

PUNCHBOWL BOYS' HIGH SCHOOL

Information Package and Subject
Selection Booklet

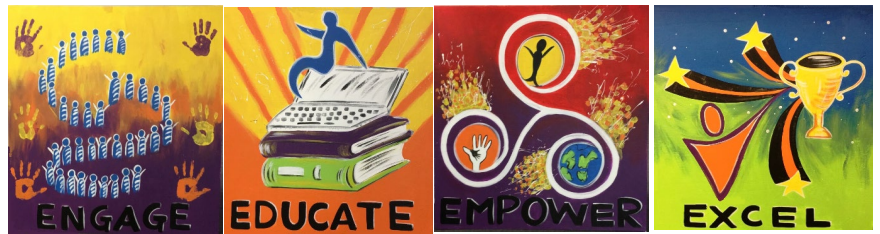


Year 11 2024 Preliminary Course
Year 12 2025 HSC Course



Principal's message

Dear Student,



You have reached a new and exciting milestone in your journey at Punchbowl Boys' High School and now it is time to think about the subjects you are interested in and passionate about studying for the next two years. No one will understand your journey, your dreams, what you are good at and what makes you happy better than you. However, good advice is priceless. Below are five tips for choosing your subjects wisely:

1. *Begin with the end in mind*

What is your dream? One of the most valuable things you can do is invest time now asking yourself the deeper questions. What are you passionate about? What could you imagine yourself doing ten years from now? Dream big, find your passion, understand your gifts, know your skills, be engaged and remember, the HSC is one pathway to achieving your dream, but it is not a final destination.

2. *Don't be afraid to ask*

Remember that your choice of career is only one of the aspects to consider when choosing subjects. Don't avoid a subject just because it is not related to your chosen career. A good performance in any subject will improve your results and help you gain employment or entrance into tertiary studies. Information on subjects required and prerequisites for courses may change rapidly so you need to stay up to date.

3. *Find out about subjects*

You will be studying most subjects for two years, so find out what they are like. Ask your teachers or Head Teachers about a subject you are interested in. What resources will you need? What it will cost? What commitment will be required?

4. *Be realistic*

Find the middle way. There is no point in taking subjects for particular careers if those career choices are completely unrealistic. Similarly, avoid subjects you simply find way too hard. Unless your career path is crystal clear to you, it is better that you consider a few careers, or tertiary study options, not just one. Try to choose a pattern of study that will keep career and university options open.

5. *Don't play the 'Scaling' game*

Scaling is the process which compares the performance of students across different subjects. Sometimes student choose subjects or avoid them because they believe they will be 'Scaled up' or 'Scaled down' in that subject. However, the worst thing you can do for yourself is to choose subjects which you have no ability or interest in. No amount of scaling can help, if your lack of interest or ability in a subject led to a poor mark.

At Punchbowl boys' High School we are dedicated in supporting you with your journey. The school has high expectations as you –

Dream More	Be engaged in your learning.
Learn More	Be educated towards developing your knowledge and skills
Do More	Be empowered in your journey
Be More	Excel towards your goal

Robert Patruno

Acting Principal



PBHS Expectations

Our school promotes high expectations in all aspects of school life. Many opportunities are provided for students to succeed. We reward students who work hard to achieve their personal best. We celebrate excellence.

The purpose of this booklet is to provide information for students, parents and caregivers about our high expectations so students achieve success and excellence. This Student Information Booklet clearly outlines teaching and learning expectations.

There is detailed information on each course to support student learning:

It is a requirement of the NESA for the award of the HSC that all students complete the "ALL MY OWN WORK" course. For more information please follow the link below:

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

Honesty in HSC Assessment - the Standard

This standard sets out The NSW Education Standards Authority requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Authority's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NSW Education Standards Authority treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, The NSW Education Standards Authority will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Rules and Procedures for Higher School Certificate Candidates](#)
- [Assessment Certification and Examination Manual](#)
- [HSC Assessments and Submitted Works-Advice to Students](#)
- [HSC Assessments and Submitted Works-Advice to Parents](#)
- [HSC Assessments and Submitted Works-Advice to Teachers](#)
- [HSC: All My Own Work](#)
- [HSC assessment in a standards-referenced framework - A Guide to Best Practice](#)



The Elements of Learning and Achievement

“Education is about being people, not inanimate things”

(Robinson & Aronica, 2015, p.41)



What are the Elements of Learning and Achievement?

