)



### ABOUT

This qualification provides a pathway to the primary trades in the construction industry. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry off-site occupations, such as joinery and shop-fittings as well as carpentry, bricklaying and other occupations in general construct

This qualification is designed to introduce learners to the recognized trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.



### JOB ROLES

Trades' assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erecting and dismantle formwork for footings and slabs on ground.

### PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good Health and eyesight
- Able to work as part of a team



### Further reading:

<https://training.gov.au/Training/Details/CPC20220>

<https://smartandskilled.nsw.gov.au/for-students>

<https://sbatinnsw.info/school-based-traineeships>

<https://www.myskills.gov.au/courses/details?Code=CPC20220>

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

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

Course: **Construction**  
 Board Developed Course

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

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

**Construction, Plumbing and Services Training Package (CPC6.2)**  
**Units of Competency**

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

**Electives**

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

**Course Prerequisite**

CPCCWHS1001 - Prepare to work safely in the construction industry.

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

- \$25

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

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

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

**Recommended Entry Requirements**

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

**Examples of occupations in the construction industry:**

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

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$35      HSC - \$30**

**Correct footwear needs to be worn at all times**

**Refunds**

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

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

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

# HOSPITALITY- Kitchen Operations

## SIT20416 Certificate II in Kitchen Operations

Version 1 March 2020

### COURSE DETAILS

<b>Hours</b>	240 hours
<b>Type</b>	Board Developed Course
<b>Duration</b>	2 years
<b>Unit Value</b>	2 units Preliminary and 2 units HSC
<b>Specialisation</b>	Yes
<b>HSC Exam</b>	Yes
<b>ATAR</b>	Yes
<b>Work placement</b>	Mandatory 70 hours
<b>SBAT pathways</b>	Yes
<b>Recognition</b>	National and HSC Qualification

### ASSESSMENT

Assessment strategies may include:

- Observation
- Student demonstration
- Questioning
- Written tasks
- Online assessments



### FURTHER STUDY

After achieving Certificate II in Kitchen Operations, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism

### DUTIES AND TASKS OF A KITCHEN HAND

Kitchen hands may perform the following tasks:

- Wash and clean utensils and dishes and make sure they are stored appropriately
- Handle, sort, store and distribute food items
- Wash, peel, chop, cut and cook foodstuffs, and help prepare salads and desserts
- Sort and dispose of rubbish and recycling
- Organise laundering of kitchen linen
- Clean food preparation equipment, floors and other kitchen tools or areas.

### STUDENT OUTCOMES for SIT20416 Certificate II in Kitchen Operations

These are the outcomes of graduates surveyed six months after completing their training for SIT20416 Certificate II in Kitchen Operations. All statistics are supplied by the *National Centre for Vocational Education Research*



### ABOUT

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Skills and knowledge will prepare the students in providing effective hospitality service to customers.

### JOB ROLES

Possible job titles include:

- Breakfast cook
- Catering assistant
- Fast food cook
- Sandwich hand
- Take-away cook



### PERSONAL REQUIREMENTS

- Enjoy practical work
- Good hand-eye coordination
- Able to work quickly and safely with minimal supervision
- Good personal hygiene
- Free from skin allergies to foods and detergents
- Good communication skills
- Able to work under pressure
- Able to work as part of a team.

### CAREER PATHWAYS

Chef, Caterer, Restaurateur/Restaurant/Cafe Owner



Further reading:

<http://training.gov.au/Training/Details/SIT20416>

<https://smartandskilled.nsw.gov.au/for-students/job-guides>

<http://www.sbatinnsw.info/apprenticeships.php?apg=avai>



## 2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

### SIT20416 Certificate II in Kitchen Operations

RTO 9162 Public Schools NSW, Tamworth

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: **Hospitality • Kitchen Operations**  
Board Developed Course

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

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

#### Tourism, Travel and Hospitality training package (SIT 1.2)

##### Units of Competency

###### Core

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

##### Electives

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

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

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

#### Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

#### Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

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

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course Cost:** Preliminary - \$70    HSC - \$70  
School Specific equipment: clack leather shoes  
Chef's Uniform: available from school

#### Refunds

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

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

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

# INFORMATION AND DIGITAL TECHNOLOGY

Statement of Attainment towards  
ICT30120 Certificate III in Information Technology

Version 2 April 2021

## COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 unit Preliminary and 2 unit HSC
Specialisation HSC	Yes, check with your school
Exam ATAR	Yes
Workplacement	Mandatory 70 hours
SBAT Pathways	Yes
Recognition	HSC National and HSC Qualification

## ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

## PERSONAL REQUIREMENTS

- Strong client focus and genuine desire to assist
- Analytical skills
- Persistence
- Good communication skills
- Able to work as part of a team
- Patient and tolerant
- Aptitude for technical activities
- Methodical and disciplined approach to problem-solving.



