

CURRICULUM HANDBOOK

Preliminary 2024 and HSC 2025



Westfields Sports High School

THE HIGHER SCHOOL CERTIFICATE

An Information Package for Students

Preliminary Course 2024

&

HSC Course 2025

School Webpage: <https://westfields-h.schools.nsw.gov.au/>

CONTENTS

IMPORTANT INFORMATION

Staff	Page 4
Introduction	Page 5
Information about the HSC	Page 5
What type of courses can I select?	Page 6
NESA Developed Course Description	Page 6
Content Endorsed Courses Description	Page 6
Vocational Education and Training (VET) Courses Description	Page 6
School Based Traineeships and Apprenticeships	Page 6
What are units?	Page 6
School Senior Fees	Page 6
Requirements for the award of the HSC	Page 7
HSC: All My Own Work	Page 7
ATAR Information	Page 7
HSC Minimum Standards	Page 8
Course Descriptors Contents	Page 9
Board Developed Course Outlines	Page 10 to 44
External Vocational Education Training (VETiS)	Page 45
Board Developed VET Courses	Page 46 - 61
External Vocational Training (EVET)	Page 62-63
School Based Apprenticeships and Traineeships (SBAT)	Page 63
Content Endorsed Courses	Page 64 - 67
Assessment and Reporting Procedures	Page 68
Life Ready	Page 71

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Deputy Principal	Mr. D. Barrett
Deputy Principal	Ms. D. Zanet
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School Counsellors	Mr. R. Brown Ms. L. Nguyen Ms. J. Driscoll
Careers Advisor	Ms. S. Borg
Timetable Coordinator	Mr. J. Deligiorgakis

INTRODUCTION

The aim of this booklet is to provide information about the procedures and rules that are essential for gaining the Higher School Certificate. Parents and students will benefit from knowing details of what is available, as well as considering outlines of courses offered at Westfields Sports.

Students and families are advised to take note of the information presented in this book and at the Subject Selection evening to be held on June 22nd to consider carefully the options available.

Advice and support are available from all teaching staff and executive. In addition, our careers adviser, Ms Borg has an excellent knowledge of requirements as well as all TAFE options.

Westfields Sports will endeavour to provide the options selected by students. However, consideration and priority will be given to those students who have a good record of attendance and also demonstrate application to their studies.

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is the culmination of your school career and the highest educational award you can achieve at secondary school in NSW. Your HSC is a VIP pass to a range of opportunities after high school.

ACHIEVING YOUR HSC

Studying the HSC begins with the Preliminary year, usually studied in Year 11. The HSC will involve completing school-based assessment tasks throughout the HSC year and also sitting the HSC exams with the rest of the state. The results of your school based assessments and HSC exams will contribute equally to your final HSC mark.

To be eligible for your HSC, you need to:

- Be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE NSW institute
- Study the right number and type of Preliminary and HSC courses
- Satisfactorily complete the requirements of those courses, including any practical or project work, or work placement
- Complete assessment tasks set by your school for each course and,
- Sit for the required HSC exams with the rest of the state

REQUIREMENTS FOR THE AWARD OF THE HSC

Study a minimum of **12 units in the Preliminary course** and a minimum of **10 units in the HSC course**.

Both the Preliminary course and the HSC course must include the following:

- At least 6 units from NESA Developed Courses
- At least 2 units of a NESA Developed Course in English
- At least three courses of 2 units value or greater
- At least four subjects
- At most 6 units of courses in Science

If you wish to be awarded the HSC you must:

- Have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority for the award of the Higher School Certificate. This includes:
- Completion of practical, oral or project works required for specific courses
- Completion of the assessment requirements for each course
- Sit for and make a serious attempt at the Higher School Certificate examinations.

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12. They are either Board Developed Courses and/or Content Endorsed Courses and/or VET courses.

NESA DEVELOPED COURSES

These courses are developed by the NSW Education Standards Authority. For each course the following information is available:

- The course objectives, structure, content and outcomes
- Assessment requirements
- Specific course requirements
- Sample examination papers and marking guidelines

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

CONTENT ENDORSED COURSES (CEC)

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

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VET courses can be studied either at school or through TAFE NSW and other training providers. VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam, so **if you choose to sit the exam, your results can also count towards your ATAR**. Further information about VET courses appears in the section listing the HSC Courses available.

SCHOOL-BASED TRAINEESHIPS AND APPRENTICESHIPS

You can combine HSC study with a part-time traineeship or apprenticeship. These combine paid work and training, lead to a recognized AQF VET credential and count towards your HSC.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 unit. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC, a 1 unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

1 unit = 2 hours per week (approximately 60 hours per year)
= 50 Marks

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

SENIOR STUDIES FEE

The Senior Studies fee for Year 11 will incorporate access to the online learning platform Edrolo, the Life Ready course and the careers fees into a single payment.

REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the award of HSC you must select from the following:

NESA Developed Courses (Board Developed – BDC) (including Life Skills courses) You need to pick a minimum of 3 subjects (6 Units)		
English (Mandatory) (Advanced/Standard/Studies)	Earth and Environmental Sciences	Mathematics Extension
Mathematics (Mandatory at WSHS) (Standard/Advanced)	Economics	Modern History
Ancient History	Engineering Studies	Music
Biology	English Extension (1 Unit)	PDHPE
Business Studies	Food Technology	Physics
Chemistry	History Extension	Society and Culture
Community and Family Studies	Industrial Technology	Software Engineering
Dance	Investigating Science	Spanish Beginners
Drama	Italian Beginners	Spanish Continuers
	Japanese Beginners	Textiles and Design
	Japanese Continuers	Visual Arts
	Legal Studies	
VET Courses (NESA Developed)		
Only subjects with written examinations can count towards your ATAR.		
Assistant Dance Teaching (no HSC examination)		Hospitality (Cookery)
Business Services		Hospitality (Food and Beverage)
Construction		Retail Services
Entertainment Industry		Sport Coaching (no HSC examination)
Content Endorsed Courses		
These courses count towards the HSC but do not count towards your ATAR.		
Exploring Early Childhood		SLR
Photography & Visual Design		Work Studies

ATAR INFORMATION

- If you wish to receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 NESA Developed units in the HSC Course and complete the written HSC examinations for these 10 units.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Content Endorsed Courses once you have studied six units from NESA Developed Courses.

Additional information is available on the NSW Education Standards Authority Website:

www.nesa.nsw.edu.au

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SATISFACTORY COMPLETION

You must satisfactorily complete HSC requirements. If you are not meeting requirements the principal will give you written warnings and the opportunity to correct any problems.

HSC MINIMUM STANDARDS

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

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

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

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

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

ALL MY OWN WORK

What is 'HSC: All My Own Work'?

'HSC: All My Own Work' is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices of good scholarship. This includes understanding, valuing and ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about the penalties of cheating and how to avoid malpractice when preparing their work for assessment.

The 'HSC: All My Own Work' consists of five modules:

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

The program builds on existing programs in schools and provides flexibility in delivery. It also recognizes the rapid growth in information available to students through the Internet.

How is 'HSC: All My Own Work' related to HSC eligibility?

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC: All My Own Work or its equivalent.

COURSE DESCRIPTIONS CONTENTS

BOARD DEVELOPED COURSES FOR THE HIGHER SCHOOL CERTIFICATE- ORANGE SECTION

Ancient History	10	Investigating Science	27
Biology	11	Italian Beginners	28
Business Studies	12	Japanese Beginners	29
Chemistry	13	Japanese Continuers	30
Community and Family Studies	14	Legal Studies	31
Dance	15	Mathematics Standard 1 and 2	32
Drama	16	Mathematics Advanced	33
Earth and Environmental Science	17	Mathematics Extension 1	34
Economics	18	Mathematics Extension 2	35
Engineering Studies	19	Modern History	36
English Standard	20	Music 1	37
English Advanced	21	PDHPE	38
Preliminary English Extension	22	Physics	39
HSC English Extension 1	22	Society and Culture	40
HSC English Extension 2	22	Software Design & Development	41
English Studies	23	Spanish Beginners	42
English as an Additional Language/Dialect (EAL/D)	24	Textiles and Design	43
Food Technology	25	Visual Arts	44
Industrial Technology	26		

SCHOOL DELIVERED VET COURSES- YELLOW SECTION

Vocational Education Program & EVET Information	45, 62-63
Assistant Dance Teaching (240 indicative hours)	46
Business Services (240 indicative hours)	48
Construction (240 indicative hours)	50
Entertainment Industry (240 indicative hours)	52
Hospitality Cookery (240 indicative hours)	54
Hospitality Food and Beverage (240 indicative hours)	56
Retail Services (240 indicative hours)	58
Sport Coaching (240 indicative hours)	60

CONTENT ENDORSED COURSES- BLUE SECTION

Exploring Early Childhood	64
Photography & Visual Design	65
Sport, Lifestyle and Recreation Studies	66
Work Studies	67

Course:	Ancient History	Course Fee:	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	Nil

COURSE DESCRIPTION

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

MAIN TOPICS COVERED

Preliminary Course

Part I: Investigating Ancient History

- a) The Nature of Ancient History
- b) Case Studies

Students undertake:

- at least ONE option from 'The Nature of Ancient History', AND at least TWO case studies.
- ONE case study must be from Egypt, Greece, Rome or Celtic Europe.
- ONE case study must be from the Near East, Asia, the Americas or Australia.

