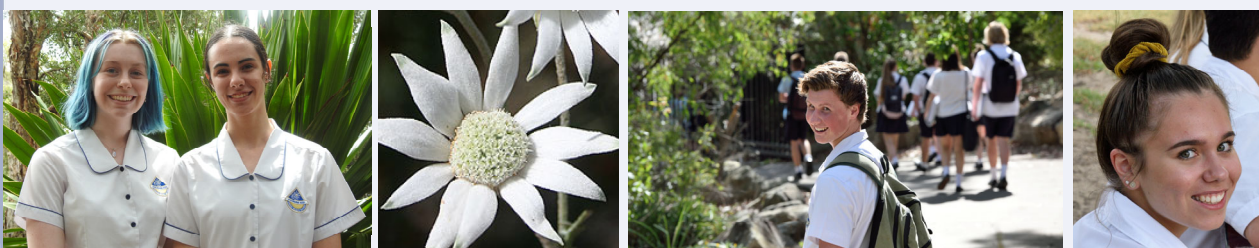




engadine
h i g h s c h o o l

COURSE INFORMATION YEAR 11 2023



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A indicates a Category A course

B indicates a Category B course

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A MESSAGE FROM THE PRINCIPAL

For all young people today the question, *“what does the future hold?”* is especially challenging and exciting. Technology expands, social attitudes change, traditional job opportunities and careers are constantly evolving.

The future will be more demanding, there will be greater competition for jobs and these jobs will demand higher levels of skill. This means that educational opportunities, better training and respected qualifications are essential assets for young people entering the workforce.

This is particularly the case for people of your age. So, as Year 10 students of Engadine High, your future options for 2023 and beyond, need to be considered very carefully:

- What future path suits you best?
- What form of further education is best for you?
- Should you leave school after gaining your RoSA and look for a job?
- Should you look to TAFE for further training?
- Should you continue at school and study for the HSC? If so, should you attempt to qualify for university?
- What courses should you choose?

This booklet will help guide you in making these important decisions.

Remember that your parents, teachers, Student Advisor and the Careers Adviser are always available for further help and advice in planning for your future success.



Ms Kerrie Jones
Principal

SUBJECT SELECTION

RoSA REQUIREMENTS

All students will receive a grade for each of their Year 10 subjects based on a range of assessment tasks and their sustained and diligent application to work. These grades will be presented in a Record of School Achievement (RoSA). All students must successfully complete this accreditation before they can begin their Preliminary HSC studies. Grades for each Preliminary subject will also be part of a student's RoSA at the completion of Year 11 and Year 12.

Step 1: Identify potential career options and consider how school can help you to prepare for them.

Step 2: When you have a few ideas about what you want to do, consider the following:

Remember for maximum employability the following qualities are valued:

- flexibility;
- a range of skills that enable you to be a creative problem solver;
- preparedness to upgrade skills and a commitment to life-long learning.

So, choose subjects that:

- enable you to achieve good results;
- you enjoy;
- reflect your career goals and research;
- will maximise your post-school opportunities.

Then, consider how you will attain the HSC. Will you:

- follow a regular two year program;
- accumulate your HSC over five years;
- repeat courses;
- accelerate;
- participate in TAFE;
- participate in part-time traineeships?

Step 3: Choose the courses you would like to study for your HSC at EHS.

PATTERNS OF STUDY FOR THE PRELIMINARY AND HSC COURSE

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from *NESA Developed Courses*;
- at least two units of a *NESA Developed Course* in English (English Studies satisfies the pattern of study English requirement);
- at least three courses of two units value or greater (either *NESA Developed* or *NESA Endorsed* courses);
- at least four subjects.

You may not count more than six units of Science courses towards the minimum 12 Preliminary units or 10 HSC units required for the award of the Higher School Certificate.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 units in value. In the HSC each unit carries a value of 50 marks and therefore a 2 unit course has a value of 100 marks. Extension courses (1 unit each) carry a value of 50 marks.

1 UNIT COURSE

- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.

EXTENSION COURSES

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English and Mathematics (in Years 11 and 12), History, Science and Music (in Year 12 *only*).

Additional English and Mathematics Extension 2 courses are available at HSC levels (Year 12). Students must study the Preliminary Extension Course 1 in these subjects before proceeding to the HSC Extension course 2. The Extension 2 courses require students to work beyond the standard of the Extension 1 course. In this way the course demands increase from 2 units, to Extension 1 and on to Extension 2 (English and Mathematics *only*).

Students cannot combine Standard English or Standard Mathematics 2 unit courses with Extension courses.

Students may choose to study Extension 1 English and Mathematics courses in addition to 12 other units or as part of their 12 units in Year 11 (giving a unit total of 12, 13 or 14). These extension courses run before or after school to allow students to select 12 units of other courses on the regular timetable (Periods 1 to 6). They may then choose to keep one or both courses, or drop one or both, or drop another 2 unit course and keep both Extension courses.

ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the Higher School Certificate, you need to comply with the following:

- be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE institute;
- study a permitted combination of courses;
- complete the requirements for each course, including any necessary practical or project work;
- complete tasks designed by your school for the internal assessment program in each HSC course;
- sit for, and make a genuine attempt at, the required Higher School Certificate examinations.

HSC RECORD OF ACHIEVEMENT

Students will receive a Higher School Certificate Record of Achievement, which will list the courses they have satisfactorily completed and their examination and school-assessment results. Students who do not satisfy requirements for the HSC Testamur will still receive a Record of Achievement if they complete Year 12. They may choose to complete the remainder of their HSC (to achieve the HSC Testamur) as long as it is done within a 5 year period, including the start of the Preliminary course. This pattern of study up to 5 years is known as Pathways.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The RoSA is a *cumulative* credential which sees students awarded a grade (A-E) at the completion of Stage 5 (Year 10) and the Preliminary course (Year 11). The RoSA also shows courses undertaken by a student (even if not necessarily completed at the point of leaving school) and, where satisfactorily completed, grades awarded through Years 11 and 12. Therefore, the RoSA provides a complete record of student participation and achievement from Year 10 until they leave school.

- Students may only progress to the Preliminary Course (Year 11) and then HSC if they successfully complete their RoSA (Year 10).
- Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.
- All students will also have access to a record of their grades through *Students Online*.
- The RoSA offers the opportunity for students who are leaving school before the HSC to sit for literacy and numeracy tests which can provide further evidence to employers of abilities.
- The RoSA will also offer opportunities to record a student's extra-curricular activities and therefore further provide a more comprehensive profile of their achievements.

ASSESSMENT AND REPORTING

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards expected from you.
- You are required to complete school-based assessment tasks for most NESA Developed HSC Courses (VET and Life Skills Courses have different requirements).
- School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.
- School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination alone. Both Summative and Formative assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each NESA Developed Course are set out in each syllabus.
- For VET courses, you are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification but not towards a HSC mark.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected and most students across the State will receive a mark of 50 or above. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement.

ON SATISFACTORY COMPLETION OF YOUR HSC YOU WILL RECEIVE A PORTFOLIO CONTAINING THE FOLLOWING:

- Higher School Certificate Testamur
- The Record of Achievement to students who have satisfactorily completed any Preliminary or HSC courses. This document lists the courses you have studied and reports the marks and bands you have achieved, and will now include your RoSA grades from for Years 10 and 11.
- Course Report, which includes descriptions for each Performance Band describing what students at each level of achievement typically know and can do.)
- All students with special education needs who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur and a Record of Achievement, listing results in NESA Developed Courses (including Life Skills Courses) and NESA Content Endorsed Courses. Students will also receive a Student Profile from their school listing the outcomes achieved in each Life Skills Course.

TERTIARY ENTRY

Entry from Year 12 into university courses in NSW and the ACT generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses increasingly have additional selection methods such as an interview, audition or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the university sector, not by NESA.

Details of ATAR requirements can be found in the *Universities Admissions Centre (UAC) Handbook*. UAC can be contacted by phone on (02) 9752 0200 or on the **UAC website:** www.uac.edu.au

IMPORTANT THINGS TO KNOW:

- The ATAR is calculated by the university sector and is released by the Universities Admission Centre (UAC).
- The Higher School Certificate (HSC) is awarded by the NESA, an independent Statutory Board.
- The HSC serves many purposes but the ATAR serves only one – to assist Universities in ranking school leaver applicants from across Australia for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.
- The ranking of students depends solely on their performance in both school-based assessment and HSC examinations in Year 12 *only*.
- The ATAR is a rank. It is not a mark.

For more information you should contact one of the following personnel:

- the Head Teacher of the relevant subject;
- Head Teachers Teaching and Learning - Mr B Leonard , Mr R Griffith
- Careers Adviser - Mr McCartney, Mr Hayward
- Deputy Principals - Mr Redmayne, Ms Waygood;
- NESA Liaison Officer **Jennifer Pledger**
Email: Jennifer.pledger@nesa.nsw.edu.au
Mobile: 0417 244 139
Phone: (02) 9367 8164

THERE ARE BROAD CATEGORIES OF COURSES:

1. NESA DEVELOPED COURSES

CATEGORY A COURSES - these are more academically rigorous and you need a minimum number of these if you wish to attain an HSC and attend university:

- contribute to an ATAR (Australian Tertiary Admissions Rank);
- must have at least 8 units of Category A subjects to qualify for an ATAR;
- require completion of HSC examination.