The Elements of Learning and Achievement is a educational framework to support the school community in delivering holistic quality teaching to improve students’ academic and social outcomes. The Elements aim to provide students with the skills to become respectful, responsible and safe learners in a global community and ensure learning for students across stages and is based on quality educational delivery, high expectations and shared professional practices.

The core of the Elements of Learning and Achievement Framework are seven student pillars that could be described as a skill set. These pillars are incorporated into all areas across the school community to provide and reinforce the skills students require to not only engage in the learning cycle but work towards becoming successful lifelong learners. Students engaged in the Elements Framework will begin to understand that these skills are linked to everyday life and therefore work towards gaining learning and social outcomes.

The Elements provides members of the school community with the framework that incorporates the pillars of Functional Literacy, Practical Numeracy, Actions and Choices, Independent Living Skills, Health and Wellbeing, 21st Century Learner, Global Citizen into every subject area, teaching and learning program and school plan. By teaching pillars within all lessons allows students to learn new skills, constantly practice and consolidate their new knowledge, build their self-esteem, not fear new learning experiences, and most importantly understand the significance of what they are learning.

Finally, the Elements provides all stakeholders within the school community with a visual framework to demonstrate to students how the staff constantly plan to ensure that students are working towards the skill set they need towards achievement.

“The best teachers are not only instructors. They are mentors and guides who can raise the confidence of their students, help them find a sense of direction, and empower them to believe in themselves.”

(Robinson & Aronica, 2015, p.109)



Careers Adviser

“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.”- Steve Jobs

Your career exploration journey starts today. I highly recommend that you choose subjects you like, choose subjects you are good at and then we can work together to try and find someone that will pay you to do both. At this stage of your schooling, you should be choosing subjects:

You enjoy - Your feelings about a subject will have a great influence on your levels of achievement.

In which you can do well - Past results in a subject are usually good indicators of future achievement. However, they may not necessarily reflect ability level as poor results in the past may be due to other factors.

Which give you skills, knowledge and attitudes useful in life - Don't avoid subjects just because they are not related to your chosen career. You can learn useful skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.

Students of today have many more options than were available in the past. Education, employment and training opportunities and requirements are changing very rapidly. It is important that you get good, up to date, information about the subjects, careers and courses that interest you. It is also wise to get advice from teachers, parents, carers, the Careers Adviser and people connected with your areas of interest. You then need to weigh up this information and consider all of the possible consequences before deciding on the subjects you will study. You will have made a good decision if you follow this process carefully and take responsibility for your decisions by doing your best in the subjects you have chosen.

If you require any more information or assistance in making these decisions, you are encouraged to make an appointment to see me in the Careers office. I highly recommend that you also visit our Punchbowl Boys High School Careers website.

<https://www.punchbowlboyshighschoolcareers.com/>

I look forward to assisting you on your Career exploration journey.

Careers Adviser



The HSC - 2024-2025

School students in New South Wales generally work towards the Higher School Certificate or HSC in years 11 and 12. It is the highest level of attainment you can reach at school. The HSC is a huge operation each year, and the NSW Education Standards Authority (NESA) oversees it.

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future. When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

Meeting HSC eligibility requirements

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

Certain patterns of study and course requirements

You must satisfactorily complete:

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



Both patterns of study must include at least:

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

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

There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, rules and prerequisites on our website.

Types of HSC courses

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all Board Developed Courses broken down by subject.

Board Endorsed courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

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

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.



HSC minimum standards

Students need reading, writing and numeracy for everyday life after school.

