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## Year 11 2024

##### MUSWELLBROOK HIGH SCHOOL

**Course Handbook**

**Striving for Excellence in a School that Cares**

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### Introduction

Muswellbrook High School prides itself on offering the widest school-based curriculum options in the Upper Hunter. In addition, students are also able to access the educational and vocational opportunities provided by TAFE, Distance Education and Aurora College.

P45#y1This booklet is designed to provide information about the senior curriculum at Muswellbrook High School and the requirements for the Higher School Certificate. It outlines a range of options and strategies to assist students and parents in making informed decisions regarding subject and career choices.

### Making Subject Choices

When selecting subjects, students should consider:

* Abilities – choose subjects in which you can do well.
* Interests – choose subjects which interest you.
* Motivation – choose subject areas which you want to study.
* Career aspirations and needs – be realistic about your career choices and about your subject choices.

### The Subject Selection Process

1. Yr10 students attend a Subject Information Day at school, which provides an opportunity to gather information related to subjects offered at Muswellbrook High School.
2. After consultation with their parents and teachers, student select six subjects online which they would like to study from a list of courses. They will also be required to choose a further three preferences for the purpose of referring to if a first selection subject does not run. All preferences should be made in order of preference. Students are provided an individual code and instructions to log into the subject selection website.
3. Individual interviews with students and their parents/caregivers will occur on the 18th and 19th August with a member of the Stage 6 team, to finalise subject choices and/or clarify any questions or concerns that you may have. Further information about the interview process will be communicated to students in a separate document.
4. A committee made up of the Deputy Principal, Senior School Head Teacher and Careers Advisor will look at all student’s selection and contact parents if they believe an alternate pattern of study would be more beneficial to the student.
5. The elective selections are then tallied. The number of classes and electives to be offered are discussed by the School Curriculum Committee in consultation with the principal.
6. Students will be notified of their subject choices early in Term 4, 2023.

### P77#y1Ask yourself the following questions...

* + Why do I want a Higher School Certificate?
  + What are my expectations?
  + What are my parents’/guardians’ expectations?
  + Do they match?
  + What do I see myself doing in five years' time?
  + What career options have I considered?
  + What can I realistically aim to achieve in the HSC?
  + What are my options after completing the HSC?
  + Are my course options giving me future career flexibility?
  + If so, what course and where?
  + What does TAFE have to offer?
  + What opportunities are there for going straight into the work force?
  + What opportunities are there with private training organisations?
  + Can I realistically expect to get into university?
  + Do I want to combine University/TAFE and/or work after the HSC?
  + Do I want to combine TAFE/School and/or work while attempting the HSC?
  + What subjects should I choose?
  + What subjects do I need as preparation for future training?
  + Do I need an ATAR?
  + Why should I choose a particular subject?

Do I need to access Distance Education?

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### Requirements for the HSC

To be awarded the HSC a student 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 the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
* have sat for and made a serious attempt at the Higher School Certificate examinations.

NESA requires that candidates for the Higher School Certificate must undertake a program of study comprising at least:

* 12 units of Preliminary courses (Year 11); and
* a minimum of 10 units of Higher School Certificate courses (Year 12).

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

* at least six units of Board Developed Courses.
* at least two units of English.
* at least three courses of two units value (or greater); and
* at least four subjects.

No more than seven units of courses in science (e.g., Biology, Chemistry, Physics, Investigating Science and Extension 1 Science) can contribute to Higher School Certificate eligibility.



### Australian Tertiary Admission Rank (ATAR)

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

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

Your ATAR is then calculated from your:

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

### Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains:

* + the course objectives, structure, content, and outcomes
  + specific course requirements
  + assessment requirements
  + sample examination papers and marking guidelines.
  + the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these 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).

### Board Endorsed Courses

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

* + Content Endorsed Courses (CECs) have syllabi endorsed by NESA to

cater for areas of special interest not covered in the Board Developed Courses.

* + Most HSC VET (Vocational Education and Training) courses delivered by TAFE, are Content Endorsed Courses.
  + Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.
  + Some Board Endorsed Courses are one-year courses.
  + There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count toward the Higher School Certificate and appear on your Record of School Achievement (ROSA). Board Endorsed Courses do not count in the calculation of the ATAR.

### Vocational Education and Training (VET)

**Courses**

*(Either Board Developed or Board Endorsed)*

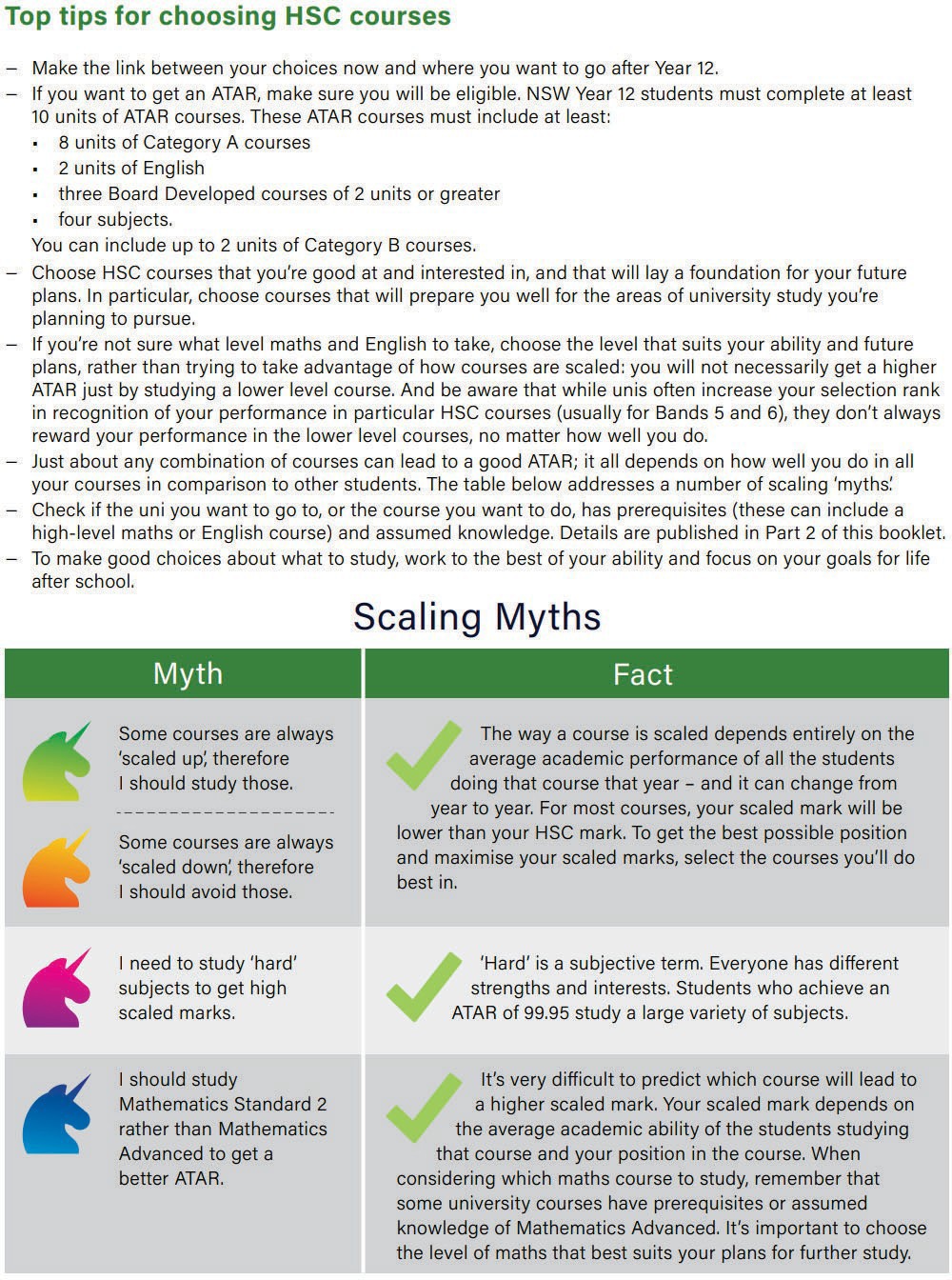
* + Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate.
  + They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.
  + These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualification Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.
  + These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or occasionally a simulated workplace at school.
  + Students receive special documentation showing the competencies gained.
  + Muswellbrook High School offer the following VET approved courses (Sport Coaching, Hospitality - Kitchen Operations, Hospitality – Food and Beverage, Manufacturing and Engineering, Business Services, Live Production and Technical Services, Primary Industries and Retail Services). Other courses will be delivered by TAFE or other providers.