Part II: Features of Ancient Societies

Students study at least TWO ancient societies through an investigation of:

- a different key feature for each society, OR
- one key feature across the societies selected.

Part III: Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

HSC Course

Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Part II: ONE from Ancient Societies

Part III: ONE from Personalities in their Times

Part IV: ONE from Historical Period

PARTICULAR COURSE REQUIREMENTS

In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilizations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Course:	Biology	Course Fee:	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	No more than 6 units total of Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics

COURSE DESCRIPTION

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

MAIN TOPICS COVERED

Preliminary Course

Core Modules:

- Cells as the basis of Life
- Organisation of living things
- Biological diversity
- Ecosystem Dynamics

HSC Course

Core Modules:

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

Course: Business Studies	Course Fee: Nil
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil

COURSE DESCRIPTION

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

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

MAIN TOPICS COVERED

Preliminary Course

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

HSC Course

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

Course:	Chemistry	Course Fee:	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	No more than 6 units total of Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics

Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

TOPICS COVERED

Preliminary Course

Core Modules:

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

HSC Course

Core Modules:

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

Course:	Community and Family Studies	Course Fee:	\$20.00
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	Nil

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

Preliminary Course

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

HSC Course

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

HSC Option Modules

Select one of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

PARTICULAR COURSE REQUIREMENTS

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: Individuals, Groups, Families, Communities, Resource Management.

Course: Dance	Course Fee: \$35.00 (Dance Sports Students Exempted)
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

COURSE DESCRIPTION

Students undertake a study of Dance as an artform through the components of Performance, Composition and Appreciation. Students studying Dance bring with them a wide range of prior dance experience.

MAIN TOPICS COVERED

Preliminary Course

Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Students will develop their skills and understanding of Performance (dance technique, safe dance practice and performance quality), Composition (expressing ideas through movement) and Appreciation (describing and analysing professional works).

Components to be completed are:

- Performance (40%)
- Composition (30%)
- Appreciation (30%)

HSC Course

Students continue to develop their knowledge, skills and understanding in the three course components of Performance, Composition and Appreciation and undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology. This allows students to harness their passion and skills into a particular focus for their Major Study Work.

Components to be completed are:

Core (60%)

- Performance (20%)
- Composition (20%)
- Appreciation (20%)

Major Study (40%)

- Performance or Composition or Appreciation or Dance and Technology.

PARTICULAR COURSE REQUIREMENTS

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published Course Prescriptions, which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Course: Drama	Course Fee: \$35.00
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or part for assessment in any other subject.

COURSE DESCRIPTION

Drama as a subject fosters skills in creativity, critical thinking and collaboration. It provides opportunities for students to explore social, cultural, historical, political and personal ideas, including the diverse values of Australian and other cultures. Students work both collaboratively and individually to explore the ways people react and respond to different situations and issues. In Stage 6, this is studied through the practices of Making, Performing and Critically Studying drama and theatre. The course is appropriate for students new to Drama, and those who wish to extend their skills from the Stage 5 course.

Preliminary Course

Learning in drama is heavily practical and experiential. This is supported by the critical study of theories and practitioners that inform drama practices. In the Preliminary course students study Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles.

HSC Course

The HSC course builds on the skills and experiences of the Preliminary year. Students study Contemporary Australian Theatre Practice and Studies in Drama and Theatre. Students are required to complete an Individual Project, in which they can harness their passion and skills into a particular focus for their Major Work. The compulsory Group Performance involves collaborating with others to devise an original piece of theatre, provide students the opportunity to demonstrate their performance skills in a creative and personalised way.

MAIN TOPICS COVERED

Preliminary Course

- Improvisation, Play \building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

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

PARTICULAR COURSE REQUIREMENTS

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list.

Course: Earth and Environmental Science	Course Fee: Nil
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: No more than 6 units total of Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics

COURSE DESCRIPTION

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

MAIN TOPICS COVERED

Preliminary Course

Core Modules:

- Earth's resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

HSC Course

Core Modules:

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Course:	Economics	Course Fee:	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	Nil

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

Preliminary Course

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

HSC Course

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

Course:	Engineering Studies	Course Fee:	\$95.00
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	Nil

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

Preliminary Course

Students undertake the study and develop an engineering report for each of 5 modules:

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems
- One focus module relating to the field of Bio-Engineering
- One school-based elective module.

HSC Course

Students undertake the study and develop an engineering report for each of 5 modules:

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

PARTICULAR COURSE REQUIREMENTS

Students develop an engineering report for each module studied.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Course: English Standard	Course Fee: Nil
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Advanced; English Studies; English EAL/D; English Extension

COURSE DESCRIPTION

In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.

In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.

MAIN TOPICS COVERED

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a Common module – Reading to Write: Transition to Senior English. Students undertake close reading from quality texts and develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate these texts. The common content comprises 40% of the course content.
- Modules in which students explore and examine texts and analyse aspects of meaning. The modules comprise 60% of the course content.

HSC Course

The course has two sections:

- The HSC Common Module - Texts and Human Experiences - consists of both HSC Standard and the HSC Advanced course, where students deepen their understanding of how texts represent individual and collective human experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.
- Modules encourage students to strengthen their analytical skills, whilst encouraging their knowledge, skills and confidence as writers. Student will study a range of quality literature including Australian texts, which provide a wide range of cultural, social and gender perspectives. Through this they will demonstrate the effectiveness of texts for different audiences and purposes. Students will study one elective from each of three Modules A, B and C.

Particular Requirements across Stage 6 English (Standard) Course students are required to:

- 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.

HSC English (Standard) Course requires the close study of:

- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts a wide range of additional related texts and textual forms.

Course: English Advanced	Course Fee: Nil
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Standard; English Studies; English EAL/D

COURSE DESCRIPTION

In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyze the ways texts reflect different attitudes and values.

In the HSC English (Advanced) course students analyse and evaluate texts, and the ways that they are valued in their contexts.

MAIN TOPICS COVERED

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a Common Module – Reading to Write: Transition to Senior English. Students undertake close reading from quality texts and develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate these texts.

HSC Course

The course has two sections:

- The HSC Common Module - Texts and Human Experiences - consists of both HSC Standard and the HSC Advanced course, where students deepen their understanding of how texts represent individual and collective human experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.
- Modules requires students to identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of a variety of prescribed texts. They will develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Students will explore how texts shape meaning, which involves questions of textual integrity, and the ways in which texts are valued. Students will study one elective from each of three Modules A, B and C.

Particular Requirements across Stage 6 English (Advanced) Course students are required to:

- 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.

HSC English (Advanced) Course requires the close study of:

- At least four types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; non-fiction or media or multimedia texts
- A wide range of additional related texts and textual forms
- Prescribed stimulus booklet.

Courses: Preliminary English Extension
HSC English Extension 1
HSC English Extension 2

Course Fee: Nil
Exclusions: English Standard; English Studies; English EAL/D

COURSE DESCRIPTION

1 unit of study for each of Preliminary and HSC

Prerequisites: (a) English (Advanced)

(b) Preliminary English Extension is a prerequisite for English Extension Course 1

(c) English Extension Course 1 is a prerequisite for English Extension Course 2

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

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

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process. The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways.

MAIN TOPICS COVERED

Preliminary Extension Course

- Module: Texts, Culture and Value
- Related Project

HSC English Extension Course 1

- The course has one mandatory/common module: Literary Worlds

HSC English Extension Course 2

- The course requires students to complete a Major Work.

PARTICULAR COURSE REQUIREMENTS

- Module: Texts, Culture and Value: In the Preliminary English (Extension) Course students 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. These modules develop students' understanding of how and why culture values are maintained and changed.
- Related Project: The related project provides opportunities for students to develop skills in independent investigation and critical and creative thinking

HSC English Extension Course 1

Common Module: Literary Worlds: In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts.