## ABOUT

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, web technologies, software applications and digital media technologies.

## JOB ROLES

Possible job titles relevant to this qualification include:

- Help desk officer
- Help desk assistant
- ICT operations support
- ICT user support
- PC support
- Technical support
- Web designer



## CAREER PATHWAYS

Technical Support, Helpdesk Officer, Office Assistant, Computer Operator, Webpage Design, Multimedia Production, IT Business Manager, Internet Systems Administrator, E-Business Project Manager

## FURTHER STUDY

Students will have the opportunity to complete the Certificate III post school with their SOA contributing the majority of units of competency.

Relevant Information Technology qualifications including Certificate IV, Diploma and Degree

## DUTIES AND TASKS OF AN INFORMATION TECHNOLOGY SUPPORT TECHNICIAN

IT support technicians may perform the following tasks:

- Identify the hardware and software needed to provide solutions to problems
- Assist with the customization and adaptation of existing programs
- Download and install appropriate software
- Connect users to networks and provide initial training in facilities and applications
- Talk with vendors and programmers
- Provide information relating to customers' hardware and software purchases
- Make sure users can use the equipment by providing personal tuition and self-help instructions
- Undertake housekeeping and reporting functions for the area of responsibility

## STUDENT OUTCOMES for Certificate III in Information Technology

These are the outcomes of graduates surveyed six months after completing their training for Certificate III in Information Technology. All statistics are supplied by the [National Centre for Vocational Education Research](#)



## FURTHER READING

<https://training.gov.au/Training/Details/ICT30120>

<https://www.myskills.gov.au/courses/details?Code=ICT30120>

<https://smartandskilled.nsw.gov.au/for-students/>

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

**2022 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTION**  
**Statement of Attainment towards ICT30120 Certificate III in Information Technology**  
**RTO 90162 Public Schools NSW, Tamworth**

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

<b>Course: Information and Digital Technology</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)
<p>This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification. This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.</p>	
Information and Communications Technology TP (ICT 6.0) <b>Units of Competency:</b> <b>6 Core</b> <ul style="list-style-type: none"> <li>▪ BSBCRT301 Develop and extend critical and creative thinking skills</li> <li>▪ BSBXCS303 Securely manage personally identifiable information and workplace information</li> <li>▪ BSBXTW301 Work in a team</li> <li>▪ ICTICT313 Identify IP, ethics and privacy policies in ICT environments</li> <li>▪ ICTPRG302 Apply introductory programming techniques</li> <li>▪ ICTSAS305 Provide ICT advice to clients</li> </ul>	<b>6 possible elective units could be taken from:</b> <ul style="list-style-type: none"> <li>▪ Group A Animation</li> <li>▪ Group B Basic Cloud Computing</li> <li>▪ Group C Basic Cyber Security Awareness</li> <li>▪ Group D Digital Media</li> <li>▪ Group E Generalist IT Support</li> <li>▪ Group F IT Work Ready Skills</li> <li>▪ Group G Networking</li> <li>▪ Group H Programming</li> <li>▪ Group I Systems</li> <li>▪ Group J Web Development</li> </ul> <b>2 electives</b> may be taken from other endorsed training package or qualification at AQF levels 2, 3 or 4.
<p align="center"><b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b></p>	
<p>Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.</p>	
<p><b>Recommended Entry Requirements</b>          Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.</p>	
<p><b>Pathways or skills that suit working in the information technology industry could include:</b></p> <ul style="list-style-type: none"> <li>• High attention to detail including accuracy and precision of work</li> <li>• Strong communication skills working with clients using IT services and selling equipment or service to customers</li> <li>• Technical knowledge of IT programs and systems and the ways they operate</li> <li>• Strong problem solving skills to test new systems and software and diagnose problems in systems or hardware and figure out causes.</li> </ul>	
<p><b>Examples of occupations in the Information Technology industry</b></p> <ul style="list-style-type: none"> <li>• Analyst programmer</li> <li>• IT Manager</li> <li>• Motion Graphics Designer</li> <li>• Systems Analyst</li> <li>• Network professional</li> <li>• Web Developer</li> </ul>	
<p><b>Mandatory Course Requirements:</b> Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.</p>	
<p><b>External Assessment (optional HSC examination for ATAR purposes)</b>          The Higher School Certificate examination for Information Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>	
<p><b>Competency-Based Assessment</b>          Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor, they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.</p>	
<p><b>Appeals and Complaints</b>          Students may lodge an appeal or a compliant about an assessment decision or other decisions through the VET teacher.</p>	
<p><b>Course Cost: Preliminary - \$nil    HSC - \$nil</b></p>	<p><b>Refunds</b>          Refund Arrangements on a pro-rata basis.          Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a></p>	
<p>Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	
<p align="center">2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021</p>	