CATEGORY B COURSES - less academically demanding than Category A courses.

- Only 2 units of Category B will be calculated towards an ATAR.

2. NESA CONTENT ENDORSED COURSES

In Years 11 and 12 we also offer a broad range of Content Endorsed Courses (non-ATAR) designed to support student interests; in particular, those students who may not wish to pursue tertiary studies. These courses are usually more practical in nature and:

- count towards the HSC if combined with 6 units of NESA Developed Courses;
- do not require HSC examination;
- do not contribute to an ATAR;
- may be delivered by the school or TAFE.

NESA Content Endorsed Courses offered at EHS:

- Exploring Early Childhood (2 units)
- Photography, Video and Digital Imaging (2 units)
- Sport Lifestyle and Recreation (2 units)
- Visual Design (2 units)

3. VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

These courses also require you to spend a minimum number of hours in the workplace. They are *NESA Developed Courses* that allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation. This accreditation is recognised by industry and employers throughout Australia.

- Optional HSC examination (required if counting towards an ATAR)
- Count towards the HSC
- Will enable you to gain advanced standing in several TAFE courses.
- Recognise prior learning from other schools or institutions (discuss with VET Coordinator)

VET courses offered at EHS:

- Entertainment Industry;
- Construction Pathways;
- Hospitality; Food and Beverage;
- Sport Coaching

HSC/TAFE CREDIT TRANSFER

The HSC/TAFE credit transfer program allows students to receive advanced standing towards TAFE NSW qualifications for the knowledge and skills they have already achieved in their HSC courses.

The HSC/TAFE Credit Transfer website (www.det.nsw.edu.au/hsctafe) contains helpful information for prospective TAFE NSW students to assist them in requesting credit transfer entitlements and making the transition between school and TAFE NSW smoother.

Seek assistance from the Careers Adviser if you require further clarification about recognising prior learning, Credit Transfer or Advanced Standing from HSC courses to TAFE NSW courses.

4. STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs are able to access the Higher School Certificate using a combination of the following:

- NESA Developed Life Skills Courses;
- NESA Developed Courses and/or NESA Endorsed Courses, including NESA Content Endorsed Courses.

HSC NESA DEVELOPED COURSES ON OFFER AT EHS

A BROAD AND VARIED CURRICULUM

ENGLISH	HSIE	LANGUAGE	MATHEMATICS	PERFORMING ARTS	PDHPE	SCIENCE	TAS	VISUAL ARTS
English Standard 2 units	Aboriginal Studies 2 units	Italian Beginners 2 units	Mathematics Standard 2 2 units	Dance 2 units	Community & Family Studies 2 units	Biology 2 units	Design & Technology 2 units	Visual Arts 2 units
English Advanced 2 units	Ancient History 2 units	Italian Continuers 2 units	Mathematics Standard 1 2 units <i>Year 12 only</i> Non-ATAR	Drama 2 units	PDHPE 2 units	Chemistry 2 units	Engineering Studies 2 units	
English Extension 1 1 unit	Business Studies 2 units		Mathematics Advanced	Music 1 2 units		Earth & Environmental Science 2 units	Food Technology 2 units	
English Extension 2 <i>Year 12 only</i>	Economics 2 units		Mathematics Extension 1 1 unit	Music 2 2 units		Investigating Science 2 units	Industrial Technology - Timber & Furniture 2 units	
English Studies Non-ATAR	Geography 2 units		Mathematics Extension 2 1 unit <i>Year 12 only</i>	Music Extension <i>Year 12 only</i>		Physics 2 units	Industrial Technology— Multimedia 2 Units	
	Legal Studies 2 units					Science Extension 1 unit <i>Year 12 only</i>	Information Processes & Technology 2 units	
	Modern History 2 units						Software Design & Development 2 units	
	Society & Culture 2 units						Textiles & Design 2 units	
	History Extension 1 unit <i>Year 12 only</i>							
	Studies of Religion 1 unit							

NESA DEVELOPED COURSES

Please note: that some courses have a cost associated with them. Please be mindful of the approximate costs of courses when making your selections as these **must** be paid. Students who do not pay may be removed from that course.

ENGLISH COURSES

ENGLISH ADVANCED

Course Description:

The English Advanced course is designed for students who have a particular interest and ability in English and who desire to engage with conceptually challenging learning experiences. Students selecting English Advanced should be skilled writers with highly developed literacy skills and a passion for reading. In the course, students will 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. Students studying Advanced English will be well-prepared for tertiary study in the humanities.

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

ENGLISH STANDARD

Course Description:

The English Standard course is designed for students to increase their skills 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, with a focus on contemporary and accessible 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. Students completing the Standard English course will be well-prepared for a range of tertiary study.

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

NESA DEVELOPED COURSES

ENGLISH STUDIES

(2 unit, NESA Developed Course, **optional** HSC exam to attain ATAR)

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. 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

ENGLISH EXTENSION 1 & 2

Course Description:

The **English Extension 1** course is a one-unit subject that 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.

The Year 11 Module 'Texts, Culture and Value' requires students to explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture by examining a key text from the past and its manifestations in other contexts and media.

In Year 11 students complete a related project to develop skills in independent investigation and critical and creative thinking, developing an understanding of research methodologies and presenting their findings in a multimodal presentation.

In Year 12 students study a range of literary texts and ways these texts represent and illuminate the complexity of individual and collective lives.

The **HSC English Extension 2** course is an additional unit of English, which requires the completion of a major work, such as a short story, critical essay, collection of poetry, performance poetry, speeches, or a film. Students complete a reflection on their creative process and submit this, and their major work, to NESA for examination.

NESA DEVELOPED COURSES

Course Requirements:

Students must select English Advanced to study English Extension 1, and must study English Extension 1 in order to enrol in English Extension 2.

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 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

WHICH ENGLISH COURSE IS RIGHT FOR ME?

English is compulsory for the HSC. If you elect to receive an ATAR, your English result will be counted, regardless of your marks. It is important to understand that there is no easy option in English courses. All courses require regular homework and independent research.

SHOULD I DO ENGLISH STANDARD?

- ☐ I have performed satisfactorily in Year 10 English
- ☐ I am planning to go to university OR I am quite likely to go to university, I'm not sure
- ☐ I am not that keen on Shakespeare, I prefer more modern texts
- ☐ I need assistance in developing my extended writing
- ☐ I know that speaking tasks are compulsory in senior English
- ☐ I am prepared for homework and independent study

SHOULD I DO ENGLISH ADVANCED?

- ☐ I love English
- ☐ I am absolutely, definitely, aiming to go to university straight from school
- ☐ My Year 10 English teacher believes that I can cope with the demands of this course
- ☐ Shakespeare is compulsory! Yippee!
- ☐ I am a skilled writer who is willing to devote time to develop this skill further
- ☐ I am a confident speaker who enjoys the challenge of public speaking
- ☐ I like to think critically and express my individual ideas
- ☐ I am a keen reader, read widely across genres, and enjoy the classics
- ☐ I am motivated and organised and understand I am going to have to complete homework and independent research regularly
- ☐ I would like to do Extension 1 and/or Extension 2

NESA DEVELOPED COURSES

SHOULD I DO ENGLISH STUDIES?

- ☐ I would not put English in my top 4 subjects
- ☐ I would prefer to devote my time and effort more to other subjects and complete an English course with reasonable expectations on my time
- ☐ 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
- ☐ 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 not involve going to university

SHOULD I DO ENGLISH EXTENSION 1?

- ☐ I have selected Advanced English
- ☐ I have a passion for English and literature
- ☐ I am a skilled writer who is keen to continue to develop in this area
- ☐ I am a skilled public speaker
- ☐ I am self-motivated and have well developed organisational skills
- ☐ I am prepared to work independently and am a keen reader of a variety of texts
- ☐ I would like to select Extension 2 English in Year 12
- ☐ I am interested in tertiary studies in literature or the humanities
- ☐ I understand there is a requirement for extensive critical reading and independent investigation

NESA DEVELOPED COURSES

HUMAN SOCIETY AND ITS ENVIRONMENT COURSES

ABORIGINAL STUDIES

Aboriginal Studies is ideal for students who are interested in contemporary experiences of Aboriginal peoples and have an appreciation of the concepts of social justice and shared histories. This subject is suited to students who enjoy flexible learning structures who wish to develop analytical skills and the ability to pursue independent research.

It 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 Preliminary Course topics covered:

- Aboriginality and the Land
- Heritage and Identity
- International Indigenous Community: Comparative Study
- Research and Inquiry Methods: Local Community Case Study

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 the local Aboriginal community and will study national and international Indigenous communities .

The HSC Course topics covered:

Part I – Social Justice and Human Rights Issues

Part II

A. Aboriginality and the Land **OR**

B. Heritage and Identity

Part III – **Research and Inquiry Methods – Major Project**

ANCIENT HISTORY

The study of Ancient History is of contemporary relevance as it equips students with the skills to analyse and challenge accepted theories and interpretation of the past. It allows students to develop an ethical understanding regarding ownership and administration of the cultural past. Students will develop critical thinking skills as they analyse evidence to draw conclusions about the past.