### Categorisation of Courses for 2025 ATAR

Board Developed courses are classified by the universities as Category A or Category B. Only the best two units from Category B courses are available for inclusion in the calculation of the ATAR. In 2018, English Studies and Mathematics Standard 1 changed to Category B subjects. This means they now contribute to an ATAR if the examination is completed for the HSC. Please remember only one Category B subject can contribute to an ATAR.

The criteria for Category A courses are academic rigor, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies. The universities have tried to keep formal prerequisites to a minimum. For this reason, the categorisation method is preferred to the use of course prerequisites.

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| **Category A Courses** | Year 11 | Year 12 |
| Agriculture | $80 | $80 |
| Ancient History |  |  |
| Biology | $30 | $30 |
| Business Studies |  |  |
| Chemistry | $30 | $30 |
| Community and Family Studies |  |  |
| Drama | $30 | $30 |
| Earth and Environmental Science | $30 | $30 |
| English Advanced |  |  |
| English Standard |  |  |
| English Extension 1 |  |  |
| English Extension 2 |  |  |
| Food Technology | $100 | $100 |
| Industrial Technology (Timber and Furniture Technologies) | $100 | $100 Excludes HSC Materials |
| Legal Studies |  |  |
| Mathematics Advanced |  |  |
| Mathematics Standard 2 |  |  |
| Mathematics Extension 1 |  |  |
| Mathematics Extension 2 |  |  |
| Modern History |  |  |
| Music 1 | $40 | $40 |
| Personal Development, Health, and Physical Education |  |  |
| Physics | $30 | $30 |
| Textiles & Design | $100 | $100 Excludes HSC Materials |
| Visual Arts | $60 | Students Purchase own resources |
| **Category B Courses (only ONE included in ATAR with HSC Examination)** |  |  |
| Business Services (VET) |  |  |
| English Studies |  |  |
| Hospitality Food & Beverage (VET) | $150 + $90 Chef  Uniform | $150 |
| Hospitality Kitchen Operations (VET) | $150 + $50 Front of House Uniform | $150 |
| Mathematics Standard 1 |  |  |
| Primary Industries (VET) | $30 | $30 |
| Retail Services (VET) |  |  |
| TAFE – Automotive (EVET) |  |  |
| TAFE – Electrotechnology (EVET) |  |  |
| **Category C Courses (Non-ATAR)** |  |  |
| Manufacturing and Engineering (VET | $120 | $120 |
| Exploring Early Childhood |  |  |
| Sport Coaching (VET) |  |  |
| Sport, Lifestyle & Recreation |  |  |
| TAFE – Animal Care ((EVET) |  |  |
| TAFE – Salon Assistant (EVET) |  |  |
| Work Studies |  |  |



# ENGLISH



#### HEAD TEACHER KAY SOKULSKY

Courses Offered:

English (Advanced) English (Standard) English Extension 1

English Extension 2

English Studies

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| --- | --- |
| Course: | Course No: |
| **English Advanced**  **2-unit Board Developed Course Category A** | **11140 Year 11**  **15140 Year 12**  **Year 11 Advanced English is a prerequisite for the Year 12Advanced course.** |
| **Course Description:**  In the Year 11 course, students’ study three modules. The texts studied include prose fiction, drama, poetry, nonfiction, media and multimedia. Students explore ways that intercultural, social and gender perspectives, experiences, and ideas are represented in and through texts and analyse the ways texts reflect different attitudes and values.  In the HSC course, students further develop their knowledge and understanding of language and literature by analysing and evaluating texts and the ways that they are valued in their contexts. Students study at least four types of prescribed texts drawn from prose fiction, drama, film, nonfiction,  media and multimedia. A Shakespearean text is mandatory in this course. | |
| **Main Topics Covered:**  Year 11 Course:  The course has two sections:   1. Content common to the Advanced and Standard Course is undertaken through a Unit entitled: ‘Reading to Write: Transition to Senior English.’ 2. Two additional modules:   A: ‘Narratives that Shape Our World’ B: ‘Critical Study of Literature.’  Year 12 Course:  The course has four modules.  Common Module: ‘Texts and Human Experience.’ Module A: ‘Textual Conversations’  Module B: ‘Critical Study of Literature’ Module C: ‘The Craft of Writing’  All four modules are mandatory | |
| **Course Requirements:**  **The HSC Advanced Course requires the close study of at least four types of prescribed text drawn from each of the following categories: Shakespearean drama, prose fiction or print nonfiction, drama or poetry, nonfiction or media or multimedia, as well as a wide range of additional related texts and textual forms.**  **Students complete the common module as the first unit of work in both courses. Each course consists of120 indicative hours.**  **Across Stage 6** the selection of texts **should** give students experience of:   * a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia, 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   P462C7T2#yIS1 | |



MMuswellbrook High School

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| Course: | Course No: |
| **English Standard**  **2-unit Board Developed Course Category A** | **11130 Year 11**  **15130 Year 12**  **Year 11 Standard/Advanced English is a prerequisite for the Year 12 Standard Course.** |
| **Course Description:**  In the Year 11 course, students’ study three modules. The texts studied include prose fiction, drama, poetry, nonfiction, media, and multimedia. Students explore ways that intercultural, social and gender perspectives, experiences, and ideas are represented in and through texts and analyse the ways texts reflect different attitudes and values.  In the HSC course, students further develop their knowledge and understanding of language and literature by analysing and evaluating texts and the ways that they are valued in their contexts. Students study at least four types of prescribed texts drawn from prose fiction, drama, film, nonfiction, media and multimedia. | |
| **Main Topics Covered:**  Year 11 Course:  The course has two sections:   1. Content common to the Advanced and Standard Course is undertaken through a Unit entitled: ‘Reading to Write: Transition to Senior English.’ 2. Two additional modules:   A: ‘Contemporary Possibilities’ B: ‘Close Study of Literature.’  Year 12 Course:  The course has four modules.  Common Module: ‘Texts and Human Experience.’ Module A: ‘Language, Identity and Culture.’ Module B: ‘Close Study of Literature.’  Module C: ‘The Craft of Writing’  All four modules are mandatory | |
| **Course Requirements:**  **HSC Standard Course requires the close study of at least four types of prescribed text drawn from each of the following categories: prose fiction or print nonfiction, drama or poetry, nonfiction or media or multimedia, as well as a wide range of additional related texts and textual forms.**  **Students must complete the common module as the first unit of work in both courses. Each course consists of 120 indicative hours.**  **Across Stage 6** the selection of texts **should** give students experience of:   * a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia, 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 | |