This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Understanding HSC results

Achieving the HSC is different to getting a driver's licence or an ATAR. A student does not receive a simple 'pass' or 'fail', nor do they get a single rank or mark for all courses. The HSC results are a detailed package showing each student the level of knowledge and skills that they achieved in each course.

How the HSC mark is calculated

The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

Assessment mark

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for their courses. This may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark for every student in most courses. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.



Examination mark

The examination mark for each course shows the student's performance in the HSC examination for that course, which was set and marked by NESA. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

A unique part of the standards approach is a special procedure called 'judging'. Judging means a student's raw exam marks can be matched to the standards and the reporting scale used by NESA. It means a student is rewarded for their performance with the mark they deserve, no matter how many other people performed at a similar, higher, or lower level.

Performance band

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2 unit course, Band 6 indicates the highest level of performance and the minimum standard expected is 50.

Band 6 = 90 - 100 marks

Band 5 = 80 - 89 marks

Band 4 = 70 - 79 marks

Band 3 = 60 - 69 marks

Band 2 = 50 - 59 marks

Band 1 = 0 - 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

Determining HSC results



HSC achievement is assessed and reported against set standards of achievement ensuring students are rewarded for their performance with the mark they deserve, no matter how many other students performed at a similar, higher, or lower level.

What is the ATAR? (Australian Tertiary Admission Rank)

The ATAR is a rank, not a mark.

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

The average ATAR is usually around 70.00.

If every school student went on to achieve an ATAR, the average ATAR would be 50.00. But because some students leave school early and the ones who stay on to receive an ATAR are a smaller, more academically able group, the average ATAR is higher.

ATARs are calculated in each state to reflect a student's rank against other students in their state. In NSW, the ATAR is calculated and released by UAC. In the ACT, it's calculated by the ACT Board of Senior Secondary Studies, in consultation with UAC, and released by schools. NSW and ACT ATARs are equivalent to those in other states. For example, an ATAR of 85.00 in NSW or the ACT is equivalent to an ATAR of 85.00 in other states.

Who gets an ATAR?

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 units of Category B courses.



How your ATAR is calculated

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English

best 8 units from your remaining units, which can include no more than two units of Category B courses.

Although eligibility for an ATAR requires completion of at least four subjects, the aggregate may be based on fewer subjects; for example, English Advanced, English Extension 1 and Extension 2, Mathematics Extension 1 and Extension 2, and one other 2-unit course. You must still satisfactorily complete at least four subjects to be eligible for an ATAR.

HSC courses that can be used in the ATAR calculation

ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments. These are the only courses that can be used to calculate your ATAR.

ATAR courses are classified as either Category A or Category B courses. Only 2 units of Category B courses can contribute to your ATAR.

Criteria for Category A courses: academic rigour, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies, and the coherence with other courses included in the ATAR calculations.

Criteria for Category B courses: the level of cognitive and performance demands are not regarded as satisfactory in themselves, though their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding.

Why is my ATAR low compared with my HSC marks?

Your HSC marks (your performance) and ATAR (your position) are different measures of achievement and therefore should not be compared. However, if you are in the middle group of students in all your courses (with marks typically in the late-70s), you may receive an ATAR of around 70.00. Sometimes marks in the 70s can mean a much lower ATAR depending on your courses and your position in those courses.

Which courses get a good ATAR?

Just about any combination of courses can lead to a good ATAR; it all depends on how well a student has done in all their courses in comparison to other students. Your choices should be based on your interests, demonstrated abilities and the value of courses for future career plans, not on what you believe are the likely effects of scaling.



The difference between HSC subjects and courses

A subject is an HSC area of study (eg mathematics). Within that subject there may be a number of courses (eg Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2). If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 2 and Biology they will not meet the four subjects requirement because they have only studied three subjects: Mathematics, English and Biology.

What it means to satisfactorily complete a course

You'll be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- made a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

You also need to make a serious attempt at the examination for the course. For more information about HSC eligibility requirements, visit the NESA website. Failure to satisfactorily complete a course will result in that course not contributing to the eligibility requirements. If the course is a 2-unit course with an associated extension course, failure to satisfactorily complete the 2-unit course will result in neither the 2-unit nor the extension course contributing towards your ATAR.