# MANUFACTURING & ENGINEERING INTRODUCTION

MEM10119 Certificate I in Engineering & Statement of Attainment towards

MEM20413 Certificate II in Engineering Pathways

Version 1 March 2021

## COURSE DETAILS

Hours	240 hours
Type	Board Endorsed Course
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	No
HSC Exam	No
ATAR	No
Work placement	Mandatory 35 hours

**RECOGNITION** National and HSC Qualification

## ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



## FURTHER STUDY

Apprenticeship, for example in

- Engineering - Fabrication Trade
- Engineering - Mechanical Trade
- Engineering - Electrical/Electronic Trade
- Engineering - Technical
- Boating Services
- Jewellery

## DUTIES AND TASKS OF A TRADES ASSISTANT

Trades assistants may perform the following tasks:

- Position and hold metal stock or products to enable work to be carried out
- Perform assembly and dismantling operations, such as screwing or bolting
- Solder or spot-weld components using electrical spot or butt welding machines
- Operate power hammers, presses or other cutting and shaping tools and machines
- Transport tools, materials and work pieces to and from sites or workbenches
- Hand tools to tradespersons and hold tools not immediately required
- Clean and prepare working surfaces.

## STUDENT OUTCOMES for Certificate I in Engineering and Certificate II in Engineering Pathway

These are the outcomes of graduates surveyed six months after completing their training for Certificate I in Engineering.

All statistics are supplied by the [National Centre for Vocational Education Research](#)

## ABOUT

The Certificate I in Engineering & SOA toward Certificate II in Engineering Pathways provides students with broad-based underpinning competencies in a range of engineering and manufacturing skills.

Students undertaking this program will work on engineering workshop machines as well as learning about hand and power tools and precision measurement tools. Students will have the opportunity to learn welding skills using electric welding machines, undertake a basic engineering project

## JOB ROLES

Trades' assistants related to this qualification include:

- Factory Worker
- Engineering/manufacturing employees within the areas of metal, engineering, manufacturing and associated industries



## PERSONAL REQUIREMENTS

- Enjoy technical and engineering activities
- Good with hands
- Enjoy practical and manual activities
- Able to work efficiently
- Able to work as part of a team
- Safety-conscious
- Able to cope with the physical demands of the job.

## CAREER PATHWAYS

Sheet Metal Worker, Machinist, Equipment Maintainer & Repairer, Plant Mechanic, Mechanical Fitter, Tool and Die Maker, Design Engineer, CNC Operator, Mechanical and Maintenance Engineer



### Salary

\$51,200

The middle of the range of salaries earned by graduates in the Engineering and Related Technologies field starting their first ever full-time job after graduating.

### Jobs

Graduates of the Engineering and Related Technologies field (Certificate I) are most often employed as:



28.5%  
Laborers



20.9%  
Technicians and  
Trades Workers



20.2%  
Professionals

### Industries

Graduates of the Engineering and Related Technologies field (Certificate I) are most often employed in:



13.4%  
Construction



13.2%  
Manufacturing



11.6%  
Transport, postal  
and warehousing

## Further reading

<http://training.gov.au/training/details/MEM10119>, [MEM20413](#)