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| Course: | Course No: |
| **English Extension 1/ Extension 2 1-unit Board Developed Course Category A** | **11150 Year 11 Ext**  **15160 Year 12 Ext 1**  **15170 Year 12 Ext 2**  **Advanced English is a prerequisite for the Extension 1 and 2 courses.** |
| **Course Description**  **English Extension** is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualization, research, analysis, and composition, and seek the opportunity to work in increasingly independent ways. | |
| **Main Topics Covered**  The Preliminary Extension 1 Course Content:   * Module: Texts, Culture and Value * Related research project   The HSC Extension 1 Course Content:   * Common Module: Literary Worlds with ONE elective option   The HSC Extension 2 Course Content:   * The Composition Process, Major Work, Reflection Statement and The Major Work Journal | |
| **Course Requirements**  **Advanced English is a prerequisite for studying Preliminary Extension 1. Preliminary Extension 1 must be studied to complete HSC Extension 1. HSC Extension 1 is a prerequisite for HSC Extension 2. (Selection for Extension 2 is made with HT English Consultation, Term 3 of Preliminary Year.)**  **Each course consists of 60 indicative hours.**  **Across Stage 6** the selection of texts **should** give students experience of:   * a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia, 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 | |

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| Course: | Course No: |
| **English Studies 2 unit/\*non-ATAR**  **Board Developed Course Category B** | **30105 Year 11**  **30115 Year 12**  **Prerequisite:**  **Nil Exclusions:**  **English Advanced, English Standard, English EAL/D, English Extension** |
| **Course Description**  **English Studies** 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. | |
| **Main Topics Covered**  The Preliminary Course Content:   * Mandatory module – Achieving through English: English in Education, Work and Community * An additional 2–4 modules   The HSC Course Content:   * Mandatory common module: Texts and Human Experiences * An additional 2–4 modules | |
| **Course Requirements**  **\*This course may be ATAR eligible if the Examination Option is attempted. It is the only Category B subject able to be studied if ATAR eligibility is to be maintained.**  **Each course consists of 120 indicative hours.**  Across Stage 6 the selection of texts will give students experiences of:   * reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia * Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples. * texts with a wide range of cultural, social and gender perspectives, popular and youth cultures * a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, and digital texts. | |
| From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.  Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.  To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study. | |



# Mathematics





#### HEAD TEACHER GREG MORRIS

Courses Offered: Mathematics Standard 1

Mathematics Standard 2 Mathematics Advanced Mathematics Extension 1

Mathematics Extension 2

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| Course: | Course No: |
| **Mathematics Standard 1**  **2-unit Board Developed Course Category B** | **11236 Year 11 Mathematics Standard**  **15231 Year 12 Mathematics Standard 1.** |
| **Prerequisites:**  The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2: 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 Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.  **Course Description**  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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A).  Mathematics Standard Year 11 course content that is essential for Mathematics.  Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.  To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.  All students studying the Mathematics Standard 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. | |
| **Main Topics Covered: Preliminary** | **Main Topics Covered: HSC** |
| Algebra | Algebra |
| Measurement | Measurement |
| Financial Mathematics | Financial Mathematics |
| Statistical Analysis | Statistical Analysis |
|  | Networks |
| **Course Requirements:**  The Year 11 **Mathematics Standard** course is organized in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.  Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.  Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience. | |

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| Course: | Course No: |
| **Mathematics Standard 2**  **2-unit Board Developed Course Category A** | **11236 Year 11 Mathematics Standard**  **15236 Year 12 Mathematics Standard 2.** |
| **Prerequisites:**  The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2: 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 Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.  **Course Description**  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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A).  Mathematics Standard Year 11 course content that is essential for Mathematics.  Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.  To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.  All students studying the Mathematics Standard 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. | |
| **Main Topics Covered: Preliminary** | **Main Topics Covered: HSC** |
| Algebra | Algebra |
| Measurement | Measurement |
| Financial Mathematics | Financial Mathematics |
| Statistical Analysis | Statistical Analysis |
|  | Networks |
| **Course Requirements:**  The Year 11 **Mathematics Standard** course is organized in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.  Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.  Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience. | |

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| Course: | Course No: |
| **Mathematics Advanced**  **2-unit Board Developed Course Category A** | **11255 Year 11 Mathematics Advanced**  **15255 Year 12 Mathematics Advanced** |
| **Prerequisites:**  The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage.  5.1 and Stage 5.2, the following sub strands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry, Pythagoras’ theorem, Single variable data analysis and at least some of the content from the following sub strands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.  **Exclusions:** Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.  **Course Description**  The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty, and generality. All students studying the Mathematics Advanced course will sit for an HSC examination. | |
| **Main Topics Covered**: Preliminary  Functions Trigonometric Functions Calculus  Exponential and Logarithmic Functions Statistical Analysis | **Main Topics Covered:** HSC  Functions Trigonometric Functions Calculus  Financial Mathematics Statistical Analysis |
| **Course Requirements:**  The **Mathematics Advanced** course is organized in topics, with the topics divided into subtopics.  Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.  Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience | |

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| Course: | Course No: |
| **Mathematics Extension 1**  **1 unit Board Developed Course Category A** | **11250 Year 11 Mathematics Extension**  **15250 Year 12 Mathematics Extension 1** |
| **Prerequisites:**  The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub strands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.  **Exclusions:**  Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.  **Course Description**  The Mathematics Extension 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. | |
| **Main Topics Covered: Preliminary**  Functions Trigonometric Functions Calculus  Combinatorics | **Main Topics Covered: HSC**  Proof Vectors  Trigonometric Functions Calculus  Statistical Analysis |
| **Course Requirements:**  The Mathematics Advanced Year 11 course will be taught prior to or concurrently with this course.  The Mathematics Advanced Year 11 course is a prerequisite to the year 12 course.  The Mathematics Advanced Year 12 course will be taught prior to or concurrently with this course.  Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.  Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience. | |

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| Course: | Course No: |
| **Mathematics Extension 2**  **1 Unit**  **Board Developed Course Category A** | **15260 Year 12 Mathematics Extension 2** |
| **Prerequisites**:  The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.  **Exclusions:**  Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.  **Course Description:**  The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination. | |
| **Main Topics Covered:** Preliminary NIL | **Main Topics Covered:** HSC  Proof Vectors Complex Numbers Calculus Mechanics |
| **Course Requirements:**  The Mathematics Extension 1 Year 12 course will be taught prior to or concurrently with this course.  Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.  Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience. | |

**Science**

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#### HEAD TEACHER MR NOMAN SHOAIB

Courses Offered:

Biology - $30 Chemistry - $30

Earth and Environmental Science - $30 Physics - $30

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| Course: Course Cost $30 | Course No: |
| **Biology** | **11030 Yr11**  **15030 Yr12** |
| **2 Units for each of Preliminary and HSC Board Developed Course Category A** | **Prerequisite: Nil Exclusions: Nil** |
| **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 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. | |
| **Topics Covered**  Preliminary Course  Working Scientifically Skills (embedded) Cells as the Basis of Life  Organisation of Living Things  Biological Diversity Ecosystem Dynamic | **HSC Course**  Working Scientifically Skills (embedded) Heredity  Genetic Change Infectious Disease  Non-infectious Disease and Disorderr |
| **Particular Course Requirements:**  Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.  Practical investigations include:   * undertaking laboratory experiments, including the use of appropriate digital technologies * fieldwork.   Secondary-sourced investigations include:   * locating and accessing a wide range of secondary data and/or information * using and reorganising secondary data and/or information.   A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. 15 hours must be allocated to depth studies within the 120 indicative course hours in both Year 11 and Year 12.  Source: <http://syllabus.nesa.nsw.edu.au/biology-stage6>  P893C10T11#yIS1 | |