HSC 'All My Own Work' program

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.



Board Developed Courses – Category A

Ancient History

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.

What students learn

Preliminary course

The Year 11 course comprises three sections.

Investigating Ancient History

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

Features of Ancient Societies

Students study at least two ancient societies

Historical Investigation

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

HSC course

The Year 12 course comprises four sections.

Core Study: Cities of Vesuvius – Pompeii and Herculaneum

One 'Ancient Societies' topic

One 'Personalities in their Times' topic

One 'Historical Periods' topic

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

Course requirements

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

One must be from Egypt, Greece, Rome or Celtic Europe, and

One must be from Australia, Asia, the Near East or the Americas.

The Year 12 course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece or Rome.



Modern History

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 from 1919 to 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.

What students learn

Preliminary course

The Year 11 course comprises three sections.

- Investigating Modern History
- Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- Historical Investigation
- The Shaping of the Modern World
- 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 12 course

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946
- One 'National Studies' topic
- One 'Peace and Conflict' topic
- One 'Change in the Modern World' topic

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

Course requirements

Year 11 course

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 course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.



Economics

Course description

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

What students learn

Preliminary course

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

HSC course

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



Business Studies

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 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.

What students learn

Preliminary course

- **Nature of business:** The role and nature of business
- **Business management:** The nature and responsibilities of management
- **Business planning:** Establishing and planning a small to medium enterprise

HSC course

- **Operations:** Strategies for effective operations management
- **Marketing:** Development and implementation of successful marketing strategies
- **Finance:** Financial information in the planning and management of business
- **Human resources:** Human resource management and business performance



Legal Studies

Course description

The Preliminary 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.

What students learn

Preliminary course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's themes and challenges should be integrated into the study of the topic.



Enterprise Computing

Course description

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

What students learn

Preliminary course

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

HSC course

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options:
- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems.

Course requirements

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.



Biology

Course description

The Year 11 course investigates cellular structure and provides a basis 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 on 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.

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

What students learn

Preliminary course

The Year 11 course consists of four modules:

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

HSC course

The Year 12 course consists of four modules:

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

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.



Earth and Environmental Science

Course description

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

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

What students learn

Preliminary course

The Year 11 course consists of four modules:

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

HSC course

The Year 12 course consists of four modules:

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

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 mandated in both Year 11 and Year 12 and is an integral part of the learning process.



Investigating Science

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.

What students learn

Preliminary course

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

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

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.



Chemistry

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.

What students learn

Preliminary course

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

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

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.



Physics

Course description

The Year 11 course develops students' 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 introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

What students learn

Preliminary course

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

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

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.



Personal Development, Health and Physical Education

Course description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of 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.

What students learn

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

Preliminary course

Core topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options component (40%)

Students select TWO of the following options:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC course

Core topics (60%)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options component (40%)

Students select TWO of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

Course requirements

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.



Visual Arts

Course description

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

What students learn

Preliminary course

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary course learning opportunities focus on:

- 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.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

HSC course

HSC course learning opportunities focus on:

- 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.

Course requirements

Preliminary course:

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



Music

Course description

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

What students learn

Preliminary course

In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

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

HSC course

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

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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.

Course requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.



Arabic Continuers

Course description

This course provides opportunities for students to develop their skills and knowledge of [Language]. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of [Language]-speaking communities through the study of a range of texts.

What students learn

Modern Languages

The Preliminary and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- The [Language]-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

Classical Languages

The study of Classical Languages provides students with access to the culture, thought and literature of the target Ancient country/city. It also allows students to study the continuing influence of [Language] on the languages, cultures, literature and traditions that have been derived from them.

Students study:

- literary features
- context
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts

Students develop skills in translating unseen texts and analysing language features.

Preliminary Course

Students' skills in, and knowledge of [Language] will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

Classical Languages

Students study a range of extracts of texts in the original [Language]. They develop skills of translation, literary analysis and analysis of language features.