The Preliminary course comprises 3 areas of study:

- Investigating Ancient History
 - ◆ Nature of History
 - ◆ Case Studies which may include Tutankhamen, Thera, Masada
- Features of Ancient Societies - where students will investigate aspects of Ancient Societies by looking at 2 of the following:
 - ◆ Women
 - ◆ Slavery
 - ◆ Weapons and warfare

NESA DEVELOPED COURSES

◆ Death and Funerary Customs

- Historical Investigation - Students are given the opportunity to research an area of interest in the Ancient World.

The HSC course comprises 4 areas of study:

- Core - Pompeii and Herculaneum
- Ancient Societies - Minoan Crete or Sparta
- Personalities and their times - Hatshepsut or Akhenaten
- Historical Periods - New Kingdom Egypt to Death of Thutmose IV; or New Kingdom Amenhotep III to death of Ramesses II

BUSINESS STUDIES

The fee for this course is approximately \$32 for an up-to-date case study booklet to be paid in Year 12

Business Studies helps students to become informed and responsible students by developing an understanding of their interaction with the business environment.

Preliminary Course:

Nature of Business (25%) covering: The role and nature of business in the economy and identifying how the environment can impact on a business.

Key Business Functions (30%) covering: The interdependence of business functions and operations as well as an examination of employment relations, marketing and accounting and finance.

Establishing a Business (25%) covering: The issues and steps involved in the establishment of a business, focusing on small businesses.

Developing a Business Plan (20%) covering: The role and process of business planning in successful small to medium enterprises.

Business Research Task - Students are required to either

- (a) Investigate an existing small business OR
- (b) Develop a plan for a hypothetical small business

HSC course:

Operations Management (25%) covering: An examination of the nature and responsibilities of a management within a changing business environment from a theoretical and practical perspective.

Financial Planning and Management (20%) covering: The development of an understanding of the role of financial planning within business operation and management and the interpretation of financial information.

Marketing (25%) covering: The development of an understanding of the role and nature of marketing in a business and the main elements involved in successful marketing strategies.

Employment Relations (25%) covering: An understanding of the nature of effective employment relations and their importance to business operations and society.

NESA DEVELOPED COURSES

ECONOMICS

Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision making.

Students will benefit from the study of economics as they engage in studies that include business, accounting, finance, media, law, employment relations, history, marketing, and geography.

If selected as a specialisation at University the study of economics can lead to careers in:

- share markets
- finance or commodities markets
- business
- economic forecasting
- banking
- insurance
- resource management
- property development and management
- government
- foreign affairs
- economic policy development

Preliminary Course:

- *Introduction to Economics* e.g. the economic problem, choice, types of economic systems;
- *Consumer and Business* e.g. factors influencing consumer choice, role of business;
- *Markets* e.g. demand and supply analysis, variations in competition and market structures;
- *Labour Markets* e.g. wage determination, unions, industrial relations;
- *Finance Markets* e.g. institutions, interest rates, the share market;
- *Government in the Economy* e.g. role and influence of government, privatisation, welfare.

HSC Course:

- The Global Economy e.g. free trade and protection, impact of globalisation;
- Australia's Place in the Global Economy e.g. exports, imports, exchange rates, foreign debt;
- Economic Issues e.g. unemployment, inflation, distribution of income and wealth;
- Economic Policies and Management e.g. Federal Budget, interest rates, and tax reforms.

GEOGRAPHY

Geography is a subject that investigates the world we live in. It is a key discipline through which students develop the ability to recognise and understand changes and interactions which take place in our world.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied.

There are many career opportunities available for those with a knowledge of Geography including:

Journalism; Environmental Officer / Manager / Consultant; Engineer; Surveyor; Town/city planner; various Government department positions including Department of Environment; Forestry; Agriculture; National Parks; CSIRO; Meteorologist; Tourism officer; Marine Biologist; Geologist; Landscape architect.

Preliminary Course:

Biophysical interactions covering: The Biophysical Environment; Biophysical processes and issues from either the

NESA DEVELOPED COURSES

atmosphere, biosphere, hydrosphere or lithosphere. A case study of a particular natural environment will be conducted here.

Global challenges covering: Population Geography and TWO of the following: Cultural Integration; Political Geography; Development Geography; Natural Resource Use; Senior Geography Project

HSC Course:

- *Ecosystems at Risk* covering: Ecosystems and their Management. TWO case studies of different ecosystems such as coastal dunes, wetlands, coral reefs, arid areas, alpine areas, rainforest, temperate forests are studied.
- *Urban Places* covering: World Cities - their nature and roles and networks; Mega Cities - issues and problems; Urban Dynamics of change in an urban place
- *People and Economic Activity* covering: Global Economic Activity and ONE local case study of an economic enterprise chosen from a range of activities. Options include viticulture and tourism.

Fieldwork is a mandatory requirement of the course and students will be given opportunities to complete fieldwork in a variety of environments. An overnight excursion may be necessary to complete fieldwork activities.

LEGAL STUDIES

Legal Studies develops students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as citizens. It develops an understanding of legal concepts and the way law functions in our society.

Employment Opportunities in this area include:

Lawyer, Barrister, Police Officer, Mediator, Prosecutor, Sheriff, Journalist, Clerk, various Government Departments including Foreign Affairs, Commerce, Attorney General's Office, Diplomat, Politics.

Course structure:

Preliminary Course:

- The Legal System;
- The Individual and the Law;
- Law in practice: ONE or more contemporary legal issues are studied;
- An excursion to view a trial at the court house will take place in Year 11;
- Opportunities exist to participate in the Mock Trial Competition.

HSC Course:

- Crime;
- Human rights;
- *Option Topics:* Family Law, Shelter, Workplace law, Consumers.

MODERN HISTORY

Modern History provides students with opportunities to explore interest and curiosity about people and events that have been significant in shaping our modern world. It enables students to acquire knowledge and to understand how information is constructed. Students learn to explore and solve problems.

The Preliminary course comprises 3 areas of study:

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- Investigating Modern History
 - ◆ The nature of Modern History
 - ◆ Case Studies including The Holocaust, The Romanovs, Indo China
- The Shaping of the Modern World - An investigation of global perspective of World War I
- Historical investigation. Students are given the opportunity to research an area of interest from the Modern World.

The HSC Course comprises 4 areas of study:

- Core - Weimar Germans
- National Study - Russia 1917-1941
- Peace and Conflict - The Vietnam War
- The Changing World Order - The Nuclear Age

HISTORY EXTENSION (YEAR 12 ONLY)

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation with higher learning and the broader community.

The course, which can only be studied in the HSC year comprises 2 parts

- **What is History?** (60% of course time) Key questions: Who are the historians? What are the aims and purposes of history? How has history been constructed and recorded over time? Why have the approaches to history changed over time? Students will investigate **one** case study from a selection of ancient, medieval and early modern, modern and Australian options.
- **Part II: History Project** (40% of course time) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

SOCIETY AND CULTURE

Society and Culture examines the interaction between persons, society, culture and environment over time. The aim is to understand our place in society and to see how social institutions have developed.

Preliminary Course:

The Social and Cultural World (20% of course time) covering: The fundamental concepts are examined in the context of both contemporary society and also societies across time. Students are also introduced to basic social research skills and methodologies.

- *Personal and Social Identity (40% of course time)* covering: The process of socialisation and the development of the individual including a study of rites of passage and an examination of the role of the family.
- *Intercultural Communication (40% of course time)* covering: A study of how people in different social, cultural and environmental settings can better understand each other and their world.

HSC Course:

Personal Interest Project (30% of course time) covering: A piece of independent social research into an area that the individual student chooses on the basis of a personal interest.

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Social and Cultural Continuity and Change (30% of course time) covering: An understanding of the nature of continuity and change within a society as well as a theoretical analysis of these processes.

Depth Studies (40% of course time) involving a choice of two from:

- Popular Culture;
- Belief Systems;
- Inclusion & Exclusion;
- Conformity & Non-Conformity

STUDIES OF RELIGION

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.

There are two (2) options of study for Studies of Religion, a 1-unit course and a 2-unit course and both of these can contribute to the ATAR calculation.

Studies of Religion I (1-unit course)

This is a 1 unit course that runs across both the preliminary and HSC years. Across the two years, students will undertake study in the following areas:

- Nature of Religion and Belief Systems
- Religious and Belief Systems in Australia post-1945
- 4 Religious Depth Studies which could include any of the following:
 - ◆ Buddhism
 - ◆ Christianity
 - ◆ Hinduism
 - ◆ Islam
 - ◆ judaism

This could be an option for students undertaking a 1-unit extension course in order to supplement and create 2 units.

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LANGUAGE COURSES

ITALIAN BEGINNERS

Course Description

The Italian Beginners course is a two year course. **Students who have completed the Italian Stage 5 course in Year 9 and Year 10, may not enrol into the Beginners course.**

In the Preliminary 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 study of a range of texts.

Topics covered:

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

ITALIAN CONTINUERS

Course Description

The Italian Continuers course is a two year course that follows on from the Stage 5 elective Italian course. **Students who have not completed the Stage 5 course may not enrol into the Continuers course.** Students will gain a broader and deeper understanding of Italian and will extend and refine their communication skills in the language. As they expand the range of tasks, texts, and text types studied, students' knowledge and understanding of the culture and the language of Italian-speaking communities will develop further.