<https://smartandskilled.nsw.gov.au/for-students/job-guides>

<https://www.myskills.gov.au/courses/details?Code=MEM10119>

## 2022 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION

### MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

**RTO 90162 Public Schools NSW, Tamworth**

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

Course: <b>Manufacturing and Engineering - Introduction</b> Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Manufacturing and Engineering Training Package (MEM 2)</b>  <b>Units of Competency</b> <b>Core</b> MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry	<b>Electives</b> MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEM16008 Interact with computer technology MEM07032 Use machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment
<b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.	
<b>Examples of occupations in the Manufacturing and Engineering industry</b> <ul style="list-style-type: none"> <li>▪ fitter</li> <li>▪ refrigeration and air conditioning mechanic</li> <li>▪ toolmaker</li> <li>▪ locksmith</li> <li>▪ machinist</li> <li>▪ maintenance fitter</li> </ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be 'N' determined as required by NESA.  There is <b>no</b> external examination in the HSC year for students.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: Preliminary - \$30 HSC - \$30</b> <b>School Specific equipment and associate requirements for students include enclosed footwear for PPE</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship and apprenticeship are available in this industry area, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	

# PRIMARY INDUSTRIES

## AHC20116 Certificate II in Agriculture

Version 2 May 2021

### COURSE DETAILS

<b>Hours</b>	240 hours
<b>Type</b>	Board Developed Course
<b>Duration</b>	2 years
<b>Unit Value</b>	2 unit Preliminary 2 unit HSC
<b>Specialisation</b>	Yes
<b>HSC Exam</b>	Yes
<b>ATAR</b>	Yes
<b>Work Placement</b>	Mandatory 70 hours Opportunity to complete a School Based Traineeship and gain credit towards the HSC
<b>SBAT</b>	National and HSC Qualification

### ASSESSMENT

Assessment strategies may include:

- Observation
- Student demonstration
- Questioning
- Written tasks
- Tests



### FURTHER STUDY

Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture (Dairy Production), Certificate III in Pork Production, Certificate III in Horse Breeding.

### DUTIES AND TASKS IN AGRICULTURE

Agricultural technical officers may perform the following tasks:

- work with agricultural scientists using small plot experiments to compare plant varieties and test the effects of various treatments on growth and yield
- work with soil scientists to study irrigation techniques and analyse plants used in soil treatment experiments
- work with plant breeders to produce new strains and select superior products
- work with animal breeders using artificial insemination techniques to produce offspring that mature earlier
- record and interpret experimental data in field experiments
- interpret aerial photographs and prepare maps showing soil and vegetation patterns
- assist in the chemical analysis and laboratory culture of microorganisms that cause diseases in plants and animals
- carry out research and provide advice about various technical issues.

### STUDENT OUTCOMES for AHC20116 Certificate II in Agriculture

These are the outcomes of graduates surveyed six months after completing their training for Certificate II in Agriculture.

All statistics are supplied by the [National Centre for Vocational Education Research](#)

#### Primary Industries: Starting Salary



#### Primary Industries: Employment Outcomes



#### Primary Industries: Top Occupations



#### Further reading:

<https://training.gov.au/Training/Details/AHC20116>

<https://www.myskills.gov.au/courses/details?Code=AHC20116>

### ABOUT

This qualification provides an entry level occupational outcome in agriculture.

The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Learning about tractors and two-wheeled motorbikes can form part of this course.

### JOB ROLES

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Assistant animal attendant/stockperson
- Assistant Farm or Station hand/worker
- Aquaculture worker
- Garden and nursery labourer
- Mixed crop and livestock farm worker
- Poultry farm worker
- Assistant Horticulturalist



### PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to analyse and solve problems
- Enjoy agriculture and the environment
- Able to make accurate observations and recordings
- Able to work as part of a team

### CAREER PATHWAYS

Certificate III in Agriculture will give students the confidence to follow through with machinery on farms, and managing for both horticulture and livestock production.



### AHC20116 Certificate II Agriculture

Public Schools NSW, Tamworth Registered Training Organisation 90162  
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.