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| Course: Course Cost $30 | Course No: |
| **Chemistry** | **11050 Year 11**  **15050 Year 12** |
| **2 Units for each of Preliminary and HSC Board Developed Course**  **Category A** | **Prerequisite: Nil Exclusions: Nil** |
| 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 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  Working Scientifically Skills (embedded) Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry  Drivers of reactions | **HSC Course**  Working Scientifically Skills (embedded) Equilibrium and Acid Reactions Acid/Base Reactions  Organic Chemistry Applying Chemical Ideas |
| **Course Requirements:**  Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.  Practical investigations include:   * undertaking laboratory experiments, including the use of appropriate digital technologies * fieldwork.   Secondary-sourced investigations include:   * locating and accessing a wide range of secondary data and/or information * using and reorganising secondary data and/or information.   A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. 15 hours must be allocated to depth studies within the 120 indicative course hours in both Year 11 and Year 12.  Source: <http://syllabus.nesa.nsw.edu.au/chemistry-stage6> | |

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| Course: Course Cost $30 | Course No: |
| **Earth and Environmental Science** | **11100 Year 11**  **15100 Year 12** |
| **2 Units for each of Preliminary and HSC Board Developed Course**  **Category A** | **Prerequisite: Nil Exclusions: Nil** |
| **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. | |
| **Topics Covered Preliminary Course**  **Working Scientifically Skills (embedded)**  Earth’s Resources Plate Tectonics  Energy Transformations Human Impacts | **HSC Course**  **Working Scientifically Skills (embedded)**  Earth’s Processes Hazards  Climate Science Resource Management |
| **Course Requirements:**  Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.  Practical investigations include:   * undertaking laboratory experiments, including the use of appropriate digital technologies * fieldwork.   Secondary-sourced investigations include:   * locating and accessing a wide range of secondary data and/or information * using and reorganising secondary data and/or information.   One fieldwork exercise must be included in Year 12.  **Source:** https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage- 6-science/earth-and-environmental-science-2017 | |

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| Course Cost $ 30 | Course No: |
| **Physics** | **15300** |
| **2 Units for each of Preliminary and HSC Board Developed Course**  **Category A** | **Prerequisite: Nil Exclusions: Nil** |
| **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 provide 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. | |
| **Topics Covered**  Preliminary Course  Working Scientifically Skills (embedded) Kinematics  Dynamics  Waves and Thermodynamics Electricity and Magnetism | **HSC Course**  Working Scientifically Skills (embedded) Advanced Mechanics Electromagnetism The Nature of Light  From the Universe to the Atom |
| **Particular Course Requirements:**  Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.  Practical investigations include:   * undertaking laboratory experiments, including the use of appropriate digital technologies * fieldwork.   Secondary-sourced investigations include:   * locating and accessing a wide range of secondary data and/or information * using and reorganising secondary data and/or information.   A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. 15 hours must be allocated to depth studies within the 120 indicative course hours in both Year 11 and Year 12.  Source: <http://syllabus.nesa.nsw.edu.au/physics-stage6>  P1028C10T14#yIS1 | |

**Creative and Performing**

**Arts**



#### HEAD TEACHER MRS LAURA MARTIN

Courses Offered

Drama - $30 Music 1 - $40 Visual Arts - $60



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| Course: Course Cost $30 | Course No: |
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| **Drama** | **11090 Year 11**  **15090 Year 12** |
| **2 Units for each of Preliminary and HSC Board Developed Course**  **Category A** | **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.**  **Prerequisite: Nil** |
| **Course Description**  Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.  **Preliminary Course**  Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.  **HSC Course**  Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.  The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills. For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Scriptwriting **or** Video Drama. | |
| **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 | |
| **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. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects. | |

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| Course: Course Cost $40 | Course No: |
| **Music 1** | **11280 Year 11**  **15290 Year 12** |
| **2 Units for each of Preliminary and HSC Board Developed Course**  **Category A** | **Prerequisite: Nil**  **Exclusions: Music 2 and Music Extension** |
| **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 Preliminary Course**  In the Preliminary course, 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.  Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods, and genres.  While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.  **HSC Course**  In the HSC course, 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.  Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods, and genres.  In addition to core studies in performance, compositions, musicology and aural, students select three electives from any combination of performance, composition and musicology, these electives must represent each of the three topics studied in the course. | |
| **Course Requirements 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 N**ESA** to validate authorship of the submitted work. | |

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| Course: Course Costs $60 | Course No: |
| **Visual Arts** | **11380 Year 11**  **15400 Year 12** |
| **2 Units for each of Preliminary and HSC Board Developed Course Category A** | **Prerequisite: Nil 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 art making, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians, and artists from Australia as well as those from other cultures, traditions and times.  The 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 art making art criticism and art history through different investigations * The role and function of artists, artworks, the world, and audiences in the art world * The different ways the visual arts may be interpreted a how students might develop their own informed points of view. * How students may develop meaning and focus an interest in their work * Building understandings over time through various investigations and working in different forms   **HSC Course learning opportunities focus on:**   * How students may develop their practice in art making, 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 on their work | |
| **Course Requirements Preliminary course:**   * Artworks in at least two expressive forms and use of a process diary * A broad investigation of ideas in art making art criticism and art history.   **HSC Course:**   * Development of a body of work and use of a process diary * A minimum of five Case Studies (4-10 =hours each) * Deeper and more complex investigations in art making, art criticism and art history. | |

## Technology and Applied

**Science**



HEAD TEACHER

TAHLIA GAGELER

Courses Offered:

Agriculture - $80 Food Technology - $100

Industrial Technology Timber - $100 Textiles & Design - $100

VET Courses

Hospitality (Kitchen Operations) - $150 + $ 90 Chef Uniform Hospitality (Food and Beverage) - $150 + $50 Front of House Uniform Manufacturing and Engineering - $120

Primary Industries - $30

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| Course: Course Cost $ 80 | Course No: |
| **Agriculture** | **11010** |
| **2 units for each of Preliminary and HSC Board Developed Course**  **Category A** | **Prerequisites: Nil Exclusions: Nil** |
| **Course Description**  The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing, and management, while giving consideration to the issues of sustainability of the farming system. This is an ‘on-farm’, environment-orientated course.  The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental, and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social, and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture. | |
| **Main Topics Covered**  **Preliminary Course**   * Overview * The farm case study * Plant production * Animal production   **HSC Course**   * Core (80%)   + Plant/Animal production   + Farm product study * Elective   + Choose ONE of the following electives to study.   + Agri-food, Fibre and Fuel Technologies   + Climate Challenge   + Farming for the 21st Century | |
| **Course Requirements**  There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course. 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 nutrition issues. It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the learn to section of each strand. | |

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| Course: Course Cost $100 | Course No: |
| **Food Technology** | **11180** |
| **2 units for each of Preliminary and HSC Board Developed Course**  **Category A** | **Prerequisites: Nil Exclusions: Nil** |
| **Course Description**  The Preliminary course will develop knowledge and understanding about food nutrients and diet for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influence on food availability and factors affecting food selection. Practical skills in planning, preparing, and presenting food are integrated throughout the content areas.  The HSC course involves the study of sectors, aspects, polices and legislation of the Australian Food Industry: production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on the nutritional status. Practical experiences in developing, preparing, experimenting, and presenting food are integrated throughout the course. | |
| **Main Topics Covered Preliminary Course**   * Food Availability and Selection * Food Quality * Nutrition   **HSC Course**   * The Australian Food Industry * Food Manufacture * Food Product Development * Contemporary Nutrition Issues | |
| **Course Requirements**  For the Preliminary course: 120 indicative hours are required to complete the course, practical experiences should occupy a minimum of 30% of course time. For the HSC course: The Preliminary course is a prerequisite, 120 indicative hours are required to complete the course, practical experiences should occupy a minimum of 30% of course time. | |