Course content

There are three prescribed themes:

- The individual
enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables students to study topics from the perspective of other individuals.
- Italian-speaking communities
explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.
- The changing world
enables students to explore change as it affects aspects of the world of work and other topics such as communication, tourism and hospitality, and Italian influence.

NESA DEVELOPED COURSES

MATHEMATICS COURSES

INFORMATION ABOUT STAGE 6 MATHEMATICS

For the Higher School Certificate, there are three NESA Developed Mathematics courses for study as Preliminary Year courses: (in increasing order of difficulty) Year 11 Mathematics Standard, Year 11 Mathematics Advanced, and Year 11 Mathematics Extension 1. There are five NESA Developed Courses for study as HSC Year courses: (in increasing order of difficulty) Mathematics Standard 1, Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, and Mathematics Extension 2.

Students of the two Mathematics Standard pathways study the Year 11 course Mathematics Standard, followed by either the Year 12 Mathematics Standard 2 course or the Year 12 Mathematics Standard 1 course.

Mathematics Advanced consists of the courses Year 11 Mathematics Advanced and Year 12 Mathematics Advanced. Students studying one or both Extension courses study the course, Year 11 Mathematics Extension 1, before undertaking the study of Year 12 Mathematics Extension 1. Students who excel in the Extension 1 course may also undertake Year 12 Mathematics Extension 2.

YEAR 11 MATHEMATICS STANDARD/ YEAR 12 MATHEMATICS STANDARD 1

Course Nos:

- Year 11 Mathematics Standard 2 units Year 11 (NESA Developed Course)
- Year 12 Mathematics Standard 1 2 units Year 12 (NESA Developed Course)

Prerequisites: The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* (2014) up to, and including, the content and outcomes of Stage 5.1 and some outcomes of Stage 5.2.

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

Course Description:

The Year 11 Mathematics Standard course and the Year 12 Mathematics Standard 1 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Year 11 Mathematics Standard course content is written in four topics. The Year 12 Mathematics Standard 1 course content is written in five topics. As well as introducing some new mathematical content, the course gives students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the topics.

The Year 11 Mathematics Standard course is the same Year 11 course that forms part of the Year 11 Mathematics Standard/Year 12 Mathematics Standard 2 pathway. The Year 11 Mathematics Standard/ Year 12 Mathematics Standard 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Note: Year 12 Mathematics Standard 2 has an optional HSC examination for students wishing to contribute marks towards an ATAR.

NESA DEVELOPED COURSES

YEAR 11 MATHEMATICS STANDARD/ YEAR 12 MATHEMATICS STANDARD 2

Course Nos:

- Year 11 Mathematics Standard 2 units Year 11 (NESA Developed Course)
- Year 12 Mathematics Standard 2 2 units Year 12 (NESA Developed Course)

Prerequisites: The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2014) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the Year 12 Mathematics Standard 2 course, it is recommended that they study at least some of the Stage 5.2 content of the Mathematics Years 7–10 Syllabus (2002), particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

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

Course Description

The Year 11 Mathematics Standard course and the Year 12 Mathematics Standard 2 course are designed to promote the development of knowledge, skills and understanding in areas of Mathematics that have direct application to the broad range of human activity. The Year 11 Mathematics Standard course content is written in four topics. The Year 12 Mathematics Standard 2 course content is written in five topics. As well as introducing some new mathematical content, the course gives students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the topics.

The Year 11 Mathematics Standard course is the same Preliminary course that forms part of the Year 11 Mathematics Standard/ Year 12 Mathematics Standard 1 pathway. The Year 11 Mathematics Standard/Year 12 Mathematics Standard 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of Mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

MATHEMATICS ADVANCED

The Mathematics Advanced course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* (2014) up to, and including, the content and outcomes of Stage 5.2. Where possible, it is recommended that they also experience the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry*, as well as at least some of *Trigonometry* from Stage 5.3 (identified by §), if not all of the content.

Course Description:

The course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics, an understanding of and competence in further aspects of Mathematics. It is useful for concurrent studies in science and commerce. The course is a sufficient basis for studies in Mathematics at tertiary level supporting courses such as the life sciences, commerce or economics. Students who require substantial Mathematics at a tertiary level for physical sciences, computer science or engineering should undertake the Extension Course.

Who is this course for?

The recommended minimum requirement is 80% (high level of achievement) at Year 10 5.3. Students who study in this course are expected to have strong algebraic skills. Students need to ask themselves the following questions:

- ☐ Am I passionate about Mathematics and put a lot of effort into my studies?
- ☐ Do I achieve at a high level in Mathematics?

NESA DEVELOPED COURSES

- ☐ Do I need Mathematics for tertiary studies or the occupation I am heading towards?

Students answering yes to some of the questions above should consider studying Mathematics Advanced in Stage 6.

Note: Students will only be permitted to study this course with the approval and recommendation of the Head Teacher of Mathematics.

MATHEMATICS EXTENSION 1

The Year 11 Mathematics Extension and Year 12 Mathematics Extension 1 courses have been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* (2002) up to, and including, the content and outcomes of Stage 5.3. Where possible, it is recommended that they also experience the optional topics (identified by # in the syllabus) *Curve Sketching and Polynomials, Functions and Logarithms*, and *Circle Geometry*.

Course Description:

The content of this course, includes the whole of the Mathematics Advanced course plus Extension and is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics including many, which are applicable to the real world. It is useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at tertiary level, and for the study of Mathematics in support of physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course that is available in Year 12.

Students will only be permitted to study Mathematics Extension with the approval and recommendation of the Head Teacher of Mathematics.

MATHEMATICS EXTENSION 2 (YEAR 12 STUDENTS ONLY)

The Mathematics Extension 2 course consists of an HSC course (only) and may be undertaken following completion of the Year 11 Mathematics and Year 11 Mathematics Extension 1 courses. Students may study the Mathematics Extension 2 course concurrently with, or following completion of, the HSC Mathematics Extension 1 course.

Course Description:

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

Students will only be permitted to study this course with the approval and recommendation of the Head Teacher of Mathematics.

NESA DEVELOPED COURSES

PERFORMING ARTS COURSES

DANCE

The fee for this course is approximately \$42

Course Aim:

Dance in Stage 6 is designed for students to experience, understand and value dance as an art form through the study of the performance, composition and appreciation of dance.

Preliminary Course Description:

Students undertake a study of Dance as an art form. Stage 6 Dance requires students to study Performance, Composition and Appreciation. Students studying Dance bring with them a wide range of prior dance experience. The study of Dance in Years 9 & 10 is not a prerequisite. Physical training and preparation of the body is fundamental and of paramount importance to the course and involves all three components of the course.

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class)

HSC Course Description:

All students undertake study in the following core areas:

- Performance 20%
- Composition 20%
- Appreciation 20%

Each student then elects to complete a Major Study from one of the following options:

- Performance 40% OR
- Composition 40% OR
- Appreciation 40% OR
- Technology 40%

DRAMA

The fee for this course is approximately \$42

Course Description:

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. **Preliminary course** content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

The **HSC content area** comprises of two core topic areas:

1. Australian Drama & Theatre. Students study either traditional or contemporary theatre practices.
2. Studies in Drama & Theatre. In the past, students have studied forms of theatre including Black Comedy and Verbatim Theatre.

NESA DEVELOPED COURSES

In these topic areas, students experientially study 4 plays. This study involves workshopping scenes and considering elements such as style and conventions.

The **Group Performance** is a key component of both the Preliminary and HSC courses. It is worth 30%. In the HSC Course, the Group Performance takes place in Term 2 of the HSC exam year. Students are given the term to work collaboratively, in groups of between 3-6 members, on the devising of an original piece of theatre that is 8-12 minutes duration. The Group Performance must be inspired by a chosen topic from a published list.

The **Individual Project** is the Major Work component of the HSC Drama course. It is worth 30%. Students work independently on the completion of their Individual Project over the duration of the course, under the guidance and mentorship of their Drama teacher. Clear deadlines are set for the completion of tasks at regular intervals, and students are expected to demonstrate a sustained and diligent effort in the completion of their project at all times. Individual Projects may be chosen from the following areas: Critical Analysis (Director's Folio or Theatre Criticism), Design (Costume or Set Design, or Promotions & Program), Performance, Scriptwriting, or Video Drama. The choice of Individual Project is negotiated with the Drama teacher at the commencement of the HSC course. In Year 11, students complete a Preliminary Drama Individual Project that is embedded in their experiential study of one or more plays.

Course Requirements:

Senior Drama is a course designed for students who are passionate about drama and theatre as an art form. Students should be confident performers willing to learn and grow in their acting, which is frequently assessed in both the Preliminary and HSC courses. Senior Drama also has a rich writing component that requires students to write about the plays that they workshop and experientially study. The HSC Drama written exam is worth 40%. Drama is also a very collaborative and communal course. Senior Drama students are often required to make time for out-of-class rehearsals for performance work, as well as meetings with their Drama teacher to manage the progress of the Individual Project.

Selection into this course will be done on the basis of demonstrated outstanding school attendance and ability to work effectively as a team. The Principal will make the final decision about the composition of the class based on the recommendation of the Drama teacher and the Head Teacher Teaching & Learning (CAPA).

MUSIC 1

The fee for this course is approximately \$50

Course Description:

In the Preliminary and HSC course students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles and periods of music with emphasis being placed on performance.

