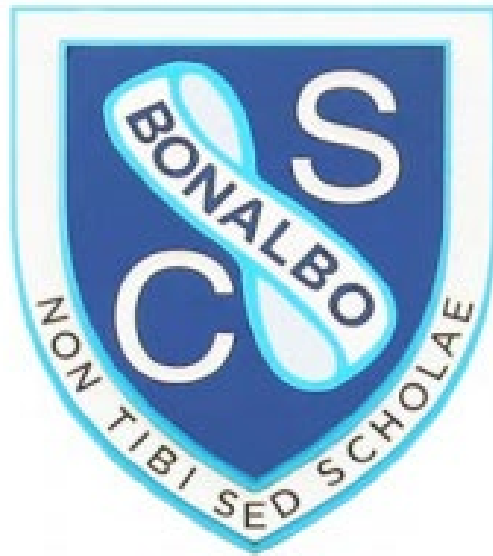


Bonalbo Central School



2020

Year 11

Subject Selection

Booklet

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Principal's Introduction

Students entering Stage 6 of their school education are, for the first time in their education, presented with a range of choices in terms of the selection of subjects available to them. The significance of the selection of subjects for study in Stage 6 - Years 11 and 12 is of great importance as they directly lead to the awarding of the Higher School Certificate and gains for students, seeking this option, an ATAR (Australian Tertiary Entrance Rank).

For students who seek university admission it is important that they select subjects in which they have a proven aptitude, interest, ability and effort level. All Tertiary Institutions have variations in terms of minimum entry requirements, and assumed knowledge for entry into particular courses. While these are important guides to help assist the process of subject selection, **it is essential that the primary guiding principle for subject selection should be the capacity to succeed in a particular subject. For that reason, the Principal has the final prerogative in terms of subject selection, on behalf of the school.**

While certain students will consider subject selection in terms of post-schooling education options, there are a number of students who will seek the attainment of the Higher School Certificate as a vocational credential. Whereas in previous years, the Higher School Certificate has given greater emphasis to those students pursuing tertiary entrance, reforms to the Higher School Certificate have included courses that provide greater opportunities for those students who will use the Higher School Certificate as a credential for entry into the work force. In 2020, Bonalbo Central School will continue its commitment to providing a range of educational experiences to students.

With the range of subject choices available, all students and their parents should carefully consider the information contained in this booklet to help inform their decision. I would also encourage students to seek the advice from their teachers and the information from their reports to assist them in the process of subject selection. Advice may also be sought from the relevant subject teachers, the Stage 6 Coordinator and Careers Advisor to assist identify the most appropriate options for students.

A serious senior student will be one who earnestly approaches his/her studies, both at Bonalbo Central School and at home. It is significant to note that achievement in senior school is often commensurate to participation in all aspects of life at Bonalbo Central School. In this way, a committed student has, from the outset, sown the seeds of success through their commitment and engagement. Hence, all senior students at Bonalbo Central School should develop organisational skills, good management skills and a desire to achieve according to their own ability.

Finally, I would like to remind all students that it is essential that they be honest with themselves in making decisions about their subject choices for Years 11 and 12. **I would like to emphasise once again that the best result, the highest ATAR and the most satisfaction will be found by selecting subjects in which there is the greatest aptitude, interest and ability.**

Kathryn Taylor
Relieving Principal

Information about the HSC

An Overview:

- * The Higher School Certificate (HSC) recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- * Courses are intended to be linked to further education and training.
- * Extension courses enable students to undertake more in-depth study in areas of special interest. Vocational Education and Training (VET) courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- * The new HSC will fairly assess each student's knowledge and skills against known performance descriptors.
- * If you meet the minimum standard expected in a course, you would receive a mark of 50. If you have a higher standard of performance, you will receive a higher mark.
- * For each course, you will receive easy-to-understand reports that contain a range of information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

Requirements to Award the HSC

If you wish to be awarded the HSC:

- * You must have satisfactorily completed courses that meet the pattern of study required by NESA (National 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.
- * You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- * You must study a **minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course**. Both the Preliminary course and the HSC course must include the following:
 - ✓ At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - ✓ At least three courses of 2 units value or greater
 - ✓ At least four subjects
- * At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- * The NESA (National Education Standards Authority) publication, *studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know. This booklet can be accessed at <https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide#hsc>
- * If you wish to receive the ATAR, you must study a minimum of 10 Board Developed units in the HSC Course.
- * You must meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course. More information can be accessed at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>
- * If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Assessment & Reporting

HSC reports provide detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

The standards that are expected are linked to syllabus outcomes identified by NESA. Both the assessment tasks conducted at school and the Higher School Certificate Examination will match your performance to a set of standards expected. In the old Higher School Certificate, marks reflected the relative position of candidates to one another (*norm referencing*), however, the current Higher School Certificate focuses on what a student knows and can do (*standards referencing*) and provides a mark accordingly.