Course: <b>Primary Industries</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
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This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

<p><b>Agriculture, Horticulture and Conservation &amp; Land Management Training Package (AHC 4.0)</b> <b>Not all electives will be on offer in every school.</b> <b>Units of Competency</b> <b>Core</b> AHCWHS201 Participate in work, health and safety processes AHCWRK209 Participate in environmentally sustainable work practices AHCWRK204 Work Effectively in the industry <b>Electives</b> AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing AHCMOM202 Operate tractors AHCWRK201 Observe and report on the weather AHCWRK205 Participate in workplace communication <b>Pest Management</b> AHCPMG201 Treat weeds AHCCHM201 Apply chemical under supervision AHCNSY202 Care for nursery plants AHCPMG202 Treat plant pests, diseases and disorders</p>	<p><b>Livestock</b> AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK211 Provide feed for livestock AHCLSK204 Carry out regular livestock observation AHCLSK206 Identify and mark livestock AHCLSK209 Monitor water supplies AHCLSK306 Prepare livestock for competition <b>Production Horticulture</b> AHCPCM201 Recognise plants AHCNSY203 Undertake propagation activities AHCNSY201 Pot up plants <b>Soils and Media</b> AHC SOL202 Assist with soil or growing media sampling and testing <b>Biosecurity</b> AHC BIO201 Inspect and clean machinery for plant, animal and soil material AHC MOM304 Operate machinery and equipment</p>
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**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

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

**Recommended Entry Requirements**  
Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hour's activities e.g. showing livestock at local agricultural show. There may be out of class homework, research activities and assignments.

**Examples of occupations in Primary Industries**

<ul style="list-style-type: none"> <li>• animal attending</li> <li>• dairy farming</li> <li>• livestock rearing and breeding</li> </ul>	<ul style="list-style-type: none"> <li>• beef production</li> <li>• nursery work</li> <li>• horticulture</li> </ul>	<ul style="list-style-type: none"> <li>• crop production</li> <li>• horse care</li> <li>• pest and disease control</li> </ul>
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**Mandatory HSC Course Requirements.**  
Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.

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

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

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

<p><b>Course Cost: Preliminary - \$30 HSC - \$30</b> <b>School Specific equipment and associate requirements for students include enclosed footwear</b></p>	<p><b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
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A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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

# PRIMARY INDUSTRIES

## AHC30116 Certificate III in Agriculture

Version 2 May 2021

### COURSE DETAILS

<b>Hours</b>	240 hours
<b>Type</b>	Board Developed Course
<b>Duration</b>	2 years
<b>Unit Value</b>	2 unit Preliminary 2 unit HSC
<b>Specialisation</b>	Yes
<b>HSC Exam</b>	Yes
<b>ATAR</b>	Yes
<b>Work Placement</b>	Mandatory 70 hours
<b>SBAT</b>	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
<b>RECOGNITION</b>	National and HSC Qualification

### ASSESSMENT

Assessment strategies may include:

- Observation
- Student demonstration
- Questioning
- Written tasks
- Tests



### FURTHER STUDY

Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture (Dairy Production), Certificate III in Pork Production, Certificate III in Horse Breeding.

### DUTIES AND TASKS IN AGRICULTURE

Agricultural technical officers may perform the following tasks:

- work with agricultural scientists using small plot experiments to compare plant varieties and test the effects of various treatments on growth and yield
- work with soil scientists to study irrigation techniques and analyse plants used in soil treatment experiments
- work with plant breeders to produce new strains and select superior products
- work with animal breeders using artificial insemination techniques to produce offspring that mature earlier
- record and interpret experimental data in field experiments
- interpret aerial photographs and prepare maps showing soil and vegetation patterns
- assist in the chemical analysis and laboratory culture of microorganisms that cause diseases in plants and animals
- carry out research and provide advice about various technical issues.

### ABOUT

This qualification provides an entry level occupational outcome in agriculture.

The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Learning about tractors and two-wheeled motorbikes can form part of this course.

### JOB ROLES

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Assistant animal attendant/stockperson
- Assistant Farm or Station hand/worker
- Aquaculture worker
- Garden and nursery labourer
- Mixed crop and livestock farm worker
- Poultry farm worker
- Assistant Horticulturalist



### PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to analyse and solve problems
- Enjoy agriculture and the environment
- Able to make accurate observations and recordings
- Able to work as part of a team

### CAREER PATHWAYS

Certificate III in Agriculture will give students the confidence to follow through with machinery on farms, and managing for both horticulture and livestock production.



### STUDENT OUTCOMES for AHC30116 Certificate III in Agriculture

These are the outcomes of graduates surveyed six months after completing their training for Certificate III in Agriculture.