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| P1275C1T20#yIS1 | **2023 HOSPITALITY COURSE DESCRIPTOR**  **SIT20316 Certificate II in Hospitality**  **Public Schools NSW, Tamworth RTO 90162** | | |
| This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time | | | |
| **Course: Hospitality**  Board Developed Course (240 hour) | | 2 or 4 Preliminary and/or HSC units in total  Category B for Australian Tertiary Admission Rank(ATAR) | |
| By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>  You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. | | | |
| **Recommended Entry Requirements**  Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop. | | | |
| **Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency** | | | |
| **Core**  BSBWOR203 Work effectively with others SITXCOM002 Show social and cultural sensitivity SITXWHS001 Participate in safe work practices  SITHIND002 Source and use information on the Hospitality Industry SITXCCS003 Interact with customers  SITHIND003 Use hospitality skills effectively | | **Electives**  SITXFSA001 Use hygienic practices for food safety SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITHFAB007 Serve food and beverage  SITHCCC001 Use food preparation equipment SITXFSA002 Participate in safe food handling practices  BSBSUS201 Participate in environmentally sustainable work practices  BSBCMM201 Communicate in the workplace  **Refer to the TAS** | |
| 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   * organising information and records in both paper and electronic forms * customer (client) service | | * teamwork * using technologies * creating documents | |
| **Examples of occupations in the hospitality industry:** | | | |
| * café attendant | * catering assistant |  | * food and beverage attendant |
| **Mandatory HSC Course Requirements**  Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.  **External Assessment (optional HSC examination for ATAR purposes)**  The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification. | | | |
| **Competency-Based Assessment**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer. | | | |
| **Course Cost: Preliminary - $150 + $50 Front of house Uniform HSC -**  **$150**  **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-](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships) [pathways/school-based-apprenticeships-and-traineeships](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-](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions) [learning-areas/vet/course-exclusions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions) | | | |
| 2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022  *Disclaimer: If you require accessible documents, please contact your VET coordinator for support* | | | |

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| P1348C1T21#yIS1 | **2023 HOSPITALITY COURSE DESCRIPTOR**  **SIT20416 Certificate II in Kitchen Operations**  **Public Schools NSW Tamworth RTO 90162** | | |
| This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time | | | |
| **Course: Hospitality**  Board Developed Course (240 hour) | | 2 or 4 Preliminary and/or HSC units in total  Category B for Australian Tertiary Admission Rank(ATAR) | |
| By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) https://training.gov.au/Training/Details/SIT20416  You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. | | | |
| **Recommended Entry Requirements**  Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a kitchen operations environment. They should be able to use a personal digital device including a personal computer or laptop. | | | |
| **Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency** | | | |
| **Core**  BSBWOR203 Work effectively with others SITXFSA001 Use hygienic practices for food safety SITXWHS001 Participate in safe work practices SITXINV002 Maintain the quality of perishable items SITHCCC001 Use food preparation equipment  SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively  SITHKOP001 Clean kitchen premises and equipment | | **Electives**  SITXFSA002 Participate in safe food handling practices SITHIND002 Source and use information on the hospitality industry SITHCCC003 Prepare and present sandwiches  SITHCCC002 Prepare and present simple dishes  BSBSUS201 Participate in environmentally sustainable work practices SITHCCC006 Prepare appetizers and salads | |
| 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   * organising information and records in both paper and electronic forms * customer (client) service | | * teamwork * using technologies * creating documents | |
| **Examples of occupations in the hospitality (kitchen operations) industry:**   * breakfast cook  fast food cook  take-away cook * catering assistant  sandwich hand  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.  **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**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer. | | | |
| **Course Cost: Preliminary - $150 + $90 Chef Uniform HSC - $150 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 | | | |
| 2023 Course Descriptor SIT20416 Certificate II in Kitchen Operations Public Schools NSW Tamworth RTO 90162 V1.2 Updated March 2022  *Disclaimer: If you require accessible documents, please contact your VET coordinator for support* | | | |

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|  | **2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR**  **MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**  **Public Schools NSW, Tamworth RTO 90162** | | |
| This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time | | | |
| Course: **Manufacturing and Engineering - Introduction**  Board Endorsed Course **240 hour** | | | 2 or 4 Preliminary and/or HSC units in total  **There is not an Australian Tertiary Admission Rank (ATAR) option for this course** |
| By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways https://training.gov.au/Training/Details/MEM10119 and https://training.gov.au/Training/Details/MEM20413 as outlined in the TAS.  You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. | | | |
| **Recommended Entry Requirements**  Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop. | | | |
| **Manufacturing and Engineering Training Package (MEM 2.1) U n i t s of Competency** | | | |
| **Core**  MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project.  MEMPE005A Develop a career plan for the engineering and manufacturing industry.  **Refer to the TAS for the qualification packaging rules.** | | **Electives:**  MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations.  MEM18001 Use hand tools.  MEM18002 Use power tools/handheld operations MEM16008 Interact with computing technology MEM07032 Use workshop machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines  MEMPE004A Use fabrication equipment | |
| 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 defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing, and associated industries. | | | |
| **Examples of occupations in the Manufacturing and Engineering industry:**   * fitter  refrigeration and air conditioning  toolmaker * machinist mechanic  maintenance fitter | | | |
| **Mandatory HSC Course Requirements**  Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.  **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**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer. | | | |
| **Course Cost: Preliminary - $120 HSC - $120**  **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 NOT 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 | | | |
| 2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022  *Disclaimer: If you require accessible documents, please contact your VET coordinator for support* | | | |

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|  | **2023 PRIMARY INDUSTRIES COURSEDESCRIPTOR**  **AHC20116 Certificate II in Agriculture**  **Public Schools NSW, Tamworth RTO 90162** | | |
| This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time | | | |
| Course: Primary Industries  Board Developed Course (240 hour) | | 2 or 4 Preliminary and/or HSC units in total  Category B for Australian Tertiary Admission Rank(ATAR) | |
| By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture (Release 7) https://training.gov.au/Training/Details/AHC20116  You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. | | | |
| **Recommended Entry Requirements**  Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in an agricultural environment. They should be able to use a personal digital device including a personal computer or laptop. | | | |
| **Agriculture, Horticulture and Conservation and Land Management Training Package (AHC - 7.1) Units of Competency** | | | |
| **Core**  AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry  AHCWRK209 Participate in environmentally sustainable work practices.  **Electives**  AHCWRK205 Participate in workplace communications AHCWRK201 Observe and report on weather AHCPMG201 Treat weeds  AHCCHM201 Apply chemicals under supervision  Remove the cluster you are not delivering either Healthy Livestock or Healthy Plants.  Healthy Livestock  AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock AHCLSK204 Carry out regular livestock observations OR  Healthy Plants  AHCPMG202 Treat plant pests, diseases and disorders AHCNSY202 Care for nursery plants  AHCPCM201 Recognise plants | | Optional Clusters – remove the clusters you are not delivering please refer to the TAS  AHCMOM202 Operate tractors  AHCMOM304 Operate machinery and equipment AHCLSK211 Provide feed for livestock AHCLSK209 Monitor water supplies  AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing operations AHCNSY203 Undertake propagation activities AHCNSY201 Pot up plants  AHCSOL202 Assist with soil or growing media sampling and testing AHCLSK316 Prepare livestock for competition  AHCBIO201 Inspect and clean machinery for plant, animal and soil  **Refer to the TAS**  Remove units if not qualified to deliver  Delete all writing in red and the clusters you do not deliver. | |
| 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 general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, plant or livestock context as a job focus. | | | |
| **Examples of occupations in the agricultural industry:**   * farm or station hand/labourer  nursery assistant  assistant farm or station worker * shearing hand  livestock worker  assistant animal attendant/stockperson | | | |
| **Mandatory HSC Course Requirements**  Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.  **External Assessment (optional HSC examination for ATAR purposes)**  The Higher School Certificate examination for primary industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification. | | | |
| **Competency-Based Assessment**  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. **Appeals and Complaints**  Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer. | | | |
| **Course Cost: Preliminary - $xxxx HSC - $xxxx**  **School Specific equipment and associate requirements for students** | | | **Refunds**  Refund Arrangements on a pro-rata basis. Please refer to your school refund policy |