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.

Course:	English Studies	Course Fee:	Nil
	2 units for each of Preliminary and HSC Category B Subject	Exclusions:	English Advanced; English Standard; English EAL/D; English Extension

COURSE ENTRY GUIDELINES

This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.

Students considering choosing the course should be advised that:

- Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR)

Students have the option to sit the English Studies examination if they wish to have the 2 Units count towards the calculation of their ATAR.

COURSE DESCRIPTION

This course is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

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.

MAIN TOPICS COVERED

Preliminary Course (120 indicative hours):

- Mandatory common module: Achieving through English: English in education, work and community
- Students will study an additional 2-4 modules, 20-30 indicative hours per module.

HSC Course (120 indicative hours):

- Mandatory common module: Texts and Human Experiences
- Students will study a total of 2-4 additional modules, 20-45 indicative hours per module.

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

PARTICULAR COURSE REQUIREMENTS

In each of the Preliminary and HSC courses students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

In Year 12 students will also be required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Course:	English as an Additional Language or Dialect (EAL/D)	Course Fee:	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	English Advanced; English Standard; English Studies; English Extension

Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.

COURSE DESCRIPTION

The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English.

The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English.

MAIN TOPICS COVERED

Preliminary Course – The course has two sections:

- Students study three modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are *Language and Texts in Context*, *Close Study of Text* and *Texts and Society*.

HSC Course – The course has two sections:

- Students study four modules. In Module A, *Texts and Human Experiences*, students analyse and explore texts and apply skills in synthesis.
- Two additional modules, *Language Identity Culture* and *Close Study of Text* focus on particular aspects of shaping meaning and assessing the effectiveness of texts for different audiences and purposes.
- The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.

PARTICULAR COURSE REQUIREMENTS

In the Preliminary English (EAL/D) Course students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

In the HSC English (EAL/D) Course students are required to study:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry **or** drama; film **or** media **or** nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in Module A: *Texts and Human Experiences*
- engage in speaking and listening components in each module.

Course: Food Technology	Course Fee: \$100.00
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil

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.

MAIN TOPICS COVERED

Preliminary Course

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

HSC Course

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

PARTICULAR COURSE REQUIREMENTS

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

In order to meet the course requirements, students must 'learn about' Food Availability and Selection, Food Quality, Nutrition, The Australian Food Industry, Food Manufacture, Food Product Development And Contemporary Food Issues.

It is mandatory that students undertake practical activities, such as experimental learning tasks which are specified in the 'learn to' section of each strand.

Course: Industrial Technology	Course fee: Timber: \$100 (Yr 11) Timber: \$60 + materials (Yr 12)
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

COURSE DESCRIPTION

Industrial Technology Stage 6 consists of 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.

The Focus Areas offered at Westfields Sports High School include Timber Products and Furniture Industries.

MAIN TOPICS COVERED

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety **(15%)**
- Design – elements and principles, types of design, quality, influences affecting design **(10%)**
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies **(20%)**
- Production – display a range of skills through the construction of a number of projects **(40%)**
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies **(15%)**

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project **(60%)** and a study of the relevant industry:

- Industry Study **(15%)**
- Major Project **(60%)**
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology **(25%)**

Particular Course Requirements In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Course: Investigating Science	Course fee: Nil
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: No more than 6 units total of Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics

COURSE DESCRIPTION

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

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

MAIN TOPICS COVERED

Preliminary Course

The Year 11 course consists of four modules:

- **Module 1** Cause and Effect – Observing
- **Module 2** Cause and Effect – Inferences and Generalisations
- **Module 3** Scientific Models
- **Module 4** Theories and Laws

HSC Course

The Year 12 course consists of four modules:

- **Module 5** Scientific Investigations
- **Module 6** Technologies
- **Module 7** Fact or Fallacy?
- **Module 8** Science and Society

PARTICULAR COURSE REQUIREMENTS

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

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

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

Course: Italian Beginners	Course Fee: \$30.00 (per year)
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Italian Continuers. Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

COURSE DESCRIPTION

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 the study of a range of texts.

MAIN TOPICS COVERED

Themes:

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

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

Course:	Japanese Beginners	Course Fee:	\$30.00 (per year)
	2 Unit for each of Preliminary and HSC	Exclusions:	Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

COURSE DESCRIPTION

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

MAIN TOPICS COVERED

Themes:

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

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

Course:	Japanese Continuers	Course Fee:	\$30.00 (per year)
	2 Unit for each of Preliminary and HSC	Exclusions:	Japanese Beginners. Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

COURSE DESCRIPTION

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to do communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

MAIN TOPICS COVERED

Topics studied through two independent perspectives, the personal world and Italian communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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

Preliminary Course:

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

HSC Course:

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

Topics:

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

Course:	Legal Studies	Course Fee:	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	Nil

COURSE DESCRIPTION

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

MAIN TOPICS COVERED

Preliminary Course

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

HSC Course

- Part I- Crime** (30% of course time)
- Part II- Human Rights** (20% of course time)
- Part III- Options**

Students will study TWO focus studies chosen from:

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

Key themes incorporated across HSC topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

Course:	Mathematics Standard 1 and 2	Course Fee	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Prerequisites:	For students who intend to study the Mathematics Standard courses, it is recommended that they have studied the content and achieved the outcomes of the <i>NSW Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: <ul style="list-style-type: none"> • Area and surface area • Financial mathematics • Linear relationships • Non-linear relationships • Right-angled triangles (Trigonometry) • Single variable data analysis • Volume • some content from Equations • some content from Probability
		Exclusions:	Students may not study any other Stage 6 Mathematics Course in conjunction with Mathematics Standard.

COURSE DESCRIPTION

Mathematics Standard for Year 11, 2018 onwards

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

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

All students studying the Mathematics Standard 1 course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs.
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies.
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

MAIN TOPICS COVERED

Preliminary Course	HSC Course- Standard 2	HSC Course- Standard 1
<ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships • Applications of Measurement • Working with Time • Money Matters • Data Analysis • Relative Frequency and Probability 	<ul style="list-style-type: none"> • Types of Relationships • Non-Right-Angled Trigonometry • Rates and Ratios • Investments and Loans • Annuities • Bivariate Data Analysis • The Normal Distribution • Network Concepts • Critical Path Analysis 	<ul style="list-style-type: none"> • Types of Relationships • Right-Angled Triangles • Rates • Scale Drawings • Investment • Depreciation and Loans • Further Statistical Analysis

Course:	Mathematics Advanced	Course Fee:	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Prerequisites:	For students who have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: <ul style="list-style-type: none"> • Algebraic techniques • Surds and indices • Equations • Linear relationships • Trigonometry and Pythagoras' theorem • Single variable data analysis • and at least some of the content from the following substrands of Stage 5.3: <ul style="list-style-type: none"> • Non-linear relationships • Properties of Geometrical Shapes.
		Exclusions:	Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

COURSE DESCRIPTION

Mathematics Advanced

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, and an understanding of and competence in some further aspects of Mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce.

The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial Mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

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

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

MAIN TOPICS COVERED

Preliminary Course

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability
- Distributions

HSC Course

- Trigonometric Functions and Graphs
- Differential Calculus
- The Second Derivative
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

<p>Course: Mathematics Extension 1</p> <p>1 unit in each of Preliminary (<i>Preliminary Mathematics Extension</i>) and HSC Board Developed Course</p>	<p>Course Fee: Nil</p> <p>Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:</p> <p>Exclusions:</p> <ul style="list-style-type: none"> • Polynomials • Logarithms • Functions and Other Graphs • Circle Geometry. <p>Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>
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COURSE DESCRIPTION

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

MAIN TOPICS COVERED

Preliminary Course

- Further Work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

HSC Course

- Proof by Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

Course: Mathematics Extension 2

1 unit for the HSC
Board Developed Course

Course Fee Nil

Prerequisites: The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

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

COURSE DESCRIPTION

The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. The content includes the whole of the Mathematics Advanced course and the whole of the Extension 1 course as well as additional topics. The course offers suitable preparation for 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 the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of Mathematics as well as an adequate foundation for the further study of the subject.

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.

MAIN TOPICS COVERED

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics

Course: Modern History 2 units for each of Preliminary and HSC Board Developed Course	Course Fee Nil Exclusions: Nil
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COURSE DESCRIPTION

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C18th to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of Power and Authority in the Modern World 1919–1946. They also study key features and issues in the history of ONE country during the C20th and ONE international study in peace and conflict and ONE aspect of change in the modern world.