Students will also choose 3 elective topics in both the Preliminary and HSC course with one topic being able to be carried through and developed in greater depth. There are a variety of topics including: Rock, Pop, Music of the 20th and 21st century, Theatre Music and Jazz.

Who is this course for?

This course is designed for students with a more performance based, less theoretical background. An ability to aurally analyse music using the music concepts developed throughout this course.

NESA DEVELOPED COURSES

MUSIC 2

The fee for this course is approximately \$50

Course Description:

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

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 the Board of Studies to validate authorship of the submitted work.

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

Who is this course for?

This course is for students with a greater theoretical background in music concepts and musicianship skills. This course is for students who are interested in Art Music and considering further study in Music after the HSC.

MUSIC EXTENSION (YEAR 12 ONLY)

As an extension of studies in Music 2, students will develop and expand aural awareness and understanding through their specialisation in:

- Performance or
- Composition or
- Musicology.

Each student will follow an individual program of study which will be negotiated between the teacher and student. This course is available to Music 2 students in Year 12.

NESA DEVELOPED COURSES

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION COURSES

COMMUNITY & FAMILY STUDIES

Course Description:

Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively. Students will investigate interpersonal relationships and well-being throughout the lifespan and their contribution to personal growth and development within the family and workplace.

This course is suitable for students interested in career choices such as Teaching, Nursing, Doctors, Social Work, Psychology and Management.

Topics studied:

Preliminary Course

- Resource Management
- Individuals and Groups
- Families and Communities

HSC Course

- Research Methodology
- Groups in Context
- Parenting and Caring
- *Plus* one optional strand.

Course Requirements:

As part of the HSC, students are required to complete an Independent Research Project. 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.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

The fee for the Preliminary Course is \$95 (this includes the cost of First Aid course and associated qualification and EDROLO subscription).

The fee for the HSC Course is \$45 (this includes the cost for a HSC EDROLO subscription, a resource to support the learning and deepen their understanding of the HSC course).

The aim of PDHPE is to develop in each student the capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

Preliminary Course Description:

The Preliminary course examines a range of areas that underpin health and physical activity. These include how people think about health, fitness and physical activity, the management of personal health and the principles of movement. The course will allow students to analyse patterns of fitness and gain first aid qualifications; a vital life skill to possess.

NESA DEVELOPED COURSES

HSC Course Description:

In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. Students undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. The students will 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.

HSC Modules:

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)
- Improving Performance (20%)
- Sports Medicine (20%)

The course is suited to students looking for a career in the health or sports industry.

NESA DEVELOPED COURSES

SCIENCE

WHICH SCIENCE COURSE SHOULD I DO?

SHOULD I DO Physics and/or Chemistry?

- ☐ I am absolutely, definitely, aiming to go to a science based course at university straight from school
- ☐ My Year 10 Science teacher believes that I can cope with the demands of these courses
- ☐ I am a skilled mathematician who is willing to devote time to develop these skills further
- ☐ I like to think critically and persist with difficult mathematical and scientific concepts
- ☐ I am motivated and organised and understand I am going to have to complete homework and independent research regularly
- ☐ I am thinking about doing Extension Science in Year 12.
- ☐ I want subjects that overlap well with Extension Mathematics and Investigating Science
- ☐ I need these subjects to support future tertiary studies for example medical sciences, engineer, chemical engineer, science or mathematics teacher, lawyer or accountant.

SHOULD I DO Investigating Science?

- ☐ I have performed satisfactorily in Year 10 Science
- ☐ I am interested in investigating fun ideas like: Did we really land on the Moon? Does the lemon detox diet really work? What the science behind sports products? Are any conspiracy theories true?
- ☐ I want to learn how to know what information to trust in the fake news era.
- ☐ I am planning to go to university OR I am quite likely to go to university or TAFE, I'm not sure
- ☐ I am not that keen on learning content in detail from another area of science
- ☐ I'd enjoy doing a bit out of every science area or following a particular interest like chemical reactions, space exploration, Aboriginal science or sports science.
- ☐ I would like more time to extend my skills and ability in other sciences like Chemistry, Physics, Biology, Earth and Environmental Science, or learn and apply the science behind other KLA's.
- ☐ I am prepared for homework and independent study
- ☐ I am considering doing Extension science and do one or two other sciences.
- ☐ I need subjects that support future studies for example sports science, hospitality, science or primary or preschool teacher, scientific researcher, trades person, grounds keeper or park ranger.

SHOULD I DO Biology?

- ☐ I have performed satisfactorily in Year 10 Science and want to extend my understanding of living systems.
- ☐ My Year 10 Science teacher believes that I can cope with the demands of this course
- ☐ I am planning to go to university OR I am quite likely to go to university or TAFE, I'm not sure
- ☐ I am keen on learning biology content in detail and testing my scientific skills within the biology area.
- ☐ I am prepared for homework and independent study

NESA DEVELOPED COURSES

- ☐ I want a subject that overlaps well with Investigating Science, PDHP and Earth and Environmental Science
- ☐ I need subjects that support future careers such as physiotherapist, scientist, science, PE or primary teacher, medical science or nurse.

SHOULD I DO Earth and Environmental Science?

- ☐ I have performed satisfactorily in Year 10 Science and want to extend my understanding of the natural world
- ☐ I am planning to go to university OR I am quite likely to go to university or TAFE, I'm not sure
- ☐ I am keen on learning content in detail related to geology, the environment including the marine environment, and building my scientific skills.
- ☐ I am prepared for homework and independent study
- ☐ I want a subject that overlaps well with Investigating Science and Geography
- ☐ I need subjects that support future careers such as marine biologist, agricultural scientist, environmental scientist or geologist, quarantine officer, park ranger, grounds keeper or science or primary teacher.

SCIENCE COURSES

BIOLOGY

To succeed in this subject, a student should be working at least a C level in Year 10 Science.

What is studied in the Year 11 Biology Course?

The Year 11 Modules are:

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

What is studied in the Year 12 Biology Course?

The Year 11 Modules are:

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease
- Disorders

The Biology Depth Study assessment task for both Year 11 and Year 12 is given 15 hours of class time over the year. Students are required to purchase 'Blitzing Bio' work books \$50 in both Year 11 and 12.

NESA DEVELOPED COURSES

CHEMISTRY

To succeed in this subject, a student needs to be working at Grade A or B level in Year 10 Science, and working comfortably in Year 10 Mathematics 5.3 .

What is studied in the Year 11 Chemistry course?

The Modules for Year 11 Chemistry are:

- Properties and structure of matter
- Introduction to quantitative chemistry
- Reactive chemistry
- Drivers of reactions

What is studied in the Year 12 Chemistry course?

The Modules for Year 12 Chemistry are:

- Equilibrium and acid reactions
- Acid/base reactions
- Organic chemistry
- Applying chemical ideas

The Chemistry Depth Study assessment task for Year 11 and Year 12 is given 15 hours of class time over the year.

EARTH AND ENVIRONMENTAL SCIENCE

At EHS, Earth and Environmental Science is taught with through a marine biology focus.

This is in recognition of the knowledge students may have acquired through their study of Marine and Aquaculture Technology in stage 5, as well as general students' interest in the marine environment.

What is studied in the Year 11 Earth and Environmental Science course?

The school topics for this course are:

- The Marine Biologist
- Agriculture and Rocks
- Fossils and Minerals

What is studied in the Year 12 Earth and Environmental Science course?

The school topics for this course are:

- Marine and Terrestrial Ecology
- Year 12 Natural Disasters
- Man Made Disasters

The EES Depth Study assessment task for Year 11 and 12 is given 15 hours of class time over the year.

NESA DEVELOPED COURSES

INVESTIGATING SCIENCE

Investigating Science extends the skills that all students have developed in EHS Science 7-10. It uses examples of content from many areas of Science, including Biology, Chemistry, Environmental Science and Physics. In this subject students gain a deep knowledge of the way science works and have flexibility with their depth study to pursue a scientific area of interest or research the science behind a possible future career.

This subject can cater for a wide range of students who have an interest in developing their understanding of Science and how it works. It would be a good companion to other Science courses, although it may be studied alone. This course allows students doing all sciences time to deepen their understanding of how science works and the skills of the course.

Students interested in a career in a high level tertiary science course such as Medicine or Advances Science Research should consider this as an additional subject to Physics and Chemistry to extend their skills and knowledge for these courses.

What is studied in the Year 11 Investigating Science Course?

The modules for year 11 are:

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

What is studied in the Year 12 Investigating Science Course?

The modules for Year 12 are:

- Scientific Investigations
- Technologies
- Fact or Fallacy
- Science and Society

PHYSICS

To succeed in this subject, a student needs to be working at Grade A or B level in Year 10 Science, working comfortably in Year 10 Mathematics 5.3.

What is studied in the Year 11 Physics Course?

The modules in Year 11 Physics are:

- Kinematics
- Dynamics
- Waves
- Thermodynamics

What is studied in the Year 12 Physics Course?

The modules in Year 12 Physics are:

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

NESA DEVELOPED COURSES

EXTENSION SCIENCE (YEAR 12 ONLY)

The Science Extension course enhances the development of working scientifically skills. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio.

The HSC exam for this course is online, as students are given access to the Scientific Research Report that they developed throughout the course.