Bonalbo Central School will provide students with a brief description of assessment tasks for the Preliminary Course and the Higher School Certificate outlining the outcomes to be assessed and the components being assessed for each task. Information regarding assessment will be published in Bonalbo Central School's Assessment Schedule Booklet published early in the course. Within these booklets, there will also be an outline of procedures and the requirements of students.

Each student will receive an Assessment Schedule that should be used as a guide for the planning of assessments. This schedule outlines the timing of each task sat. Due to the dynamic nature of schools, this schedule will be a guide only, and may be subject to change.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school Assessment Mark will be based on your performance in assessment tasks you have undertaken during the course. For those students applying for an ATAR, your Moderated Assessment Marks will contribute to 50% of the ATAR.

The other 50% will come from the HSC examination for each course.

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

The Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a separate item to the Higher School Certificate. In short, it is a point score system, based on student achievement in the Higher School Certificate, which provides entrance to Universities and other Tertiary Institutions. For this reason, students may opt for the calculation of the ATAR based on their Higher School Certificate results, or conversely may choose not to have it included.

To be eligible for an ATAR students must complete:

- ✓ At least ten (10) units from Board Developed Courses, with at least two (2) units of English included in these ten units.
- ✓ At least three (3) courses of two-unit value or greater, and at least four (4) subjects

The ATAR will be calculated:

- ✓ Based on an aggregate of marks in ten units of Board Developed Courses, comprising the best two (2) units of English (Please Note; Fundamentals of English is a Preliminary Course and therefore not included in the calculation of the ATAR), and the best eight (8) units remaining
- ✓ Using **NO MORE** than two (2) units of Category B Board Developed Courses.

In developing the ATAR, the Universities Admissions Centre (UAC) distinguishes between Category A courses and Category B courses. The effect of this is that only one VET course may be included in the calculation of the ATAR. Hence, students must have at least eight (8) Category A Courses in their Higher School Certificate to have their best ten units counted towards their ATAR.

The University Admissions Centre website is very useful in explaining the ATAR in more detail:

<http://www.uac.edu.au/>

What type of courses can I select?

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

Board Developed Courses

NESA develops these courses. There is a syllabus for each course that 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

Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

There is **no external examination** for any Content Endorsed Courses but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses **do not usually count in the calculation of the ATAR.** The subjects of Standard 1 Mathematics or English Studies *can* count if the student completes the HSC exam, however, only one of these subjects can be counted in your ATAR.

Vocational Education and Training (VET) Courses – Either Board Developed or Board Endorsed

VET courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a **MANDATORY workplace component** and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some TVET courses are run away from Bonalbo Central School and enable students to study a TAFE course whilst at school. Students generally attend TAFE one day per week for approximately five hours. This usually results in the student missing a day per week of class time at school. It is, therefore, the student's responsibility to catch up on any class work missed whilst attending TAFE. **See Miss Dean for a copy of the TVET booklet, application form and details of cost associated with TVET Courses.**

Preliminary Courses Offered in 2020

Board Developed Courses

Subject
Aboriginal Studies
Biology
Chemistry
Community and Family Studies
English Standard
Industrial Technology: Metal
Industrial Technology: Timber
Mathematics Advanced
Mathematics Standard 2
Modern History
Music 1
Society & Culture
Visual Arts

Content Endorsed Courses

(Reminder: these courses do not usually contribute to the ATAR)

Subject
English Studies (can be an ATAR subject if only completing 1 category B subject & sit the Exam)
Mathematics Standard 1 (can be an ATAR subject if only completing 1 category B subject & sit the Exam)
Sports, Lifestyle & Recreation Studies

VET Courses

VET Curriculum Frameworks	Course
Primary Industries	Certificate II Agriculture (Livestock Stream) *
Hospitality	Hospitality Certificate II (240 hours)*
Manufacturing and Engineering (Metal)	MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

The courses marked * will include a written examination if student intends to use the subject in the calculation for an ATAR (in addition to the other requirements of the course). **For the purposes of the**

ATAR they are classified as **Category B subjects**.

ABORIGINAL STUDIES

Contact Person: Mrs White
Course Type: Board Developed
Exclusions: Nil
Subject fees: Nil