HSC Course

Students gain insight into the culture and language of [Language]-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

Classical Languages

Students study a prescribed prose and a prescribed verse text. They study extracts in the original [Language] and the work



Board Developed Courses – Category B & Vocational Education and Training (VET)

English Studies

English studies course provides students with two options:

1. Gain the HSC with an ATAR course with an optional HSC exam. PLEASE NOTE if you want an ATAR, English Studies will be your only Category B course.
2. Gain the HSC without an ATAR. This is the best option if you know you wish to pursue a trade or other vocational course after you leave school.

Course description

The English Studies course is designed to provide students with opportunities to become competent, confident, and engaged communicators. English Studies focuses on supporting students to 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 aims to empower 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. Students completing the English Studies course will be well-prepared for post-school vocational education and the workplace.

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

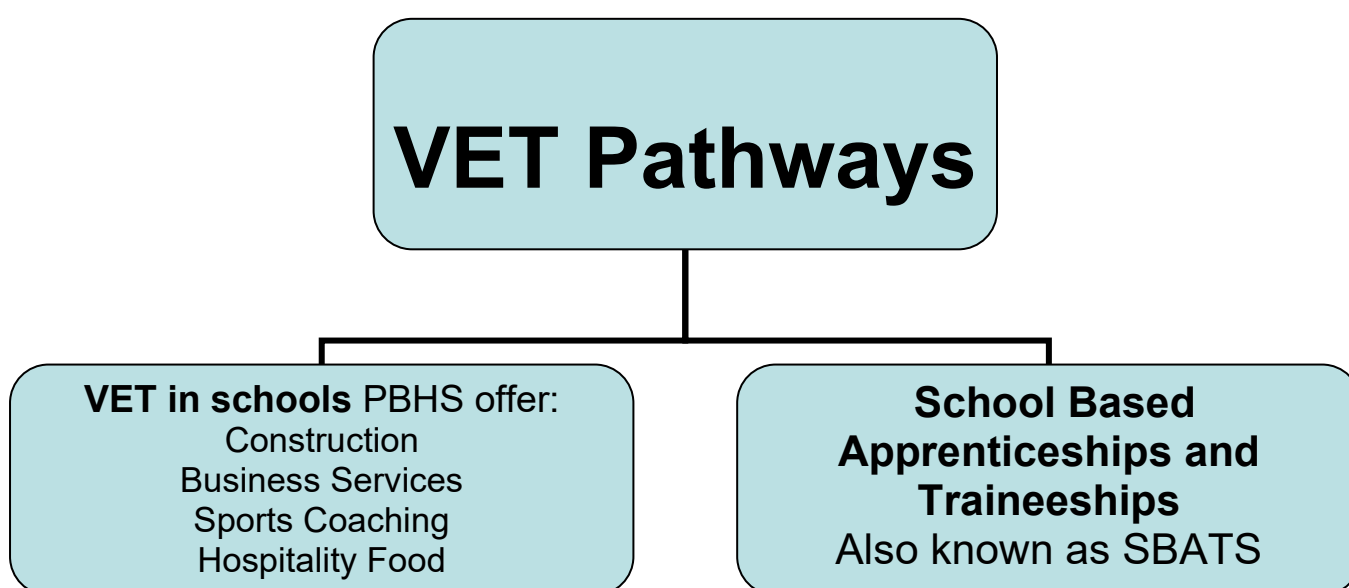
Should I do English Studies?

- o I would not put English in my top 3 subjects
- o I would prefer to devote my time and effort more to other subjects and complete an English course with reasonable expectations on my time
- o I understand that students who complete English Studies have the option of obtaining an ATAR if they sit the final exam, but I am not seriously considering the possibility of going to university
- o I understand that English Studies is NOT an easy course or a class for low ability students
I have vocational aspirations – I know what I want to do when I leave school and it does

HSC Vocational Education and Training (VET) Courses Introductory Notes:

- HSC VET courses are designed to enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.
- Students will acquire underpinning skills and knowledge related to functional areas within any industry context that can be used in making informed career choices
- Students receive a nationally recognized Australian Qualifications Framework (AQF) credential on successful completion of a course.
- The examination mark from only one Industry Curriculum Framework VET course may be included in the calculation of a student's ATAR.