Year 11 Course Handbook 2024

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| Course: Course Cost $100 | Course No: |
| **Industrial Technology - Timber** | **11200** |
| **2 units for each of Preliminary and HSC Board Developed Course Category A** | **Prerequisites: Nil Exclusions: Exclusions exist between**  **Industrial Technology and some Vocational Education and Training Curriculum Frameworks, and some Content Endorsed**  **Courses.** |
| **Course Description**  The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills, and practices relevant to the design, management, communication, and construction of practical projects.  The HSC course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.  Students choose to study ONE of TWO focus areas. The same area is to be studied in both the Preliminary and HSC courses.  The focus areas are:   * Timber Products and Furniture Technologies.   Both the Preliminary and HSC courses are organized around four sections:   1. Industry Study 2. Design, Management and Communication 3. Production   Industry Related Manufacturing Technology. | |
| **Main Topics Covered Preliminary Course**   * Industry Study * Design * Management and Communication * Production * Industry Related Manufacturing Technology   **HSC Course**   * Major Project * Design, Management and Communication * Production * Industry Related Manufacturing Technology | |
| **Course Requirements**  The Preliminary course, of 120 indicative hours, consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to industrial processes and practices. The HSC course, of 120 indicative hours, consists of the development of a Major Project and industry study. | |

Muswellbrook High School

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| Course: Course Cost $100 | **Course No:** |
| **Textiles and Design** | **11370** |
| **2 units for each of Preliminary and HSC Board Developed Course**  **Category A** | **Prerequisites: Nil Exclusions: Nil** |
| **Course Description**  Preliminary: Preliminary Textile Project and Practical Applications - students will undertake two preliminary textile projects as part of the Preliminary Course.  HSC: Major Textiles Project - students will undertake a Major Textiles Project worth 50% of the HSC mark. The project focus is from one of the following areas: apparel, furnishings, costume, textiles arts, non-apparel. Students explore in detail one area of interest through a creative textile design process that integrates the area of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries. The Major Textiles Project has two components: Textile Items and Support Documents (design inspiration, visual design concept development, project manufacture specification, investigation, experimentation and evaluation). | |
| **Main Topics Covered**  **Preliminary Course**   * Design * Properties and Performances of Textiles * Australian Textile, Clothing, Footwear and Allied Industries   **HSC Course**   * Design * Properties and Performance of Textiles * Australian Textile, Clothing, Footwear and Allied Industries * Major Textiles Project | |
| **Course Requirements**  The Textiles and Design Stage 6 Syllabus includes a Preliminary course of 120 hours (indicative time) and an HSC course of 120 hours (indicative time). There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course. | |

## Personal Development, Health and

**Physical Education**



#### HEAD TEACHER REBECCA HILL

Courses Offered:

Community and Family Studies (CAFS) Exploring Early Childhood (EEC)

Personal Development Health & Physical Education (PDHPE) Sport, Lifestyle and Recreation Studies (SLR)

Sports Coaching (VET)

Year 11 Course Handbook 2024

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| Course: | Course No: |
| **Community and Family Studies** | **Prelim- 11060 & HSC- 15060** |
| **2 units each of Preliminary and HSC Board Developed Course**  **Category A** | **Prerequisite: Nil 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.  **What students learn**  ***Preliminary Course***  The Preliminary course consists of three mandatory modules-   * **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**  The HSC course consists of three mandatory modules and one option module-  ***Mandatory Modules-***   * **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-***  School selects 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.   **Course Requirements**  Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.  **Industries related to this course**  Include, but are not limited to, the following outlined on the [Your Career website](https://www.yourcareer.gov.au/):   * Education and Training * Health Care and Social Assistance * Public Administration and Safety | |

Muswellbrook High School

**Year 11 Course Handbook 2024**

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| Course: | Course No: |
| **Exploring Early Childhood** | **Prelim- 31010, HSC- 31012** |
| **2 units Preliminary and HSC Content Endorsed Course Category C** | **Prerequisite: Nil Exclusions: Nil** |
| **Course Description** Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.  This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.  **What students learn**  Students learn to develop:   * knowledge and understanding about the physical, social-emotional, behavioral, 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 behaviors 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.   **Main topics covered Core Modules-**  Part A: Pregnancy and Childbirth (15 hrs)  Part B: Child Growth and Development (20 hrs) Part C: Promoting Positive Behavior (10 hrs)  **Optional Modules**  School will choose from the following options (*\*\* modules currently being studied at MHS)-*   * Learning Experiences for Young Children * Play and the Developing Child \*\* * Starting School * Gender and Young Children * Children and Change * Children of Aboriginal and Torres Strait Islander Communities * Historical and Cultural Contexts of Childhood * The Children’s Services Industry \*\* * Young Children and Media \*\* * Young Children and the Law * Children’s Literature \*\* * Food and Nutrition \*\* * Child Health and Safety \*\* * Young Children with Special Needs \*\*   **Course requirements:**  Nil  **Industries related to this course**  Include, but are not limited to, the following outlined on the [Your Career website:](https://www.yourcareer.gov.au/)   * Arts and Recreation Services * Education and Training * Health Care and Social Assistance * Public Administration and Safety | |

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Muswellbrook High School

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| Course: | Course No: |
| **Personal Development, Health, and Physical Education** | **Prelim- 11300, HSC- 15320** |
| **2 units for Preliminary and HSC Board Developed Course Category A** | **Prerequisite: Nil Exclusions: PDHPE Lifeskills 16620** |
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| **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. | |
| **What students learn** | |
| **Preliminary Course**  ***Core Topics (60%)***   * Better Health for Individuals * The Body in Motion   ***Options Component (40%)***  School selects two from the following options *(\*\* indicates options currently studied at MHS)*   * First Aid \*\* * Composition and Performance * Fitness Choices \*\* * Outdoor Recreation   **HSC Course**  ***Core Topics (60%)***   * Health Priorities in Australia * Factors Affecting Performance   ***Options Component (40%)***  School selects two from the following options: *(\*\* indicates options currently studied at MHS)*   * The Health of Young People * Sport and Physical Activity in Australian Society * Sports Medicine \*\* * Improving Performance \*\* * Equity and Health | |
| **Course requirements** | |
| In addition to core studies, students will study two options in each of the Preliminary and HSC courses. | |
| **Industries related to this course** | |
| Include, but are not limited to, the following outlined on the [Your Career website](https://www.yourcareer.gov.au/):   * Education and Training * Health Care and Social Assistance * Public Administration and Safety | |