Students will elect to do this subject at the end of their Year 11 science course, in consultation with their Year 11 science teacher.

To succeed in this subject, a student needs to be working at Grade A or B level in at least one Year 11 Science, such as Physics, Chemistry and Investigating Science.

NESA DEVELOPED COURSES

TECHNOLOGY AND APPLIED STUDIES COURSES

DESIGN & TECHNOLOGY

The fee for this course is approximately \$50

Course Description:

Design and Technology is a complex but exciting course, combining a variety of theoretical subjects with various practical skills. It demands problem solving skills with students learning ingenuity, satisfying needs, deriving solutions and using technology. Careers suitable for students involved in this course include: engineering, designer, I.A. teacher, builders, shop fitters, electronics, and web development.

In the Preliminary course, students undertake a study of design, creating products using a wide range of resource materials and machinery. It requires students to use a variety of raw materials from wood, metal, fabric, leather, plastics, as well as creating work using up-to-date computer software, 3D printers, laser cutter and traditional hand tools.

In the HSC course students undertake a study of innovation and emerging technologies as well as producing a Major Design Project.

Topics Covered:

Preliminary Course:

- Designing and producing Folio and product to a set criteria
- Design Theory
- Research
- Management
- Resource Management
- Manufacturing and Production
- Computer-based Technologies
- Safety
- Evaluation
- Environmental Issues

HSC Course:

- Innovation;
- Major Design Project;
- Creating Folio and Product for External Assessment;
- Final HSC exam.

Course Requirements:

Students do not have to have previous experience, however, it is an advantage to be interested in hands-on practical activities such as woodwork, metalwork, textiles, plastics, IT or environmental issues.

ENGINEERING STUDIES

Course Description:

This course offers student's high order thinking skills in associated with the study of engineering, its practices and associated methodologies. It is directed towards the application and advancement of skills associated with mathematics, science and technology and is integrated with Business and Management.

There are competitions, business industry and university links – for the advancement of engineering in Australia to

NESA DEVELOPED COURSES

help build careers such as Materials, Mechanical, Civil, Structural, and Electrical Environmental Engineering, Manufacturing, Science and Design in all fields.

Preliminary Course:

Students undertake the study of 4 modules:

- Engineering Fundamentals, Engineering Applications, Braking Systems
- one focus module relating to the field of Bio-Engineering or one school-based elective module

HSC Course:

Students undertake the study and develop an engineering report for each of 4 modules:

- Civil structures as well as personal and public transport
- Aeronautical Engineering and Telecommunications Engineering

FOOD TECHNOLOGY

The fee for this course is approximately \$65 in Year 11 and \$60 in Year 12.

Course Description:

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations. This course is suitable for students interested in looking towards the following careers: Dietician, Sports Nutritionist, Personal Training or the Food and Service Industry, food photography, marketing.

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.

Topics to be studied:

Preliminary Course:

- Food availability and selection
- Food Quality
- Nutrition

HSC Course:

- The Australian Food Industry
- Food Manufacture
- Food Product Development

plus one optional strand either

- Contemporary Food Issues: Nutrition
- *or* Contemporary Food Issues

It is a mandatory requirement that students undertake practical activities in food preparation and presentation .

NESA DEVELOPED COURSES

Students can choose ONE of the following 2 options:

EITHER:

INDUSTRIAL TECHNOLOGY MULTIMEDIA TECHNOLOGIES

The fee for this course is approximately \$50.

Course Description:

This subject is a hands-on subject that combines the use of text, graphic art, sound, animation, video utilizing software and computer technologies. Multimedia is a course for those interested in developing skills for technology areas that include: Websites, Video productions, Animation 2D/3D, Digital Music Creation, Game Development, Interactive Art, Photography, Print Media.

Preliminary Course:

The course covers the topics of:

- Operation and use of the Multimedia Computer systems
- Multimedia design in relation to: Image/creation editing, Sound creation, Video and still cameras, storyboarding, data integration

HSC Course:

Covers the topics of Understanding and use of the 4 Key Multimedia Elements; Video, Sound, Animation and Text. The HSC course requires students to undertake a Major Project of their choice. The major project contributes 60% of the course mark.

Whilst learning fundamental skills for the use of technology in most work environments, Multimedia is tailored to provide a wide variety of skills for career opportunities including Graphic Designer, Desktop Publisher, Film/Video Animator, Sound Engineer/Music Production, Web Designer, Digital Photographer, Production Assistant, Video Editor/Film Productions.

OR:

INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

The fee for this course is approximately \$85 per year + materials .

Course Description:

Industrial Technology is a practical course designed for students wishing to develop their skills in timber technologies. Students will develop through experience their practical skills and relate these to industrial technologies.

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

In Year 11 students will design and make three or four different projects with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation. This provides students with a solid foundation in advanced cabinet-making and wood-machining techniques and processes, experience with a range of timbers and timber products and broad knowledge of wood technology. New innovations with the laser cutter and specialized senior student use only tools add expertise on a global scale.

In the HSC course, students design and construct a Major Project, selected by the student, along with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation. The folio and major work are marked by a visiting team of examiners, prior to the HSC and combined are worth 60% of the final HSC mark. The remaining 40% is allocated to a theory exam sat during the normal HSC exam period.

This subject is a workshop based course and although previous experience in Industrial Technology Timber would be of benefit, it is not essential. A practical aptitude is desirable.

NESA DEVELOPED COURSES

SOFTWARE AND DESIGN DEVELOPMENT

The fee for this course is approximately \$50 per year

This subject provides students with a systematic approach to problem-solving, an opportunity to be creative with excellent career prospects and interesting content. Software development is a distinctive field within the Computing discipline. Stage 6 students who wish to move into this field are at an advantage if they understand the field of Software and Design.

Students gain an understanding of how hardware and software are interrelated and need each other to function, as well as developing solutions that meet the needs of those who will use them, communication, personal and team skills which are a requirement by the developers. Together, these considerations provide the basis for the course.

Computing is an area of rapid growth and change. While a variety of computer applications are used in this subject, they are not the primary focus. The focus of this subject is the development of computer-based solutions that require the design of computer software.

Students interested in the fields of software development and computer science will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of software design and development. Students with software development skills wishing to acquire team and communication skills will find this subject useful.

Areas covered include:

- Concepts and Issues in the Design and Development of Software
- Development and Impact of Software Solutions including: Social and ethical issues
- Hardware and software
- Application of software development approaches
- Software development approaches
- Software Development Cycle
- Developing Solution Packages
- Developing Software Solutions

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. Students who study this course are developing understanding of the specific software operations and digital hardware architecture. Students who study this course are likely to consider future options including: Computer Science, Software Engineering Systems.

TEXTILES & DESIGN

The fee for this course is approximately \$60 per year

Course Description:

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. The course involves the student developing a portfolio of work.

This course is also suitable for students who are interested in the following career choices: Fashion Design, Interior Design, Graphics, Advertising, Costume Design and Theatre Staging, Window Dressing and Marketing.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This

NESA DEVELOPED COURSES

course culminates in the development of one major Textiles Project in Year 12 which is specific to a selected focus area of the student's choice and which includes supporting documentation and textile item/s.

Course Requirements:

In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course. No previous experience required.

NESA DEVELOPED COURSES

ART COURSES

VISUAL ARTS

The fee for this course is approximately \$80

Course Description:

Visual Arts involves students in the practices of art making, art criticism and art history and links them together. Students develop their own artworks culminating in a submission of 'body of work' in the HSC course that reflects students' knowledge and understanding about the practices. This demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, covering a range of practical options such as photography, painting, graphics, printmaking, ceramics, drawing and computer graphics; while the HSC course provides for deeper, increasingly more independent investigations into practical areas of individual interest.

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. Please be aware that you do not need to have any prerequisite skills to do this Visual Arts course. We all start from scratch and teach you all artmaking and critical/historical practices.

Course Requirements:

Preliminary Course:

- artworks in at least 3 forms - 50%
- the use of a Visual Arts Process Diary consistently throughout the 3 Preliminary terms to record all practical work
- a broad investigation of ideas in art criticism and art history
- display these skills in a 1½ hour yearly examination - 50%

HSC Course:

- development of a Body of Work is worth 50% of your HSC result
- a minimum of 5 Case Studies (4-10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history
- a 1½ hour external written examination worth 50% of your HSC result
- the use of a Visual Arts process diary as development for your body of work to record all decisions every step of the way.

Course Assessment (both for Year 11 & 12)

50% making (practical)

50% critical and historical studies (written)

CONTENT ENDORSED COURSES

EXPLORING EARLY CHILDHOOD (2 UNIT)

The fee for this course is approximately \$40

This course is suitable for students interested in childcare, pre-school teaching, teaching and nursing.

Our society acknowledges childhood as a unique and intense period for growth, development and learning. By providing members of society with knowledge about childhood development they will then be able to support and encourage this development when interacting with children. The Exploring Early Childhood course aims to achieve this by providing students with an overview of development and related issues within an early childhood context. It provides the opportunity to consider all issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

The studying of Exploring Early Childhood will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

COURSE STRUCTURE

Core Studies

The core studies are compulsory. There are three parts to the core:

- Part A Pregnancy and Childbirth
- Part B Child growth and development
- Part C Promoting positive behaviour

Students will be required to have a computerised baby for one week as part of an assessment in child growth and development.