MAIN TOPICS COVERED

Preliminary Course

Part 1: Investigating Modern History
The Nature of Modern History
Case Studies

Students undertake:

- at least ONE option from 'The Nature of Modern History'
AND at least TWO case studies
- ONE case study must be from Europe, North America or Australia.
- ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Part II: Historical Investigation

The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

Part III: Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.

- At least ONE study from 'The Shaping of the Modern World' is to be undertaken.
- A range of possible studies is provided within 'The Shaping of the Modern World' section of this syllabus.

HSC Course

Part I: Core Study: Power and Authority in the Modern World 1919–1946

Part II: ONE from 'National Studies'

Part III: ONE from 'Peace and Conflict'

Part IV: ONE from 'Change in the Modern World'

PARTICULAR COURSE REQUIREMENTS

In the Preliminary course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Course: Music 1

2 units for each of Preliminary and HSC
Board Developed Course

Course Fee: \$35.00

Prerequisites: Music mandatory course
(or equivalent)

Exclusions: Music 2

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

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

- An Instrument & Its Repertoire
- Music of the 20th & 21st Centuries
- Music for Radio, Film, Television & Multimedia
- Rock Music
- Music of a Culture
- Technology & Its Influence on Music
- Music and Religion
- Music in Education
- Theatre Music
- Popular Music
- Music of the 18th Century
- Music of the 19th Century

PARTICULAR COURSE REQUIREMENTS

HSC course

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

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

It is strongly recommended that students own an instrument at home to practise on. For example, guitar and keyboard. It is strongly advised that guitarists own a capo. It is strongly advised that guitarists own a pair of drumsticks.

Course:	Personal Development, Health and Physical Education	Course Fee:	Nil
	2 units for each of Preliminary and HSC Board Developed Course	Exclusions:	Nil

Course Description

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

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

TOPICS COVERED

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

- Students to select two options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

- Students to select two options each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health
- Particular Course Requirements

Course: Physics	Course Fee: Nil
2 units for each of Preliminary and HSC Board Developed Course	Exclusions No more than 6 units total of Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics

COURSE DESCRIPTION

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

MAIN TOPICS COVERED

Preliminary Course

Core Modules:

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

Core Modules:

- Advanced Mechanics
- Electromagnetism
- The nature of light
- From the universe to the atom

Course:	Society and Culture	Course Fee	Nil
	2 units for each of Preliminary and HSC. Board Developed Course	Exclusions:	Nil

COURSE DESCRIPTION

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

MAIN TOPICS COVERED

Preliminary Course

- The Social and Cultural World (20%) – the interaction between aspects of society and cultures
- Personal and Social Identity (40%) – socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communication (40%) – how people in different cultures interact and communicate.

HSC Course Core

- The Personal Interest Project (40%) – an individual research project.
- Social and Cultural Continuity and Change (20%) – the nature, continuity and change, research and study of a selected country
- Depth Studies (40%):
 - Social Conformity and Non Conformity – the formation of beliefs regarding conformity and non conformity.
 - Social Inclusion and Exclusion – the nature of social inclusion and exclusion and the implications for societies and cultures.

Particular Course Requirements:

Completion of Personal Interest Project

Course:	Software Engineering	Course Fee:	\$30.00
	2 units for each of Preliminary and HSC. Board Developed Course	Exclusions:	Nil

COURSE DESCRIPTION

The study of Software Engineering 11–12 enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

The aim of Software Engineering is to develop in each student:

- a capacity to think creatively to develop and program software solutions
- an ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems.

MAIN TOPICS COVERED

Year 11

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

- Programming Fundamentals
- The Object-Orientated Paradigm
- Programming Mechatronics

Year 12

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

Course: Spanish Beginners	Course Fee: \$30.00 (per year)
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Spanish Continuers. Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

COURSE DESCRIPTION

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 Spanish. Topics studied through two interdependent perspectives, the personal world and the Spanish-speaking communities, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, Spanish 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 Spanish-speaking communities through the study of a range of texts.

MAIN TOPICS COVERED

Themes:

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

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

Course: Textiles and Design	Course Fee: \$50.00 + materials
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil

Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two Preliminary Textile Projects.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

MAIN TOIPCS COVERED

Preliminary Course

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

HSC Course

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

Particular Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: Apparel, Furnishings, Costume, Textile Arts, Non-Apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Course: Visual Arts	Course Fee: \$40.00 + materials
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

COURSE DESCRIPTION

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

MAIN COURSES COVERED

Preliminary

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

Preliminary Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC

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

PARTICULAR COURSE REQUIREMENTS

Preliminary Course:

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

HSC Course:

- Development of a Body of Work and use of a process diary
- A minimum of five Case Studies (4–10 hours each)
- Deeper and more complex investigations in art making, art criticism and art history.

VOCATIONAL EDUCATION and TRAINING in SCHOOL (VETiS)

PUBLIC SCHOOLS NSW RTOs

VOCATIONAL EDUCATION AND TRAINING

SCHOOL DELIVERED VET COURSE INFORMATION

Stage 6 VET Courses (240 HSC Indicative Hours) at Westfields Sports High School

- | | |
|--|---|
| 1. Assistant Dance Teaching (no HSC examination) | 5. Hospitality - Cookery |
| 2. Business Services | 6. Hospitality - Food and Beverage |
| 3. Construction | 7. Retail Services |
| 4. Entertainment Industry | 8. Sports Coaching (no HSC examination) |

Vocational Education and Training Courses delivered in School (VETiS)


- **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 Work Place-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.
- VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to move to various education and training sectors and employment.
- Public Schools NSW RTOs are accredited 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 (skills) and what they know (knowledge) to 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 expected in the Work Place.
- Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.
- **Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory Work Placement and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.
- **Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.
- **Work Placement** Many VET courses have a mandatory work placement requirement set by NESA. Students will:
 - gain insights into the kind of career they would like to have.
 - make informed decisions about further training and study.
 - become more employable.
 - be better equipped for business and employment opportunities

FEE AND REFUND POLICY

Assist Dance Teaching, Business Services, Construction, Hospitality, Retail Services and Sport Coaching contain a fee for materials used. Students who withdraw from the course may be entitled to a partial refund.

RECOGNITION OF PRIOR LEARNING

Students may gain advanced standing in VET Course for previous learning and experience and should consult their VET Trainer for further details

 Education	2024 Assistant Dance Teaching Course Descriptor CUA30320 Certificate III in Assistant Dance Teaching RTO - Department of Education - 90222, 90072, 90162	
<i>This information 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.</i>		
Course: Assistant Dance Teaching Board Endorsed Course (300 hour)	2 Units Preliminary and 3 Units HSC units in total <i>Does not contribute towards the Australian Tertiary Admission Rank(ATAR)</i>	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30320 Certificate III in Assistant Dance Teaching https://training.gov.au/training/details/cua30320 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a dance teaching environment and be able to use a personal digital device including a personal computer or laptop.		
CUA Creative Arts and Culture Training Package (CUA v6) Units of Competency		
Core BSBWHS211 Contribute to health and safety of self and others CHCECE006 Support behaviour of children and young people CHCLEG003 Manage legal and ethical compliance CUADLT311 Develop basic dance analysis skills CUADTM311 Assist with dance teaching CUAWHS413 Incorporate anatomy and nutrition principles into skill development CUSMLT211 Develop musical ideas and knowledge HLTAID011 Provide first aid	Elective CUADTM421 Teach basic dance techniques SISFFIT007 Instruct group exercise sessions CUACHR311 Develop basic dance composition skills CUAIND314 Plan a career in the creative arts industry	
Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
Working within the Dance teaching as an assistant involves participating in dance teaching and the demonstration of dance skills to younger students. Individuals are expected to use some discretion and judgement and relevant theoretical knowledge to assist in instructing, managing and planning classroom activities.		
Examples of occupations in the dance industry: <ul style="list-style-type: none"> • Private studio teaching assistant • Choreographer • Warm up coordinator 		
Mandatory HSC Course Requirements Students must complete 300 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. You should be ready before work placement.		
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course Cost: Preliminary - \$120.00 (White Card) HSC - \$120.00 (First Aid) School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
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		
2024 Course Descriptor CUA30320 Certificate III in Assistant Dance Teaching RTO - Department of Education - 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.</i>		

NSW Department of Education

School Delivered VET courses



Assistant Dance Teaching

The nationally recognised Certificate III in Assistant Dance Teaching will provide you with the essential knowledge and skills you need to build your career in Dance Teaching.

Is this course right for me?

This course will prepare you to work as an assistant dance teacher providing assistance and support to teachers and students under supervision. You will be provided with the theoretical and practical knowledge to assist in instructing, managing and planning classroom activities.