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| Course: | Course No: |
| **Sport, Lifestyle and Recreation Studies (SLR)** | **Prelim- 35015, HSC- 35017** |
| **2 units Preliminary and HSC Content Endorsed Course Category C** | **Prerequisite: Nil 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. | |
| **What students learn** | |
| Through the study of the Sport, Lifestyle and Recreations course, students learn to develop:   * knowledge and understanding of the factors that influence health and participation in physical activity. * knowledge and understanding of the principles that affect quality of performance. * an ability to analyse and implement strategies to promote health, physical 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. | |
| **Main Topics Covered** | |
| The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:   * Aquatics * Athletics \*\* * Dance * First Aid and Sports Injuries * Fitness * Games and Sports Applications \*\* * Gymnastics * Healthy Lifestyle \*\* * Individual Games and Sports Applications \*\* * Outdoor Recreation \*\* * Resistance Training \*\* * Social Perspectives of Games and Sport \*\* * Sports Administration * Sports Coaching and Training \*\*   *(\*\* indicates modules currently being studied at MHS)* | |
| **Course Requirements:** | |
| Nil | |
| **Industries related to Sport, Lifestyle and Recreation Studies** | |
| Industries related to this course include, but are not limited to, the following outlined on the [Your](https://www.yourcareer.gov.au/) [Career website](https://www.yourcareer.gov.au/):   * Arts and Recreation Services * Education and Training * Health Care and Social Assistance * Public Administration and Safety | |

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| P1811C1T29#yIS1 | **2024 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching**  **RTO - Department of Education - 90333, 90222, 90072, 90162** | |
| *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.* | | |
| **Course: Sport Coaching**  Board Endorsed Course (240 hour) | | **2 or 4 Preliminary and/or HSC units in total**  Does not contribute towards the Australian Tertiary Admission Rank (ATAR) |
| 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.](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 SISSSCO002 Work in a community coaching role SISSSCO005 Continuously improve coaching skills and  knowledge  HLTAID011 Provide first aid  SISSSCO003 Meet participant coaching needs BSBPOS403 Apply business risk management processes | | **Elective**  SISSSCO012 Coach sport participants up to an intermediate level SISXIND006 Conduct sport, fitness and recreation event SISXCAI009 Instruct strength and conditioning techniques SISSSOF002 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   * possess a range of well-developed skills where discretion and judgement are required | | * 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 35 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 - $0 HSC - $0** | | **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-](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships) [pathways/school-based-apprenticeships-and-traineeships](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-](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions) [6-learning-areas/vet/course-exclusions](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 0.14  *Disclaimer: If you require accessible documents, please contact your VET Coordinator for support* | | |

**Human Society and**

**Its Environment**



#### HEAD TEACHER STEPHEN BAIRD

Courses Offered:

Ancient History Business Studies Legal Studies Modern History

Retail Services Work Studies

(VET)

Year 11 Course Handbook 2024

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| Course: | Preliminary Course No: 11020 / HSC Course No.  15020 |
| **Ancient History**  **2 Unit Board Developed Course Category A** | **Prerequisites: Nil Exclusions: Nil** |
| **Course Description**  The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.  The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality, and historical period. | |
| **Main Topics Covered**  The structure of the new Ancient History syllabus is as follows: -  **Year 11 Course:**  Investigating Ancient History   * The Nature of Ancient History At least TWO case studies:   One must be from Egypt, Greece, Rome, or Celtic Europe, and One must be from Australia, Asia, the Near East or the Americas.   * + Features of Ancient Societies   + Historical Investigation   **Year 12 Course:**   * + Core Study: Cities of Vesuvius – Pompeii and Herculaneum   + Ancient Societies   + Personalities in their Times   + Historical Periods   The course requires study from at least 2 of the following areas: Egypt, Near East, China, Greece, and Rome | |
| **Particular Course Requirements**  Students will pursue a Personal Historical Investigation in the Preliminary Course.  P1920C7T30#yIS1 | |

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| **Course:** | **Course No:** |
| **Business Studies** | **Preliminary: 11040 / HSC: 15040** |
| **2 units for each of Preliminary and HSC Board Developed Course Category A** | **Prerequisites: Nil 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 resources 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. | |
| **Preliminary Course**   * Nature of business: the role and nature of business * Business Management: the nature and responsibilities of management * Business Planning: establishing and planning a small and medium enterprise.   **HSC Course**   * Operations: strategies for effective operations management * Marketing: development and implementation of successful marketing strategies * Finance: financial information in the planning and management of business * Human resources: human resource management and business performance | |
| **Particular Course Requirements**  Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.  Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience.  P2042C9T32#yIS1 | |

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| **Course:** | **Course No:** |
| **Legal Studies** | **Preliminary: 11220/ HSC: 15220** |
| **2 units for each of Preliminary and HSC Board Developed Course Category A** | **Prerequisites: Nil 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 law reform. It examines and individual’s rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.  The HSC course investigates the key areas of law, justice, and human rights through a variety of focus studies which consider how changes in societies influence law reform. | |
| **Preliminary Course**   * Part I – The Legal System * Part II – The Individual and the Law * Part III – The Law in Practice   The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.  **HSC Course**   * Core Part I: Crime * Core Part II: Human Rights * Part III: Two options are chosen from: * Consumers * Global environment and protection * Family * Indigenous peoples * Shelter * Workplace * World order   **Each topic’s themes and challenges should be integrated into the study of the topic.** | |
| **Particular Course Requirements -** No special requirements.  P2088C9T33#yIS1 | |

**Year 11 Course Handbook 2024**

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| Course: | Preliminary Course No: 11270 / HSC Course No. 152700 |
| **Modern History**  **2 Unit Board Developed Course Category A** | **Prerequisites: Nil Exclusions: Nil** |
| **Course Description**  The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically, and socially.  Modern History stimulates students’ curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.  Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation, and historical agency as part of the historical inquiry process, using the information technology available to them.  The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues, and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence. | |
| **Main Topics Covered**  The structure of the Modern History syllabus is as follows:-  **Year 11 Course:**   * Investigating Modern History * The Nature of Modern History * Case Studies   + Historical Investigation   + The Shaping of the Modern World   **Year 12 Course:**   * + Core Study: Power and Authority in the Modern World 1919–1946   + National Studies   + Peace and Conflict * Change in the Modern World   **Particular Course Requirements**   * Students will pursue a Personal Historical Investigation in the Preliminary Course. | |

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| P2134C1T35#yIS1 | **2024 Retail Services Course Descriptor SIR30216 Certificate III in Retail**  **RTO - Department of Education - 90333, 90222, 90072, 90162** | | |
| *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.* | | | |
| 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.](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 (e.g. 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** | | | |
| * engaging the customer * maintaining daily store operations * delivering on organisational expectations | | * having knowledge of product and service offerings * creativity * critical thinking * problem solving | |
| **Examples of occupations in the retail services industry:** | | | |
| * frontline sales assistant * customer service | * shop assistant * retail supervisor | | * 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 - $xxxx HSC - $xxxx**  **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.](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships)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:/](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions)/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 0.11  *Disclaimer: If you require accessible documents, please contact your VET Coordinator for support* | | | |

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| Course: | Course Nos: |
| **Work Studies** | **Prelim: 35201, HSC 35203** |
| **2 Unit Content Endorsed Course** | **Prerequisites: Nil Exclusions: Nil** |
| **Course Description:**  The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students  have an opportunity to practice these skills in appropriate work contexts. | |
| **Core:** My Working Life  **Modules:** There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours:   1. In the Workplace 2. Preparing Job Applications 3. Workplace Communication 4. Teamwork and Enterprise Skills 5. Managing Work and Life Commitments 6. Personal Finance 7. \* Workplace Issues (the prerequisite module is *In the Workplace*) 8. \* Self-Employment (the prerequisite module is *Managing Work and Life Commitments*) 9. \* Team Enterprise Project (the prerequisite module is *Teamwork and Enterprise Skills*) 10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time) 11. School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time).   Modules 7, 8 and 9, indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning. | |

### P2260#y1TAFE

Several face-to-face classes are offered to our students each year, however there is no guarantee TAFE classes will run, therefore we require students to select 6 subjects (12 units) and if they choose to select a TAFE course, this is in addition to their other 6 selected subjects.