Modules

13 of the following will be studied

1. Learning experiences for young children
2. Play and the developing child
3. Starting school
4. Gender and young children
5. Children and change
6. Children of Aboriginal and Torres Strait Islander communities
7. Historical and cultural contexts of childhood
8. The children's services industry
9. Young children and media
10. Young children and the law
11. Children's literature
12. Food and nutrition
13. Child health and safety
14. Young children with special needs

Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.

CONTENT ENDORSED COURSES

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING (2 UNIT)

The fee for this course is approximately \$50 in Year 11 and \$50 in Year 12.

Photography and its images are an important part of our everyday lives and the modern world in which we live.

The traditional approach to photography is now changing as a consequence of the widespread use of new technologies in today's visual world which are now more widely used and more important than at any other time.

This 2 unit HSC Course over two years offers students for the first time an innovative and comprehensive approach to photography.

It will provide students with the opportunity to access a variety of state of the art equipment and give them a solid understanding of the many techniques and technologies used in Photography, Video and Digital Imaging in a creative, exciting and imaginative way.

Students also have the option to use our SLR cameras and print their own photos in the darkroom.

This course will allow students to:

- benefit by having the opportunity to explore photography at a senior level regardless of having completed the junior RoSA course;
- gain knowledge, skills and understanding through making and creating their own photographs and images;
- become a competent photographer and proficient in operating a 35mm camera, processing film, working in the darkroom and using an enlarger to produce their own images;
- obtain an excellent insight into the possibilities photography and image making can offer as a future career;
- explore thoroughly the process of traditional "Wet Photography" with the option to choose modules of Video and Digital Imaging using our great digital cameras and computers incorporating programs like Photoshop and Video Maker;
- With the introduction of our new digital room with 24 computers, students will be given the opportunity to create their own digital photos enhanced with Photoshop and make their individual videos and/or film. An exciting and adventurous experience .

Course Assessment

70% making (practical) and 30% critical and historical studies (written)

SPORT, LIFESTYLE AND RECREATION STUDIES (1 UNIT)

The fee for the Preliminary course is approximately \$85 (This includes the cost of First Aid course and associated qualifications). The \$70 First Aid cost does not need to be paid if student is paying full fees (incl First Aid) in PDHPE and/or Sport Coaching.

Course Aim: This is a 1-unit course. This will only be offered in Year 11. The Sport, Lifestyle and Recreation Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life. The course asks students to complete 2-4 modules from 15 options. These include First Aid and Sports Injuries, Fitness, Outdoor Recreation, Sports Administration, Games and Sports Applications and Sports Coaching and Training. The modules are chosen and programmed according to the needs and characteristics of our students.

CONTENT ENDORSED COURSES

VISUAL DESIGN (2 UNIT)

The fee for this course is approximately \$70.

If you want to be a “designer” of any type, this is the course for you. Visual Design enables you to independently express yourself by using a wide variety of medias.

Explore graphic design, jewellery making, stage sets, costumes, industrial production, interior design, fashion design, photography, video animation and lots more.

Find out about designers and their work and what inspires them. This course is all about designing objects and images. These ideas will help you communicate about the world and your immediate environment.

Get your message across by using the tool of design. Understand the power behind “visual designing” and the ways in which designed images are created, categorised, interpreted, valued and used in our society.

This course is associated with computers as this is where the jobs in this industry lie. We cover a lot of computer graphics with the focus on design. If you are familiar with this, this is the course for you. If you are not, then there are other options you can pursue. We now have a fully equipped computer graphics room with 24 computer to encourage this major field of work that is so popular in this industry. Students will be able to use multiple programs to create their works they design on computers.

Works you may produce in this course....

3 dimensional designs such as surfboards and beach objects

Packaging	Product design	Poster Design
Labels	Interior designs	Ceramic Design
Industry products	Clothing designs	Theatre Design
Photography	Films	Mural Design
Claymation	Graffiti Artist	Make Up Artist
TV Graphics	Costume Design	Advertising Design
Sign Writing design	Commercial Design	

You will also have the opportunity to be involved on community projects and enter competitions.

Course Assessment

70% making (practical)

30% critical and historical studies (written)

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 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 progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

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 are either deemed "competent" or "not yet competent" by the teacher. 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.

Include for Stage 5 only:

Students in Years 9 and 10 (Stage 5) may access VET courses through two curriculum pathways:

- Stage 5 VET Board Endorsed courses

- Early commencement of Stage 6 VET courses.

All Stage 5 VET Board Endorsed Courses contribute 100 hours to the student's pattern of study. Work placement is not compulsory for these courses.

Include for Stage 6 (including early commencement):

Board Developed VET courses are classified as Category B subjects and ONLY ONE course 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 requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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 the course is suitable for their individual needs, knowledge and skills.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

CONSTRUCTION PATHWAYS

 Public Schools NSW, Ultimo Registered Training Organisation 90072 2023 CONSTRUCTION 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: 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 qualifications. 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 CPCCWHS2001A Apply OHS requirement, policies and procedures in the construction industry Electives 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		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. <i>* NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways and Statement of Attainment toward CPC20120 will be delivered, subject to NESA approval</i>	
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 concreting shop fitting	bricklaying carpentry 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 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 unit/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor. 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 Costs: Consumables: \$55 Refund Arrangements on a pro-rata basis		Other: (eg White Card) \$ TBA 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/			
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			

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

ENTERTAINMENT INDUSTRY



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072 2023 ENTERTAINMENT INDUSTRY 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: **Entertainment Industry**

Board Developed Course

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

This is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Statement of Attainment towards

CUA30420 Certificate III in Live Production and Services* (Based on CUA Creative Arts and Culture Training Package Version 5.1 (CUA 5.1))

Units of Competency

Core

CUAIND311 Work effectively in the creative arts industry
CUAIND314 Plan a career in the creative arts industry

Electives

CPCCWHS1001 Prepare to work safely in the construction industry

CUALGT311 Operate basic lighting
CUASTA212 Assist with bump in and bump out of shows
SITXCCS006 Provide service to customers
CUASOU306 Operate sound reinforcement systems
CUAVSS312 Operate vision systems
CUASTA311 Assist with production operations for live performances
CUASMT311 Work effectively backstage during performances

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

Additional requirement: Entertainment Industry Specialisation Course

1 HSC unit only

To receive the full qualification CUA30420 Certificate III in Live Production and Services students must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.

Units of Competency

BSBPER301 Organise personal work priorities and development
CUAPPR314 Participate in collaborative creative projects
CUALGT314 Install and operate follow spots

Recommended Entry Requirements

Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course **is not** about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and work-place. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.

Examples of occupations in the entertainment industry:

Sales/Merchandising Assistant	Front of House Assistant	Cinema Projectionist	Technical Assistant
Box Office Assistant	Lighting Technician	Props Designer	Marketing and Promotions
Stage Manager	Sound Technician	Event Assistant	Venue Manager

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by 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 HSC examination for Entertainment Industry 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 \$0

Consumables: \$ 75

Other : \$ TBA—White Card costs

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/>

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>

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

HOSPITALITY FOOD AND BEVERAGE



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072 2023 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 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 their VET teacher.

Course Costs: Resources: Approx \$ 70 (uniform)
Refund Arrangements on a pro-rata basis

Consumables \$ 110
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/>

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>

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

SPORT COACHING



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072
2023 SPORT COACHING COURSE DESCRIPTION

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (NESA) updates.

Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Sport Coaching—Certificate III**

4 Preliminary and/or HSC units in total

Board Endorsed Course

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.

SIS30521 Certificate III in Sport Coaching Based on the Sport, Fitness and Recreation Training Package Version 4.0 (SIS v4)

Units of Competency

Core

HLTWHS001	Participate in workplace health & safety
SISSCO002	Work in a community coaching role
SISSCO005	Continuously improve coaching skills and knowledge
SISSCO003	Meet participant coaching needs
BSBOPS403	Apply risk management procedures
HLTAID011	Provide first aid (to be delivered by an external RTO RTO90072)

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
SISSOF002	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	Sport Administration Officer	Sports Event Manager
Assistant Coach	Sports Official	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 their VET teacher.

Course Costs: Resources \$120

Consumables: \$

Other: \$55

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 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>

EXTERNAL DELIVERED VOCATIONAL EDUCATION & TRAINING (VET)

Students in Years 9–12 have the option of studying VET courses either at school, or through external, accredited training providers such as TAFE NSW. VET courses delivered by an external RTO/training provider to school students are known as EVET courses. Several small training providers also deliver VET training to school students.

VET courses can assist students to plan their career pathway and:

- gain practical, work-related skills to enhance employment opportunities.
- complete units that count towards school qualifications such as RoSA and HSC.
- start or complete a nationally recognised qualification while still at school.

VET assessment is competency based and students must completely satisfy all assessment requirements and be deemed competent by a qualified trainer in order to satisfy qualification requirements. Students successfully completing a VET course and achieving a Statement of Attainment may be eligible to apply for credit transfer in other courses in a similar industry after leaving school by providing their transcript to the relevant tertiary institution. All students studying a VET course must obtain a Unique Student Identifier (USI) and provide this to the training provider at the commencement of the course.