Possible VET Pathway options



The Careers Adviser has more information on VET courses and school based part-time traineeships.

Assessment

Competency Based Assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent

External Based Assessment

- The Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice questions, short answers and extended response items
- The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the NSW Education Standards Authority syllabus
- 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 AQF qualifications

- The HSC examination is optional

Work Placement

- Students in Industry Curriculum Framework courses must complete work placement of up to 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses – typically 35 hours for 120 hours of HSC credit.

School Based Part-Time Traineeships

- Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks except Construction
- A school based traineeship can be completed while students are still at school as part of the HSC. A traineeship will lead to a Certificate of Proficiency.
- A school based traineeship prepares students for a career in a particular industry, provides a training wage and skills training both on-the-job and off-the-job at school, TAFE NSW or a private training provider.

The Careers Adviser has more information on VET courses and school based part-time traineeships.

General VET information

Vocational Education and Training (VET) Courses

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific mandatory work placement or simulated workplace hours as specified by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can't count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

Work placements complaints

A student or an employer could make complaints during work placement. Students should approach their framework teacher in the first instance. If the problem is not resolved, students should approach the VET coordinator. If the problem cannot be solved at this level the student should see the Principal. Complaints should be in writing where possible. If the complaint cannot be resolved at the work place, an alternate work placement will be organised.

Course Content/Assessment Complaints

Students should approach the Head Teacher of the appropriate faculty who will follow the faculty Assessment Policy. If the problem cannot be solved at this level the students should see the Principal and will be dealt with as per school policy. Complaints should be put in writing where possible.

Appeals

Students have the right to appeal against an assessment decision, a work placement decision and against an N Determination. Students have the right to have their appeal dealt with confidentially, fairly, promptly and without fuss. Students have the right to lodge an appeal against the assessment of their competency on the following grounds.

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency
- They were not informed in advance of the conditions and methods of assessment
- The process used was discriminator in some way
- They were ill at the time of assessment (must be supported by a medical certificate)

After the delivery of two (2) Official Warning Letters relating to N Awards in a VET course, a student can be advised of an “N Determination” that could result in no HSC credential. If a student is not successful in an appeal against an “N Determination” at school then the NSW Education Standards Authority has a process to follow. NESAs will not deal with appeals against assessment marks, it will only consider whether the school processes were adequate and whether the conduct of the school review was proper.

Fees and Refunds

The Department of Education supports the school in its provisions of basic school resources and facilities. Fees are also payable by students for additional costs associated with VET courses. Fees are payable at the Front Office. It is possible to pay your fees in installments particularly for costly subjects such as Hospitality. Financial support may be available for students experiencing financial difficulties. Application forms can be obtained from the front office. The cost of travel for work placement is paid for by the student. A Student Concession Card will allow the student to travel on government buses and trains as student fare rates.

Students may apply for a refund or partial refund of fees if they withdraw from a VET course throughout the year. The amount refunded will depend upon the amount of course time completed and the cost of practical activities. Students should see the relevant head Teacher to work out refund amounts. Refunds can then be obtained from the front office.

Stage 6 VET Courses

1. Business Services
2. Construction
3. Sports Coaching
4. Hospitality

EVET 2022 - SKILLS AT WORK VIRTUAL COURSES information for students

- For EVET 2022, students will be able to apply for a range of new courses developed to assist them gain the skills that they will need for jobs of the future. The following twenty courses will be offered by **NSW TAFE Launchpad**:

- | | |
|-----------------------------------|----------------------------------|
| ▪ Accounting | ▪ Digital Supply Chain |
| ▪ Allied Health Assistant | ▪ Entrepreneurship |
| ▪ Automotive Technology | ▪ Events and Virtual Experiences |
| ▪ Big Data | ▪ Games Design |
| ▪ Business Operations | ▪ Health Administration |
| ▪ Care in Aging | ▪ Horticulture Production |
| ▪ Cloud Computing | ▪ Real Estate |
| ▪ Conservation Management | ▪ Robotics |
| ▪ Construction and Virtual Design | ▪ Social Media |
| ▪ Cyber Security | ▪ Web Design and Development |