Where can this course take me?

Job roles include:

- Aboriginal Dancer
- Assistant Dance Teacher (5 to 10 year olds)
- Ensemble Dancer

This course can lead to further study, such as:

- CUA40320 Certificate IV in Dance Teaching and Management
- CUA30420 Certificate III in Live Production and Technical Services

education.nsw.gov.au

Subjects that support this career path

- Dance
- Music
- Aboriginal Studies


Credential available	Full Certificate
Course code/name	CUA30320 Certificate III in Assistant Dance Teaching
ATAR eligible	No
Mandatory placement hours	70 hours
SBAT available	No
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our internet site:

www.education.nsw.gov.au/school-delivered-vet



 Education	2024 Business Services Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information 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.</i>		
Course: Business Services Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business https://training.gov.au/training/details/bsb30120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.		
Business Services Training Package (BSB 8.0) Units of Competency		
Core BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTKW301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication Elective BSBTEC303 Create electronic presentation	Elective BSBTEC202 Use digital technologies to communicate in the work environment BSBOPS201 Work effectively in business environments BSBOPS301 Maintain business resources BSBINS302 Organise workplace information BSBTEC301 Design and produce business documents BSBTEC201 Use business software applications BSBPEF301 Organise personal work priorities	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
<ul style="list-style-type: none"> • working within the business services industry involves customer (client) service • using technology to organise information 	<ul style="list-style-type: none"> • creativity • critical thinking • problem solving 	
Examples of occupations in the business services industry:		
<ul style="list-style-type: none"> • medical administration • clerical worker 	<ul style="list-style-type: none"> • office administration • receptionist 	<ul style="list-style-type: none"> • information desk operator • records and information administration
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. You should be work ready before work placement.		
External Assessment (optional HSC examination for ATAR purposes)		
The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
Competency-Based Assessment		
In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints		
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines		
Course Cost: Preliminary - NIL HSC – NIL School Specific equipment and associate requirements for students	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
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		
2024 Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.16 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>		

NSW Department of Education

School Delivered VET courses



Business Services

The nationally recognised Certificate III in Business will provide you with the essential knowledge and skills you need to build your career in business.

Is this course right for me?

Transferrable skills gained in the study of this course will support roles across multiple sectors in the industry. In this course you will develop both the technical and enterprise skills needed for employment in the world of business and government administration.

Where can this course take me?

According to the Department of Jobs and Small Business, the projected employment growth for administrative and support services in Australia is 6.6%. Potential job roles include; office administration assistant, personal or executive assistant.

This course can lead to further study, such as:

- BSB40120 Certificate IV in Business
- BSB40520 Certificate IV in Leadership and Management
- BSB50120 Diploma of Business

education.nsw.gov.au

Subjects that support this career path

- Legal Studies
- Business Studies
- Information and Digital Technology


Credential available	Full Certificate
Course code/name	BSB30120 Certificate III in Business
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our internet site:

www.education.nsw.gov.au/school-delivered-vet



 Education		2024 Construction Course Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information 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.</i>			
Course: Construction Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.			
Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency			
Core Units		Elective Units	
CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry	CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the Construction Industry	CPCCOM2001	Read and interpret plans and specifications
CPCCOM1013	Plan and organise work	CPCCCA2002	Use carpentry tools and equipment
CPCCVE1011	Undertake a basic construction project	CPCCCA2011	Handle carpentry materials
CPCCOM1015	Carry out measurement and calculations	CPCCCM2005	Use construction tools and equipment
		CPCWHS1001	Prepare to work safely in the construction industry
Option 2 OR	CPCCWF2002 CPCCCM2013	Use wall and floor tiling equipment Undertake basic installation of wall tiles	
Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	
White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.		Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.		This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer			
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. You should be 'Work Ready' before Work Placement.			
External Assessment 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 In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course Cost: Preliminary - \$100.00 HSC - \$80.00 White Card \$100.00			Refunds - Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
School Specific equipment and associated requirements for students			
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships			
Exclusions: VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			
2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction RTO - Department of Education - 90333, 90222, 90072, 90162 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support			Version 0.20

NSW Department of Education

School Delivered VET courses



Construction

This course provides an avenue for you to enter a range of trades in the construction industry or as a worker in the civil construction industry.

Is this course right for me?

In this course you will gain hands-on, practical skills helping you start your career in the construction industry such as:

- Carpentry
- Joinery
- Bricklaying and blocklaying
- Wall and floor tiling

Where can this course take me?

This course can lead to employment in a range of apprenticeships, such as carpentry, brick and blocklaying and wall and floor tiling, or employment as a trades or construction assistant in the civil construction industry.

Further study in courses such as CPC50320 Diploma in Building and Construction (Management) lead to job opportunities in construction project management.

education.nsw.gov.au

Subjects that support this career path


- Industrial Technology
- Mathematics Standard 1 or 2
- Investigating Science
- Manufacturing Introduction

Credential available	Full Certificate and Statement of Attainment
Course code/name	CPC20220 Certificate II in Construction Pathways and a statement of attainment towards CPC20120 Certificate II in Construction
ATAR eligible	No
Mandatory placement hours	70 hours
SBAT available	No
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site: www.education.nsw.gov.au/school-delivered-vet



 <p>Education</p>	2024 Entertainment Industry Course Descriptor Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR CUA30420 Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162		
<p><i>This information 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.</i></p>			
<p>Course: Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment course) Or (300 hour) 240 hour + 60 specialisation study (Certificate III in Live Production and Technical Services)</p>	<p>4 Preliminary and HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>		
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/Training/Details/CUA30420. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
<p>Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.</p>			
<p>Creative Arts and Culture Training Package (CUA 6.0) Units of Competency</p>			
<p>Core CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry</p> <p>Elective CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows</p>	<p>Elective CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers</p> <p>*Additional units required for 60-hour specialisation study (SS) – Contact the RTO if delivering. Delete if not delivering SS</p> <p>Core CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities</p> <p>Elective CUALGT314 Install and Operate follow spots</p> <p>Optional Unit HLTAID011 Provide First Aid</p>		
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>			
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>			
<p>Working within the Live production and Technical Services Industry involves:</p> <ul style="list-style-type: none"> ▪ Technical production ▪ customer (client) service 	<ul style="list-style-type: none"> ▪ teamwork ▪ using digital technologies ▪ creating documents 		
<p>Examples of occupations in the Live Production and Technical Services Industry:</p>			
<ul style="list-style-type: none"> • Front of House Assistant • Technical Assistant (Productions) • Special Effects Assistant • Assistant Sound Technician 	<ul style="list-style-type: none"> • Follow Spot Operator • Runner • Props Assistant • Technical Production Assistant 	<ul style="list-style-type: none"> • Sound Assistant • Assistant Scenic Artist • Stagehand • Lighting 	<ul style="list-style-type: none"> • Audio and Staging Assistant • Production Crew • Stage Door Attendant • Lighting Systems Technician
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours <u>Work Placement</u>. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be 'Work Ready' before Work Placement. The HSC specialisation study includes an additional 60 hrs of course work.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment Industry 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.</p>			
<p>Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p>			
<p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>			
<p>Course Cost: Preliminary - \$120.00 (White Card) HSC - \$120.00 (First Aid) School Specific equipment and associate requirements for students</p>	<p>Refunds: Refund Arrangements on a pro-rata basis. Refer to your school refund policy.</p>		
<p>A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>			
<p>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</p>			
<p>2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13</p>			
<p><i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.</i></p>			

NSW Department of Education

School Delivered VET courses



Entertainment Industry

Learn about aspects of production, live performances and events, including audio, lighting, props, sets, staging and vision systems.

Is this course right for me?

This course reflects the role of individuals who apply a broad range of competencies in providing services for the entertainment industry. You will gain valuable skills in a variety of aspects of the entertainment industry including; scenery and set construction, lighting, sound and vision, entertainment customer service, staging, live production, entertainment technical operations

Where can this course take me?

It provides a pathway to other roles in similar work environments.