Categories of EVET courses

Board Developed Industry Curriculum Framework (ICF) Courses include Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Information Technology, Human Services, Primary Industries, Retail Services and Tourism, Travel & Events. These courses are **Category B courses**, they mostly count for 4 units of HSC credit, include 70 hours of mandatory work placement and have an optional HSC examination. Only one Category B course can be included in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses (BECs) are courses based on national industry Training Packages that are endorsed by NSW Education Standards Authority (NESA) for inclusion as an elective in Year 9 or 10 or in the Higher School Certificate. These courses include Animal Studies, Beauty Therapy, Fashion Design Hairdressing, Laboratory Skills, Plumbing, Sport and Recreation and Warehousing. Stage 6 BECs mostly count for 4 units of HSC credit, they do not count towards the ATAR and there is not a HSC exam. Stage 6 BECs may also be studied by Year 10 students as Early Commencement of Stage 6. Students in Year 9 and 10 who enroll in a Stage 6 BEC course must satisfy all RoSA requirements. Stage 5 BECs are 100 hours duration and are only available to students currently enrolled in Year 9 or in Year 10.

Delivery patterns of EVET courses

Students should investigate the delivery pattern of the EVET courses they are interested in so they are aware of what the commitment will be and also to understand how the EVET course will fit in with the total pattern of study. There are several options for the delivery of EVET courses e.g. 120 hours, 2 units x 1 year courses; 180 hours, 3 units x 1 year courses; and 240 hours, 4 unit courses which can be offered over one or two years. A small number of EVET ICF courses also offer specialisation units to complement 240 hour courses. Students who successfully complete all units may be eligible for a full Certificate qualification, rather than a Statement of Attainment.

Specific Requirements of EVET courses

It is important that students understand that enrolment in EVET courses requires a commitment to satisfactory completion. The specific requirements for EVET courses include the following:

NESA requirements for completion of course work. If a student does not satisfactorily complete course work, they may be given an “N” Determination for the course or, they may be withdrawn from the course. External RTOs will monitor attendance and send regular reports to the student’s home school.

Student Commitment – Once a student starts a course, they will be expected to commit to completing it as there is

significant cost involved for the NSW Department of Education. Students will not be permitted to change to another EVET course. Students who miss class work at school because of EVET course enrolments (including work placement) are responsible for following up with their teachers and catching up on missed work.

Travel – Students studying EVET courses are responsible for organising their own transport to the study venue and also for making their way home at the conclusion of the class. Students are responsible for paying travel costs. Students will need to complete and submit an early leave application available from their Careers Advisor. Students will be issued with an early leave pass that should be shown when required. Students doing EVET courses may be given compensatory study periods during the week.

Proposed timetabling – students should carefully check details to see when the EVET course will be delivered. EVET courses are conducted on different days of the week with many classes commencing at 1:30pm and ending at 5:30pm. For some courses, “block” attendance during term and/or school holidays may be necessary.

Online courses require students to be able to work independently, have access to digital technology and to manage their time effectively to ensure they keep up with all work requirements.

Mandatory Work Placement applies to many EVET courses and gives students the chance to learn new skills and apply the skills they learn from doing the course. It also helps students to:

gain insights into the kind of career that they would like to have.

make informed decisions about further training and study.

become more employable.

be better equipped for business and employment opportunities.

Failure to complete mandatory work placement could jeopardise the students’ satisfactory completion of the Preliminary or HSC units and could put their HSC at risk.

EVET 2023 Application Process

Research: Students interested in applying for an EVET course should research the course which interests them to learn about course content and possible career paths. Detailed information sheets are available for all courses listed on the EVET portal from your Careers Advisor. Additionally, some providers also send EVET course information to schools so students should ask Careers Advisors about this.

Submit: Students complete a detailed **Expression of Interest (EOI)** form (available from the Careers Advisor). Parents or guardians are required to sign the EOI to indicate their awareness of course requirements, as well as the level of commitment required by students. All students will need their ERN and NESA number to complete this form.

Interview: Some schools will require students to participate in an interview to discuss the reasons for applying for the course. Students will be expected to explain why enrolling in the course is important to future career planning and demonstrate a commitment to successfully completing the course. Parents may be asked to participate in these interviews. Where applicable, students may also need to participate in mandatory interviews and application processes as required by an RTO. Failure to participate in these processes will mean that the application will not be considered.

Apply: The closing date for 2023 EVET applications will be late in Term 3 (the exact date is yet to be finalised) Offers will be made from early November.

Expressing an interest in an EVET course does not guarantee that a student will be made an offer, nor that the course will be delivered in 2023. Some courses are very popular, and the number of applications exceeds available places. Occasionally, there may not be enough applications to form a class for some courses and the class will be cancelled.

EVET Providers

NSW TAFE is the largest provider of EVET course and the term 'TVET' refers to EVET programs delivered by TAFE NSW.

TAFE NSW delivers EVET courses at a number of locations which students in Sydney may be able to access including:

TAFE NSW Sydney Region - Enmore, Gymea, Loftus, Meadowbank, Petersham, Randwick, St George, St Leonards and Ultimo TAFE colleges

TAFE NSW Western Sydney Region - Bankstown, Campbelltown, Granville, Lidcombe, Ingleburn (MBISC), Liverpool, Macquarie Fields, Miller, Padstow, Wetherill Park, Blacktown, Kingswood, Nepean and Nirimba TAFE colleges.

TAFE Illawarra Region - Moss Vale, Wollongong, and Goulburn TAFE Colleges.

TAFE Digital offers a large number of online EVET courses each year

Private RTOs - other RTOs which deliver EVET courses include:

Whitehouse Institute Pty Ltd - offers design fundamentals courses. This RTO is located in central Sydney and courses are delivered during school holiday periods.

NSW Health RTO - offers Human Services nursing courses at several locations including Bankstown, Campbelltown, Concord, Fairfield, Liverpool, Rozelle and Bowral.

Taronga Institute RTO - offers animal studies courses at Taronga Zoo, Mosman.

UAVAIR – delivers aviation remote pilot courses. Delivery locations vary each year.

Academy of Interactive Entertainment – offers online creative industries courses both online and at a Sydney campus.

Australian Careers Business College - offers courses such as financial services, business services and child studies. Course delivery may be online or at sites such as Liverpool, Parramatta, and Wollongong.

Students should speak to their Careers Advisor about the full list of courses that will be available in 2023.

For more information go to <https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>

EXPECTATIONS AND COMMITMENT TO LESSONS AND STUDY

For students who choose to go on to Years 11 and 12, lessons and study should be regarded as their most important activity. For this reason, the school and your lessons are organised so that there is minimum disruption. Teachers will assume that you wish to do well in your studies and will assist you to achieve your potential.

- Students are required to attend all lessons unless they are ill and at home.
- Students who attend lessons regularly and work conscientiously will have this mentioned positively in their school references and can be expected to achieve their best result in the HSC.
- Where students do not make a reasonable effort in lessons or with home assignments and study, a letter will be sent to parents informing them of this. If the poor effort continues, the student may not receive an award in that subject in the HSC.
- If the students are absent from a lesson because of illness, it is their responsibility to catch up on what was done and to find out about any assignments that may have been set. They should consult with their teacher about the work covered during their absence.
- If you are timetabled to have a lesson and the teacher is present at school, then the lesson will be held even if some or many students are absent. The absent students are to catch up on any work missed.
- If a teacher has set class or home work in preparation for lessons, then those lessons will be given as if the work was done. Teachers will not reschedule or repeat lessons for students who do not do the required work.
- Normal lessons will be taught up to and including the last day of each term. These lessons will not be repeated.
- Part-time jobs, etc. will not be accepted as excuses for work not done.

If you intend to continue with your education at Engadine High School, you are expected and need to make a commitment to full attendance, apply yourself to all class activities, homework, assignments, assessment tasks, study and conduct.

TAFE School Application Form

Name of Student requesting TAFE course _____

Name of possible TAFE courses:

1

2

3

Which school course would you ultimately like to drop in the event of gaining entry to TAFE _____

For each course you have nominated above, outline the reasons why you require to study it at TAFE.

1

2

3

Parent Signature

Student signature

Date __/__/__

This form must be given to the Careers Advisor when complete. Do not assume, you will be permitted to enrol in the TAFE course. Numbers are limited.

Panel notes and final decision

Student Name: _____

Careers Adviser

Deputy Principal, Year 11 Principal

Date __/__/__



Dear VET student,

From 1 January 2015 all students undertaking nationally recognised training are required to have a Unique Student Identifier (USI). This includes training delivered as part of the EVET / TVET program.

A USI is a reference number used to create a secure online record of training and qualifications gained anywhere in Australia. You will be able to access your nationally recognised qualification records anytime and anywhere.

Creating a USI account is free. It is a quick and easy process and will only take a few minutes to complete.

Students/parents are responsible for creating their account online and providing it to their Registered Training Organisation (RTO) when applying for a course.

Visit the USI website to create your account - <http://www.usi.gov.au/create-your-USI/Pages/default.aspx>

Students will need *one* of the following forms of acceptable ID on hand to create their account.

- Driver's Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Certificate Of Registration By Descent
- Citizenship Certificate
- ImmiCard

Once you have created your USI account write the number down and record it in a safe place and take a photo of it so you can recall the number when required. You will need to quote this number whenever you enrol for any future vocational education or training course anywhere in Australia.

Student name: _____

DOB ____/____/____

USI: _____