P2263#y1**For students wishing to enrol in a EVET (TAFE) course, they must collect a TAFE Expression of Interest (EOI) form from the school’s Career Advisor and return the form by 5th September 2023.**

### Courses Offered:

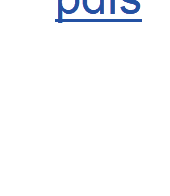
***\**** Subjects offered may vary and student places within the course will not be confirmed by TAFE until late 2023

* **Certificate II in Animal Care (Cat C)**
* **Certificate II in Automotive Vocational Preparation – (Cat B)**
* **Certificate II in Electrotechnology (Career Start)**

**– (Cat B)**

* P2272#y1**Certificate II in Salon Assistant – (Cat C)**

These courses are offered through TAFE and students need to meet the transport and educational requirements of TAFE.

More detailed information can be found at: https[://www.tafen](http://www.tafensw.edu.au/study/types-courses/tvet#region-)s[w.edu.au/study/types-](http://www.tafensw.edu.au/study/types-courses/tvet#region-)c[ourses/tvet#region-](http://www.tafensw.edu.au/study/types-courses/tvet#region-)

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**Online EVET (TAFE) Courses**

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| --- | --- | --- |
| Course Name | Certificate | Faculty Area |
| Accounting | FNS30317 Certificate III in Accounts Administration | Financial Service |
| Allied Health Assist | HLT33015 Certificate III in Allied Health Assistance | Human Service |
| Automotive Technology | AUR20720 Certificate II in Automotive Vocational  Preparation | Automotive |
| Big Data | BSB30120 Certificate III in Business | Business Services |
| Business Operations | BSB30120 Certificate III in Business | Business Services |
| Care in Ageing | CHC33015 Certificate III in Individual Support | Human Services |
| Cloud Computing | ICT30120 Certificate III in Information Technology | Information and Digital  Technology |
| Conservation Management | AHC21020 Certificate II in Conservation and  Ecosystem Management | Primary Industries |
| Construction and Virtual Design | CPC20220 Certificate II in Construction Pathways | Construction |
| Cyber Security | ICT30120 Certificate III in Information Technology | Information and  Communications |
| Digital Supply Chain | SIR30216 Certificate III in Retail | Retail Services |
| Entrepreneurship | BSB30120 Certificate III in Business | Business Services |
| Events and Virtual Experiences | SIT30516 Certificate III in Events | Tourism, Travel and Events |
| Games Design | ICT30120 Certificate III in Information Technology  (Game Design) | Information and Digital  Technology |
| Health Administration | BSB30120 Certificate III in Business (Medical  Administration) | Business Services |
| Horticulture Production | AHC20416 Certificate II in Horticulture | Primary Industries |
| Real Estate | BSB30120 Certificate III in Business + Statement of  Attainment in Real Estate | Business Services |
| Robotics | UEE22011 Certificate II in Electrotechnology (Career  Start) | Electrotechnology |
| Social Media | SIR30216 Certificate III in Retail | Retail Services |
| Web design and development | ICT30120 Certificate III in Information Technology | Information and Digital  Technology |

### School Based Apprenticeships and Traineeships - SBAT

School Based Apprenticeships and Traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

###### KEY FEATURES OF SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

**School Based Apprentices are required to:**

* Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years full time post the HSC.
* Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in the Vocational Training Order (VTO) by 31 December of the year they will complete their HSC.
* Enrol in a minimum Certificate III AQF qualification.

**School Based Trainees are required to:**

* Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
* The minimum training term nominated on the training contract for a school-based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

School based apprentices and school-based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school-based apprentices will undertake 144 days of work based training over two years while at school. For the plumbing trades, school-based apprentices will undertake 180 days of work based training over two years while at school. For the electro-technology trades, school-based apprentices will undertake 180 days of work based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school based apprentices will undertake a minimum of 100 days of work based training over two years while at school. For other trades updated information will be available as Industry Training Advisory Bodies (ITABs) release new guidelines.

**COMPARISON OF SCHOOL BASED APPRENTICESHIPS AND**

##### Traineeships

|  |  |  |
| --- | --- | --- |
|  | **School Based Traineeship** | **School Based Apprenticeship** |
| **ATAR** | ATAR option available in some industry areas | ATAR attainment is difficult |
| **CERTIFICATION**  **achieved post HSC** | Certificate II | Student is working towards a Certificate III |
| **Articulation** | STAGE II articulation both on and off the job into Certificate III Trade course | Transcript of competencies achieved towards Trade Certificate III |
| **Contract** | Two year part time | Indentured under a 5 year contract the first two years part time and then 3 years full time |
| **Progression** | Students and employers make an informed decision regarding the students progression into Stage II of the Apprenticeship course | The apprenticeship Training Plan outlines all of the aspects of the SBAT. The completion date is defined in the  Training Plan and generally falls after the student has completed their HSC |

###### FREQUENTLY ASKED QUESTIONS ABOUT SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

How to apply to become a School Based Trainee?

Speak to your school careers advisor or Local Partnership Broker representative. Make sure you discuss this with your school careers advisor immediately as this may affect your choice of subjects for Years 11 and 12**.**

How are School Based Trainees selected?

By competitive application – this involves industry representatives, interview with potential employer and a trial work experience in Term 3 or 4 of Year 10.

How does the School Based Trainee travel to the workplace and TAFE?

Students are required to ensure they can make their own way to both the workplace and TAFE (if required).

What happens if an SBAT misses classes at School?

Students must ensure they communicate regularly with their school VET Coordinator and teachers to manage their school work load. Each school will provide mentoring support as required.

### School Based Traineeships Available

School Based Traineeships are available in a range of industry areas, see industry areas below. More information on each of the traineeships can be found at <http://www.sbatjobs.info/>

|  |  |
| --- | --- |
| Aero-skills | Furnishing |
| Aged Care Work | Health Services |
| Animal Care & Management | Horticulture |
| Automotive | Hospitality Operations |
| Beauty | Information Technology |
| Business | Laboratory Operations |
| Care Support Services – for Aboriginal People | Local Government |
| Caravan Operations | Meat Processing |
| Community Pharmacy | Multimedia |
| Community Services Work | Out of School Hours Care |
| Conservation and Land Management | Plumbing |
| Construction | Printing and Graphic Arts |
| Electro-technology | Process Manufacturing |
| Engineering | Property Services |
| Entertainment | Retail |
| Fashion Technology | Rural Skills |
| Financial Services | Sport and Recreation |
| Floristry | Telecommunications |
| Food Processing | Tourism Operations |
| Forestry | Transport & Distribution |

###### HSC School Based Apprenticeships Available

School Based Apprenticeships are currently being undertaken in the following industry areas. More information on each of the traineeships can be found at <http://www.sbatinnsw.info/>

* [Automotive](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Baking](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Beauty Therapy](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Construction](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Electrotechnology](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Furnishing](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Hairdressing](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Horticulture](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Hospitality](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Meat processing](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Metal and Engineering](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Painting and decorating](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)
* [Plumbing](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/apprenticeships.all.nameAsc.1.grid#catalogue_auto)

There are many other trade qualifications that may be available while attending school. If you want to enquire further about a School Based Apprenticeships or Traineeships that are not listed speak to your careers advisor.