All statistics are supplied by the [National Centre for Vocational Education Research](#)

#### Primary Industries: Starting Salary



#### Primary Industries: Employment Outcomes



#### Primary Industries: Top Occupations



#### Further reading:

<https://training.gov.au/Training/Details/AHC30116>

<https://www.myskills.gov.au/courses/details?Code=AHC30116>

<https://smartandskilled.nsw.gov.au/for-students>

<http://www.sbatinnsw.info/traineeships.php?trng=travailable>



**2022 PRIMARY INDUSTRIES COURSE DESCRIPTION**
**AHC30116 Certificate III in Agriculture**
**RTO 90162 Public Schools NSW, Tamworth**

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

<b>Course: Primary Industries</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Agriculture, Horticulture and Conservation &amp; Land Management Training Package (AHC 4.0)</b> Not all electives will be on offer in every school.  <b>Units of Competency</b> <b>Core</b> AHCWHS301 Contribute to work, health and safety processes AHCWRK309 Apply environmentally sustainable work practices AHCWRK204 Work effectively in the industry <b>Electives</b> AHCCMH304 Transport and store chemicals AHCLSK301 Administer medication to livestock AHCLSK308 Identify and draft livestock	AHCLSK311 Implement feeding plans for livestock AHCLSK312 Coordinate artificial insemination and fertility management of livestock AHCLSK314 Prepare animals for parturition AHCLSK316 Prepare livestock for competition AHCLSK331 Comply with industry animal welfare requirements AHCWRK306 Comply with industry quality assurance requirements AHCLSK305 Maintain livestock water supplies AHCINF302 Plan and construct an electric fence AHCINF303 Plan and construct conventional fencing AHCMOM202 Operate tractors AHCMOM201 Operate two-wheel motorbikes HLTAID003 Provide First Aid
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
For students who have completed a Certificate II in Agriculture or Certificate II in Horticulture and commencing study towards Certificate III in Agriculture there are variations to the HSC indicative hours allocated to some units of competency (gap hours are applicable for some units). In recognition of the HSC credit already gained by completing the Certificate II in Agriculture or Horticulture the related units of competency have been allocated 'gap' HSC indicative hours. In most cases students will need only to undertake gap training and further assessment to meet the requirements of these units of competency. This requirement is reflected in the Scope and Sequence which schools customise for course delivery.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hour's activities e.g. showing livestock at local agricultural show. There may be out of class homework, research activities and assignments.	
<b>Examples of occupations in Primary Industries</b> <ul style="list-style-type: none"> <li>▪ animal attending</li> <li>▪ beef production</li> <li>▪ crop production</li> <li>▪ dairy farming</li> <li>▪ nursery worker</li> <li>▪ pest and disease control</li> </ul>	
<b>Mandatory HSC Course Requirements.</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: Preliminary - \$30 HSC - \$30</b> <b>School specific equipment and associate requirements for students</b>	<b>Refunds</b> Refund arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Exclusions - VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></b>	
2022 Course Descriptions for RTO 90162 Public Schools NSW, <u>Tamworth</u> V1 March 2021	

# Vocational Courses Delivered at TAFE (TVET)

A wide variety of vocational courses are also delivered by TAFE and the Inverell Community College.

The following Courses may be available:

## Stage 6

- Certificate II in Automotive Vocational Preparation – Face to Face Inverell Campus
- Certificate II in Salon Assistance – Face to Face Inverell Campus
- Certificate II in Beauty (Retail Cosmetics) – Face to Face Inverell Campus
- Certificate III in Early Childhood Education & Care– Face to Face Inverell Campus
- Certificate III in Community Services– Face to Face Inverell Community College  
(dependent on numbers, otherwise offered online)
- Wool Handling – Face to Face Inverell Campus
- Shearing – Face to Face Inverell Campus
- Certificate II in Animal Studies – Blended delivery via Tamworth Campus

Information regarding these courses is outlined in the TAFE New England TVET Course Guide for 2022. Interested students will receive a copy of this publication.

Completion of these courses can give students an excellent head start in gaining qualifications for a variety of careers. Successfully completing the course requires dedication, maturity and good time management skills.

Students thinking of undertaking a TAFE Course should consult with the Careers Advisor, Mr Ryan and VET coordinator Mrs Snaith. (Please note applications to enrol in TAFE course must be completed by September 2021).

*Contact us*

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