Further study in courses such as CUA60220 Diploma in Live production and management can lead to job opportunities in management.

education.nsw.gov.au

Subjects that support this career path

- Music
- Drama
- Industrial Technology: Multimedia
- Screen and Media


Credential available	Full Certificate
Course code/name	CUA30420 Certificate III in Live Production and Services
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes - See your Careers Adviser for information
Specialisation required for full qualification	Yes



For more information contact your VET Coordinator / Careers Adviser, or visit our internet site:

www.education.nsw.gov.au/school-delivered-vet



 Education	2024 Cookery Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information 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.</i>		
Course: Hospitality - Cookery Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) https://training.gov.au/Training/Details/SIT20421. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.		
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency		
Core SITXFSA005 Use hygienic practices for food safety SITXWHS005 Participate in safe work practices SITHCCC023 Use food preparation equipment SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC034 Work effectively in a commercial kitchen SITHKOP009 Clean kitchen premises and equipment SITXINV006 Receive, store and maintain stock	Elective SITXFSA006 Participate in safe food handling practices SITHCCC025 Prepare and present sandwiches SITHCCC024 Prepare and present simple dishes SITHCCC026 Packaged prepared foodstuffs SITXCOM007 Show social and cultural sensitivity SITXCCS011 Interact with customers	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
Working within the hospitality industry involves <ul style="list-style-type: none"> ▪ organising information and records in both paper and electronic forms ▪ customer (client) service 	<ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents 	
Examples of occupations in the hospitality (kitchen operations) industry: <ul style="list-style-type: none"> • breakfast cook • catering assistant • fast food cook • sandwich hand • take-away cook • function cook 		
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. You should be 'Work Ready' before Work Placement.		
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for hospitality 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 In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course Cost: Preliminary - \$130.00 HSC - \$130.00 Uniform: Approx \$80.00 School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information; https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
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		
2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>		

NSW Department of Education

School Delivered VET courses



Hospitality - Cookery

This course focuses on 'back of house' and will give you the skills to, undertake basic cookery tasks, conduct food preparation, and apply the principles of hygiene and food safety.

Is this course right for me?

This course provides you with the basic principles to work in kitchens where you will use food preparation and cookery skills to prepare food and menu items.

Where can this course take me?

This course provides a pathway to work in; restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops. Institutions such as; aged care facilities, hospitals, prisons, schools.

The course also may lead to employment as an apprentice chef or further study in courses such as SIT30921 Certificate III in Catering and SIT40516 Certificate IV in Kitchen Management.

Subjects that support this career path

- Food Technology
- Business Studies
- Business Services
- Retail Services

Credential available	Full Certificate
Course code/name	SIT20421 Certificate II in Cookery
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No




For more information contact your VET Coordinator / Careers Adviser, or visit our internet site:

www.education.nsw.gov.au/school-delivered-vet

education.nsw.gov.au



 <p>Education</p>	2024 Hospitality – Food and Beverage Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
<p><i>This information 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.</i></p>		
<p>Course: Hospitality – Food and Beverage Board Developed Course (240 hour)</p>	<p>2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) <i>Australian Tertiary Admission Rank (ATAR) eligible course</i></p>	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<p>Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.</p>		
<p>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</p>		
<p>Core BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers</p>	<p>Elective SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>		
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>		
<ul style="list-style-type: none"> • Working within the hospitality industry involves • organising information and records in both paper and electronic forms • customer (client) service 	<ul style="list-style-type: none"> • teamwork • using technologies • creating documents 	
<p>Examples of occupations in the hospitality industry:</p> <ul style="list-style-type: none"> • Café Attendant • Waiter/Waitress • Catering Assistant • Barista • Food and Beverage Attendant • Bartender 		
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of <u>70 hours Work Placement</u>. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be 'Work Ready' before Work Placement. 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, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>		
<p>Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>		
<p>Course Cost: Preliminary - \$130.00 HSC - \$130.00 Uniform: Approx \$40.00 School Specific equipment and associated requirements for students</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>	
<p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>		
<p>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</p>		
<p>2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>		

NSW Department of Education

School Delivered VET courses



Hospitality - Food and Beverage

This course focuses on 'front of house' and will give you the skills to prepare a restaurant, serve customers, prepare beverages, and apply the principles of hygiene and food safety.

Is this course right for me?

This course prepares you to work in a range of hospitality settings, such as restaurants, cafes, bistros and hotels to provide hospitality service using operational skills and basic industry knowledge.

Where can this course take me?

This course provides a pathway to work in; restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops. Institutions such as; aged care facilities, hospitals, prisons, schools.

This course can lead to further study in courses such as: SIT30622 Certificate III in Hospitality and SIT60422 Diploma in Hospitality Management.

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Subjects that support this career path

- Food Technology
- Business Studies
- Business Services
- Retail Services


Credential available	Full Certificate
Course code/name	SIT20322 Certificate II in Hospitality
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our internet site:

www.education.nsw.gov.au/school-delivered-vet



 Education	2024 Retail Services Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information 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.</i>		
Course: Retail Services Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail https://training.gov.au/training/details/SIR30216 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.		
Retail Services Training Package Units of Competency		
Core SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty	Elective *SIRXMER001 Produce visual merchandise displays *SIRXPDK001 Advise on products and services *SIRRINV001 Receive and handle retail stock *SIRRINV002 Control stock *SIRXIND002 Organise and maintain the store environment *SIRXSLS002 Follow point-of-sale procedures *SIRRRTF001 Balance and secure point-of-sale terminal * Trainer will advise on elective units chosen. Not all units of competency are available.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
<ul style="list-style-type: none"> engaging the customer maintaining daily store operations delivering on organisational expectations 	<ul style="list-style-type: none"> having knowledge of product and service offerings creativity critical thinking problem solving 	
Examples of occupations in the retail services industry:		
<ul style="list-style-type: none"> frontline sales assistant customer service 	<ul style="list-style-type: none"> shop assistant retail supervisor 	<ul style="list-style-type: none"> quick service restaurant assistant visual merchandiser
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. You should be 'Work Ready' before Work Placement.		
External Assessment (optional HSC examination for ATAR purposes)		
The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
Competency-Based Assessment		
In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints		
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course Cost: Preliminary - NIL HSC - NIL School Specific equipment and associated requirements for students	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
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		
2024 Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.14 Disclaimer: If you require accessible documents, please contact your VET Coordinator for support		

NSW Department of Education

School Delivered VET courses



Retail Services

A Certificate III in Retail gives you the essential skills and knowledge you need to kick start your career in retail.

Is this course right for me?

Nearly every aspect of our lives involves products or services delivered through the retail industry. If you have a passion for something whether it be computer games, sport, food, clothing, cars, or the creative and performing arts, the retail industry gives you the opportunity to work selling products and services in your area of interest and the potential to run your own retail business. This course prepares you to work in the retail industry providing skills to engage the customer, maintain daily store operations, and deliver on organisational expectations.

Where can this course take me?

Potential job roles include; customer service assistant, sales person, stock controller, visual merchandiser.

Further study in courses such as SIR40316 Certificate IV in Retail Management and SIR60116 Diploma in Retail Leadership provides opportunities to take on management roles in the retail industry.

education.nsw.gov.au

Subjects that support this career path

- Business Studies
- Business Services
- Financial Services
- Hospitality


Credential available	Full Certificate
Course code/name	SIR30216 Certificate III in Retail
ATAR eligible	Yes
Mandatory placement hours	70 hours
SBAT available	Yes
Specialisation required for full qualification	No



For more information contact your VET Coordinator / Careers Adviser, or visit our internet site:

www.education.nsw.gov.au/school-delivered-vet



 Education	2024 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information 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.</i>		
Course: Sport Coaching Board Endorsed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total <i>Does not contribute towards the Australian Tertiary Admission Rank (ATAR)</i>	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching https://training.gov.au/Training/Details/SIS30521 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a sport coaching environment and be able to use a personal digital device including a personal computer or laptop.		
Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency		
Core HLTWHS001 Participate in workplace health and safety SSISSCO002 Work in a community coaching role SSISSCO005 Continuously improve coaching skills and knowledge HLTAID011 Provide first aid SSISSCO003 Meet participant coaching needs BSBPOS403 Apply business risk management processes	Elective SSISSCO012 Coach sport participants up to an intermediate level SISXIND006 Conduct sport, fitness and recreation event SISXCAI009 Instruct strength and conditioning techniques SSISSOF002 Continuously improve officiating skills and knowledge	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
Working within the sport coaching industry <ul style="list-style-type: none"> ▪ possess a range of well-developed skills where discretion and judgement are required 	<ul style="list-style-type: none"> ▪ teamwork and communication ▪ applying skills and knowledge to coach participants to an intermediate level in a specific sport 	
Examples of occupations in the Sport Coaching Industry This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).		
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. You should be 'Work Ready' before Work Placement.		
External Assessment There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.		
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course Cost: Preliminary - \$110.00 (First Aid) HSC - NIL School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
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		
2024 Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.</i>		

NSW Department of Education

**School Delivered
VET courses**



Sport Coaching

Are you a keen sports person? This course provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sports industry.