- The courses will be offered through a **blended mode of delivery** which combines **teacher-led virtual classrooms** (where students interact weekly with their teacher and other students in real time), **workshops** (where students will have the opportunity to learn practical, hands-on skills) and **work placements** (where students will be able to demonstrate what they have been learning in a real world setting).

- ❖ **Virtual classrooms will be scheduled between 12 and 3pm, one day per week.**
- ❖ **Students will have 24/7 access to content** and will use industry standard software, participate in simulated work placements and tools and be able to engage with students from across the state enrolled in the same course through chat pods, surveys and small group online meetings.
- ❖ **Workshops could be held during school time or during school holidays** and students will be notified of workshop locations when they receive an offer. Students will be responsible for planning and funding attendance at workshops.

- If you enrol in these courses, you will be able to complete a **nationally recognised VET qualification** that contributes to your HSC, and by sitting for the optional HSC exam, you could have the result potentially contribute to the ATAR as a category B subject.
- Only students who will be in **Year 11 in 2022** can apply for these courses. There needs to be a **two year commitment to completing the course** for students to get maximum benefit from the course.
- **The application process for these courses is the same as it is for all externally delivered VET courses:**
 1. Research* the course/s that you are interested in and talk to your parents.
 2. Discuss your interest with their Careers Adviser.
 3. Complete an expression of interest (pages 8 -10).

Applications will close on Friday 3rd September.

- **Research*** the courses **so that you can decide if the course/s are the right ones for you.** Understand what the course is about, be aware of all the requirements and find out about the links to further training and employment pathways. Ask your school for the relevant course information sheet on the EVET portal and, for more information look online at [Skills at School](#) and <https://www.tafensw.edu.au/launchpad>
- You need to be able to meet all the **requirements of the course** that you want to apply for. These could include:
 - access to laptop or computer with reliable internet, headset, and webcam with a search engine.
 - well-developed IT skills.
 - attending scheduled, weekly virtual classroom sessions.
 - good maths skills for the Robotics course
 - attending mandatory workshops and if required, appropriate clothing and footwear for a workshop environment.
 - participating in mandatory work placements (a minimum of 70 hours over the two years).
- be prepared for a weekly commitment of up to 10 hours for participating in virtual classroom sessions and completing assessments and homework tasks.
- occupational assessments, screening and vaccinations may be required for student participation in workplacements for some courses.
- health courses may have additional requirements that you need to be aware of.
- LLN assessments as required.

2024 BUSINESS SERVICES COURSE DESCRIPTION

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



Course: **Business Services**
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.

BSB20115 Certificate II in Business *

Based on Business Services Training Package Version 5 (BSB v6.1)

Units of Competency**Core**

BSBWHS201 Contribute to health and safety of self and others

Electives

BSBCUS201 Deliver a service to customers

BSBSUS201 Participate in environmentally sustainable work practices

BSBIND201 Work effectively in a business environment

BSBINM201 Process and maintain workplace information

BSBINN201 Contribute to workplace innovation

BSBCMM201 Communicate in the workplace

BSBITU211 Produce digital text documents

BSBITU212 Create and use spread sheets

BSBWOR204 Use business technology

BSBITU213 Use digital technologies to communicate remotely

BSBITU312 Create electronic presentations

Additional units required to attain a HSC credential in this course

TLIP2029 Prepare and process financial documents

BSBITU307 Develop keyboarding speed and accuracy

** NB advice provided is based on existing NESA course information, however qualification BSB30120 Certificate III in Business will be delivered, subject to NESA approval*

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 assistant
- 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.

Course Costs: Resources \$

Consumables \$

Other \$

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

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>



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

Course: **Construction**
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.