Subjects that support this career path

- Fitness
- PDHPE
- Sports, Lifestyle and Recreation
- Biology
- Community and Family Studies

Is this course right for me?

In this course you will learn the skills and knowledge to coach participants up to an intermediate level in a specific sport and be competent in delivering a basic instruction session. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school.

Credential available	Full Certificate
Course code/name	SIS30521 Certificate III in Sport Coaching
ATAR eligible	No
Mandatory placement hours	35 hours
SBAT available	No
Specialisation required for full qualification	No

Where can this course take me?

Potential job roles include:

- Community coach.

Opportunities for further study include:

- SIS40321 Certificate IV in Sport Coaching
- Bachelor of Sports Coaching



For more information contact your VET Coordinator / Careers Adviser, or visit our internet site:

www.education.nsw.gov.au/school-delivered-vet

education.nsw.gov.au



EXTERNAL VOCATIONAL EDUCATION TRAINING (EVET)

- **EVET** Courses are Higher School Certificate courses which are conducted by TAFE NSW, Health NSW and Private Providers. These programs offer a broader range of subjects than schools can offer and are often closely related to future career or study plans. They count for the Higher School Certificate in the same way as other courses which are available at school.
- **Industry Curriculum Framework (ICF) Courses** that have a Delivery Pattern of 2unit x 2years or 4u x 1year DO count towards the calculation an ATAR. In most instances these courses require the student to complete 70 hours of Work Placement.
- **Industry Curriculum Framework Courses** that have a Delivery Pattern of 2unit x 1year DO NOT count towards the calculation an ATAR but will count towards the calculation of the HSC.
- **Industry Curriculum Framework Courses** require the student to complete 70 hours of Work Placement for a 2 year course and 35 hours of Work Placement for a 1 year course.
- **Board Endorsed Courses (BEC)** can have a Delivery Pattern of 2units x 2years, 2units x 1year, 3units x 1year or 4units x 1year DO NOT count towards and ATAR but will count towards the calculation of the HSC.
- Students will receive a Statement of Attainment or a Certificate which certifies completion of the course. These may assist students seeking jobs or entry to further study after Year 11 or 12. Students successfully completing EVET courses may be entitled to advanced standing or exemptions in other courses after leaving a school.
- Attendance and Progress requirements are very strict for EVET Courses. Students must notify their EVET Teacher in advance through the School's Careers Adviser / VET Coordinator - Ms Borg, if they intend on being absent from the lesson on the day of their lesson. If a student fails to attend all of the course or if they do not satisfactorily complete all work set, they will **FAIL** the course or may be withdrawn from the course thus impacting on the units required for their HSC.
- Students wanting to enrol in an EVET course must apply by application through the Careers Adviser / VET Coordinator's Office located in the Library. Applications to enrol commence at the beginning of Term 3 and conclude on the last day of Term 3. Students are expected to organise their own Unique Student Identifier number (also known as a USI).
- Selection of students will be based on an application form, a possible interview or test and your future career and study plans.
- Incomplete applications will not be accepted for processing.
- Numbers in these courses will be limited as other schools will be involved.
- If a student is not selected, they will continue to study the six subjects that they have chosen to study at school.
- **Student Commitment** – Once a student starts an EVET course, they will be expected to commit themselves to completing the course. Students will not be permitted to change to another course once it starts.
- **Travel** – Students studying EVET courses will be permitted to leave school at 12.01pm and must make their own transport arrangements to either the TAFE NSW, Hospital or Private College and make their own way home at the conclusion of the classes.
- Students are responsible for completing work missed in classes at school.
- **Proposed timetabling** – EVET courses are conducted on different days of the week with most classes in the past commencing at 1:30pm and ending at 5:30pm. Students studying an EVET course will be expected to withdraw from the subject that is most affected by their attendance at their EVET course, in order to provide the greatest opportunity for successful completion of all subject areas.
- **Student will be granted early leave passes from school upon acceptance into a course and the completion and submission of an 'Early Leave' application available from the Careers Adviser / VET Coordinator – Ms Borg.**
- Students doing courses as part of their '12 units' will be given compensatory study periods during the week.

Please see over for the 2024 EVET Course List offered to Westfields Sports High School Students.

Further information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses>

Talk to your school Careers Adviser about how to access EVET.

2024 EVET (EXTERNAL VOCATIONAL EDUCATION AND TRAINING) COURSES

TAFE NSW

Animal Care	Hair or Beauty Services (Make-up and Hair Styling)
Applied Fashion Design and Technology	Human Services (Individual Support (Ageing))
Automotive	Information and Digital Technology
Baking	Laboratory Skills
Beauty Services (Make-Up)	Plumbing - Introduction
Business Services - Certificate III Business (Administration)	Primary Industries - Specialisation (Horticulture)
Community Services - Introduction	Real Estate Practice
Construction	Retail Services
Design Fundamentals (Graphics)	Salon Assistant
Early Childhood Education and Care	Screen and Media
Electrotechnology	Supply Chain Operations
Engineering	Tourism, Travel and Events (Events)
Fitness	Tourism, Travel and Events (Tourism)
Floristry	

Health NSW

Human Services (Acute Care)

ACBC (Australian Careers Business College) – Liverpool Campus

Business Services - Certificate III Business (Administration)

UAVAIR

Drone Pilot

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

- Students can commence an Apprenticeship or Traineeship while still at school studying the Higher School Certificate. Students are required to find an employer who is willing to take them on as an SBAT in their chosen career path.
- This will include studying a VET course counting as 2 units towards the HSC.
- Students completing a School Based Apprenticeship will attend TAFE NSW one day per week.
- Students completing a School Based Traineeship will have on the job training whilst at their part-time employment.
- Students completing a School Based Apprenticeship must complete paid work of 1 day per week and usually a 1 week block in each of the school vacations.
- Students completing a School Based Traineeship will have paid work whilst they are attending their part-time employment.
- It is expected that all school work will be kept up to date and missed work will be caught up.
- Students completing a School Based Apprenticeship will commence full-time employment as a 2nd Year Apprentice from January after their HSC, providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years.
- School Based Trainees will complete their traineeship by the end of their HSC year.
- SBAT students are overseen by the Careers Adviser / VET Coordinator – Mrs Borg located in the Library, who works with the Department of Education, School Based Apprenticeship & Traineeship Coordinator to ensure that the student is coping with their commitments.

Further information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

For further information about how to access an SBAT opportunity please speak with your Careers Adviser / VET Coordinator - Ms Borg.

CONTENT ENDORSED COURSES

Course:	Exploring Early Childhood (EEC)	Course Fee:	\$20.00
	Content Endorsed Course	Exclusions:	Nil

COURSE DESCRIPTION

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

MAIN TOPICS COVERED

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

PARTICULAR COURSE REQUIREMENTS

- The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.
- The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.

Course: **Photography & Visual Design**

Content Endorsed Course

Course Fee: \$55.00

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

COURSE DESCRIPTION

Photography & Visual Design offers students the opportunity to explore contemporary artistic practices that make use of photography, digital imaging and design practices. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers as well as representation of ideas in the fields of photography and/or video and/or digital imaging.

Through the critical and historical study of designed and photographic works students are able to analyse and make informed judgements about the artworks that surround them – works reflect and construct the image they have of themselves, others and their world.

Students will develop knowledge, skills and understanding through the making of photographs and designed objects that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations.

MAIN TOPICS COVERED

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

- Wet Photography
- Video
- Digital Imaging
- Graphic design
- Wearable design
- Product design
- Interior/exterior design

PARTICULAR COURSE REQUIREMENTS

Students are required to keep a process diary throughout the course.

Course: Sport, Lifestyle and Recreation Studies	Course Fee: \$100.00
Content Endorsed Course	Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

COURSE DESCRIPTION

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

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

MAIN TOPICS COVERED

Through the course students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity
- Knowledge and understanding of the principles that impact on quality of performance
- An ability to analyse and implement strategies to promote health, activity and enhanced performance
- A capacity to influence the participation and performance of self and others.
- A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

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

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

ASSESSMENT PROCEDURES 2024/2025

WHAT DO WE MEAN BY HSC ASSESSMENT?

HSC examination candidates receive two marks for each subject listed on their certificate. One of these marks reflects the final examination performance and the other is a moderated school assessment reflecting the student's achievement throughout their Higher School Certificate course. It is the school assessment mark which this booklet explains as well as providing information for the planning of individual student assessment program.