CPC20211 Certificate II in Construction Pathways *
Based on Construction, Plumbing and Services Training Package
Version Release 5 (CPC08 v9.8)

Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction Industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM1015A Carry out measurements and calculations
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tools and equipment
CPCCWHS1001 Prepare to work safely in the construction industry
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives 6 out of the following

CPCCJN2001A Assemble components AND
CPCCJN2002B Prepare for off-site manufacturing process OR
CPCCWF2001A Handle wall and floor tiling materials AND
CPCCWF2002A Use wall and floor tiling tools and equipment OR
CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND
CPCCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCA2011A Handle carpentry materials
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A Carry out concreting to simple form

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures
CPCCWHS1001 Prepare to work safely in the construction industry.

The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

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

** NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways will be delivered, subject to NESA approval*

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 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
- bricklaying
- concreting
- carpentry
- shop fitting
- joinery

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. The SafeWork NSW General Induction Training - (White Card) is a mandatory requirement before commencing work placement.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Course Costs: Resources \$

Refund Arrangements on a pro-rata basis

Consumables \$

Please see your VET teacher to enquire about financial assistance.

Other (eg: White Card) \$





2024 SPORT COACHING COURSE DESCRIPTION

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

Course: **Sport Coaching – Certificate III**
 Board Endorsed Course

4 Preliminary and/or HSC units in total
 Does not contribute to the 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.

SIS30519 Certificate III in Sport Coaching
Based on the Sport, Fitness and Recreation Training Package
Version 1.0 (SIS v4.1)

Units of Competency

Core

HLTWHS001	Participate in workplace health and safety
SISSCO002	Work in a community coaching role
SISSCO005	Continuously improve coaching skills and knowledge
SISSCO003	Meet participant coaching needs
BSBRK401	Identify risk and apply risk management procedures
HLTAID003	Provide first aid (To be delivered by an external RTO or via IVET for approved trainers from RTO 90072)

Electives

SISSCO012	Coach sports participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation events

Complete 2 out of these 3 Units of Competency
SISXCAI009 Instruct strength and conditioning techniques
SISSSO002 Continuously improve officiating skills and knowledge
SISXDIS001 Facilitate inclusion for people with a disability

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

Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

Examples of occupations in the sport, fitness and recreation industry:

- Sports Coach or Trainer
- Assistant Coach
- Sport Administration Officer
- Sports Official
- Sports Event Manager
- Team Manager

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

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 Costs: Resources \$

Consumables \$

Other \$

The First Aid certificate is delivered by (select one) an external RTO OR the class teacher via IVET at a cost of \$

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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





Education

Public Schools NSW, Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

2024 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

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

Course: **Hospitality - Food and Beverage**
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.

SIT20316 Certificate II in Hospitality
Based on SIT Tourism, Travel and Hospitality training package
(Release 1.2)

Units of Competency

Core

- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXCOM002 Show Social and Cultural sensitivity
- SITXWHS001 Participate in safe work practices

Electives

- SITXCOM001 Source and present information
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITXFSA001 Use hygienic practices for food safety
- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources \$

Consumables \$

Other \$

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

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



Individual subject contributions

(excludes 'major works' project expenses)

Contributions are required for some subjects where materials are used by individual students. These subject are chosen on the understanding that a contribution is required to provide materials necessary to learn and to meet the outcomes of the syllabus

Contribution	Year 11
Voluntary Contribution NOTE: THIS INCLUDES MATERIALS USED IN ENGLISH, MATHEMATICS, LIBRARY, CAREERS	\$150.00
Music	\$60.00
VET Construction	\$100.00
VET Hospitality Food & Beverages	\$150.00
Visual Arts NOTE: THIS INCLUDES MATERIALS USED FOR CLASS PROJECTS – IT EXCLUDES MATERIALS USED FOR MAJOR WORK PROJECTS	\$60.00
English - Refundable book levy for texts studied in Year 11	\$20.00
Business Studies, Economics, Legal Studies, Modern History	\$60.00 per course
Science Subjects	\$60.00 per course