ASSESSMENT GUIDELINES

The NSW Education Standards Authority supervises the Preliminary and HSC Courses in New South Wales. The Board prepares syllabuses, oversees the production of the examination papers, the marking of the papers and the provision of the Higher School Certificate. The Board has also produced guidelines for all schools on every subject examined by the HSC. These guidelines outline the basis on which the school assessment mark should be calculated. The Board has provided teachers with a framework for producing assessment plans covering the course areas and skills to be assessed in both the Preliminary and HSC courses.

ASSESSABLE TASKS

At Westfields Sports High each faculty has prepared an assessment plan for its HSC and Preliminary courses. These plans require students to complete various tasks of a physical, written, oral, graphic and numerical nature. Each plan contains approximately 3 assessable tasks (Year 11), although the number and type of assessable task may differ from subject to subject.

For the most part Preliminary HSC assessable tasks start in Term 1 of 2024 and continue until just before the Yearly examination. HSC assessable tasks commence in Term 4 of 2024 and continue until just after the Trial HSC in Term 3 of 2025.

The main purpose of the tasks is to determine a rank and spread of achievement amongst the students in each subject.

ASSESSMENTS ARE PROGRESSIVE

Student assessments are progressive. This means that the mark for each new task will be added to the marks of the previous tasks. This reflects their overall achievement in the course. For this reason, it is quite possible that most students will end up with assessment marks which are quite different to their examination marks.

ATTENDANCE AND PUNCTUALITY

It should be noted that students whose attendance or punctuality is poor may leave themselves liable to exclusion from eligibility to sit for the HSC

FAILURE TO SUBMIT TASKS

In order to have studied a course satisfactorily a candidate is expected to have attempted all assessment tasks. If a student fails to submit an assessment task and the school recognizes a valid reason (medical or approved leave), then he/she may be given a substitute task by their teacher. In case of illness students must notify the school by phone the day the task is due and present the Deputy Principal with a doctor's certificate and Doctor's Assessment of their fitness to sit the task on their first day back at school. It is important to note that a medical certificate will support an application for a substitute task but does NOT GUARANTEE its granting. Failure to present required documentation will result in a zero mark.

Where practical, leave must be applied for in advance of the task completion date. Prior approval for late submission of an assessment task must be sought from the Head Teacher of the faculty concerned, and the Deputy Principal. Students attending special sporting events will continue to use the procedure set in place for obtaining prior approval for late submission. See the attached form *School Approved Student*

Leave. This form should be completed before the absence from an assessable task. Only in exceptional circumstances would the Principal consider approval after the due date. Students, individually, are responsible for these matters. They should not expect teachers to remind them. Students should note that teachers are not permitted to adjust marks for illness or misadventure. Assessment is restricted to actual achievement of the set tasks. Only in exceptional cases can the Principal authorize an estimate.

If appropriate evidence is not presented and neither is the task then the student will be awarded zero marks for that task. If a student fails to complete a number of assessable tasks which total 50% or more of the final assessment mark, then the Principal must certify that the course has not been studied satisfactorily. In such a case, the student will be deemed to have failed the course and will not receive either an assessment mark or an examination mark for that subject on his/her Higher School Certificate. This may mean that the candidate will not receive a certificate if they have not completed at least 12 units in the Preliminary course and 10 units in the HSC course. In the case of 3 or 4 unit courses, candidates who fail to meet the assessment requirements for the common (2 or 3 unit) part of the subject will not receive a result in the course at all.

MALPRACTICE

It is expected that any assessable task submitted will be the student's own work. In the event of malpractice (cheating) being detected, the task in question will be awarded zero and the assessable task regarded as a non-attempt. Students who willingly share whole or part of an assessable task also run the risk of having their task designated a non-attempt.

MODERATION OF SCHOOL ASSESSMENTS

Towards the end of Term 3 in 2025, the school assessment marks are sent in to NESA. NESA will note the spread and the order of marks. The school assessment marks of the whole group of students at Westfields Sports High are then moderated by the whole group's final examination marks in each subject. This moderation might have the effect of changing the actual assessment mark but the order (rank) and relative difference between students (the spread) remains the same. Apart from this moderation, the school assessment results and the final examination marks are completely separate and have no other direct influence on each other.

"N" DETERMINATION

You will receive an "N" determination in a course if you **do not**:

- a) Follow the course developed or endorsed by the NSW Education Standards Authority, and
- b) Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- c) Achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of achievement in class, the proportion of assignments, homework, etc completed and your level of achievement.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course. Parents are required to return acknowledge of receipt of such notification to the Head Teacher of the subject concerned.

If you are deemed to not to have completed a course, you will receive an "N" beside the course on your Record of Achievement Part A and this may mean that you are not eligible for the Award of the Preliminary Certificate in that year.

PRESENTING AN ASSESSABLE TASK

When presenting an assessable task students are asked to complete an Assessable Task Submission Slip and keep the tear off section as a record of having submitted the task. In convenient cases and as added security students are advised to keep a copy of the submitted task. In those cases where an exam is the assessable task the teacher will keep a record of the students present. It is the student's responsibility to ensure that the whole of an assessment task is presented at the due time.

REPORTING

There will be two formal reports for students. The first is in the middle of the year after the semester one exam period, and the other at the end of term 3 after the semester two exams. Each time the parents will receive an official report from each subject giving the latest examination mark. Teachers will also provide comments about the student's progress in the subject. If there is any concern about a student's performance at any time, then the parents will be notified by letter. Warning letters are sent throughout the year, and before the Parent Teacher evening at the end of term 2.

REPORTS

- The new HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The new 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 that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate for the tests in English-literacy, Mathematics and Science.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- 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. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

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

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

REVIEW AND ASSESSMENTS

It is important for students and parents to understand that the Board has specifically stated that a teacher's judgment of the worth of individual assessment tasks, as reflected in the mark or grade awarded will not be subject to review as part of this process.

If any questions arise regarding the assessable tasks, then the students are encouraged to discuss the matter with their teacher. If, after consultation with their teacher there is still a problem, students should consult the Head Teacher of the faculty concerned.

If, after students have collected their HSC rank order card from the NSW Education Standards Authority, they feel that any of these rankings is significantly different to their expectations based on earlier feedback from their teachers, they can then request a review of their assessment rankings. This request must be made on a form available from the Deputy Principal.

TECHNOLOGY

If a student completes an assessment task using technology, then it is the student's responsibility to ...

- i. Take the required steps to learn and be able to use such technology,
- ii. Ascertain the compatibility of the technology¹ for such a purpose,
- iii. Plan for the availability and supply of such things as USB drives, cloud access, paper and toner for the printer,
- iv. Take steps to back up their own files and data.

Students cannot use the failure or incompatibility of technology to justify the failure to submit an assessment task.

It is a student's responsibility to plan for all eventualities including the non-availability of school computers, printers, scanners, cameras or other supplies, and make their own provisions to safeguard, protect² and backup their own data and files.

Students must also submit hard copies of digital work. This means students are to negotiate with their teachers or follow the faculty policies with regards to printing work that exists as web pages or as presentations. It is unreasonable to expect that students will print huge numbers of pages, where a sample could suffice. Teachers and faculties have the right to restrict the amount of printing carried out on the schools printers. Teachers also have the right to specify how a work is to be presented. Students are not to take for granted that teachers can or will mark their work from email or websites. Teachers can not be expected to be responsible for work presented on drives when it is well know that files can get corrupted and web servers can go down. Teachers are not to be expected to print students' work when it is the student's responsibility. If students plan their work accordingly then teachers may be willing to accommodate their needs.

WARNING LETTERS

Teachers will issue warning letters to advise parents and students when they are in danger of failing to complete Preliminary or HSC courses. Failure to complete course requirements may lead to an N Award.

LIFE READY: A PERSONAL DEVELOPMENT AND HEALTH EDUCATION

All senior students in government high schools study a course called *Life Ready*. Schools are to implement *Crossroads* for a minimum indicative time of 25 hours.

This personal development and health course focuses on issues about relationships and drugs which young people may have to manage in their adult lives. Some of the areas that students will learn about in the course are:

- Developing personal goals and plans for the future
- Coping with changes in relationships
- Communication and problem solving skills
- Coping with grief and loss
- STDs, HIV/AIDS and blood-borne viruses - rights and responsibilities
- Social issues concerning sexuality
- Values about drugs
- Caring for myself near drugs
- The effects of drug use on others
- Social issues and driving.

The themes can be covered in a variety of forms ie: visiting speaker(s), trips and visits to places of interest, school staff and other associations such as 'Rotary'. As such aspects of the course will incur a cost.

¹ e.g. hardware, software, interface, disk drives

² e.g. virus attack, hard disk crash, operating system failure, computer failure