Course Category: A
No of Units: 2
No of Years Studied: 2
HSC Exam: Yes

Course Description

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

Preliminary Course	HSC Course
<p><i>Pre-contact to 1960s</i></p> <p>Part I – Aboriginality and the Land Aboriginal peoples' relationship to Country Dispossession and dislocation of Aboriginal peoples from Country Impact of British colonisation on Country</p> <p>Part II – Heritage and Identity The Dreaming and cultural ownership Diversity of Aboriginal cultural and social life Impact of colonisation on Aboriginal cultures and families Impact of racism and stereotyping</p> <p>Part III – International Indigenous Community: Comparative Study Location, environment and features of an international Indigenous community Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to:</p> <ul style="list-style-type: none"> – Aboriginality and the Land – Heritage and Identity <p>Part IV – Research and Inquiry Methods: Local Community Case Study An aspect of the local community from pre-contact to the present</p>	<p><i>1960s onwards</i></p> <p>Part I – Social Justice and Human Rights Issues A – Global Perspective Global understanding of human rights and social justice AND B- Comparative Study A comparative study on an Aboriginal and international Indigenous community, in relation to two of the following topics:</p> <ol style="list-style-type: none"> 1. Health 2. Education 3. Housing 4. Employment 5. Criminal Justice 6. Economic Independence <p>Part II A case study of an Aboriginal community for each topic</p> <p>A. Aboriginality and the Land The Land Rights movement and the recognition of native title Government policies and legislation Non-Aboriginal responses OR B. Heritage and Identity Contemporary aspects of Aboriginal heritage and identity Government policies and legislation Non-Aboriginal responses</p> <p>Part III – Research and Inquiry Methods – Major Project - worth 40% Individual research project on an aspect of the HSC course</p>

BIOLOGY

Contact Person: Mr Anderson

Course Type: Board Developed Course

Exclusions: Can only do 6 units of Science

Subject fees: Nil

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

Course Description

Biology aims to provide learning experiences through which students will:

- acquire knowledge and understanding about fundamental concepts related to living things and their environments, the historical development of these concepts and their application to personal, social, economic, technological and environmental situations
- progress from the consideration of specific data and knowledge to the understanding of models and concepts and the explanation of generalised biology terms, from the collection and organisation of information to problem-solving, and from the use of simple communication skills to those which are more sophisticated
- develop positive attitudes towards the study of living things, the environment and the opinions held by others, recognising the importance of evidence and the use of critical evaluation of different scientific opinions related to various aspects of biology.

Preliminary Course	HSC Course
<ul style="list-style-type: none">• A Local Ecosystem (20 indicative hours)• Patterns in Nature (40 indicative hours)• Life on Earth (30 indicative hours)• Evolution of Australian Biota (30 indicative hours)	<p>The HSC course incorporates the study of:</p> <p>a) the core, which constitutes 90 indicative hours and includes:</p> <ul style="list-style-type: none">• Maintaining a Balance (30 indicative hours)• Blueprint of Life (30 indicative hours)• The Search for Better Health (30 indicative hours) <p>AND</p> <p>b) ONE option, which constitutes 30 indicative hours and may comprise any one of the following:</p> <ul style="list-style-type: none">• Communication• Biotechnology• Genetics: The Code Broken?• The Human Story• Biochemistry

CHEMISTRY

Contact Person: Mr Anderson

Course Type: Board Developed Course

Exclusions: Can only do 6 units of Science

Subject fees: Nil

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

Course Description

Chemistry aims to provide learning experiences through which students will develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

Year 11 students will:

- develop knowledge and understanding of the fundamentals of chemistry
- develop knowledge and understanding of the trends and driving forces in chemical interactions.

Year 12 students will:

- develop knowledge and understanding of equilibrium and acid reactions
- develop knowledge and understanding of the applications of chemistry.

Preliminary Course Modules	HSC Course Modules
<ul style="list-style-type: none">• Module 1 – Properties and Structure of Matter• Module 2 – Introduction to Quantitative Chemistry• Module 3 – Reactive Chemistry• Module 4 – Drivers of Reactions	<ul style="list-style-type: none">• Module 5 - Equilibrium and Acid Reactions• Module 6 - Acid/base Reactions• Module 7 - Organic Chemistry• Module 8 – Applying Chemical Ideas
Depth Studies throughout all Modules	

Scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations are an essential part of the Year 11 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;
- field work.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information;
- using and reorganising secondary data and/or information.

COMMUNITY AND FAMILY STUDIES

Contact Person: Mrs Taikakara

Course Type: Board Developed Course

Exclusions: Nil

Subject fees: Nil

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

Preliminary Course Modules	HSC Course Core Modules
<p>Resource Management</p> <ul style="list-style-type: none"> • Basic concepts of resource management • Concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management <p>Individuals and Groups</p> <ul style="list-style-type: none"> • The individual's roles, relationships and tasks within and between groups • The importance of building positive interpersonal relationships in order to promote a sense of belonging among individuals, families and social groups • The nature of groups and why they form; Power bases and the nature of leadership and their significance as a determinant of group effectiveness <p>Families and Communities</p> <ul style="list-style-type: none"> • Family structures and functions, and the interaction between family and community • Insight into family structures and communities and the roles individuals adopt within each • How constant change challenges families and communities, and that both informal and formal support available can assist them to manage the change effectively • Socialisation as a lifelong process that is influenced by both the family and other groups within the community 	<p>Research Methodology</p> <ul style="list-style-type: none"> • Research methodology and skills culminating in the production of an <u>Independent Research Project</u> <p>Groups in Context</p> <ul style="list-style-type: none"> • The characteristics and needs of specific community groups • Investigate groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services <p>Parenting and Caring</p> <ul style="list-style-type: none"> • Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society • Types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependent • Informal and formal support available to assist parents and carers in their role <hr/> <p style="text-align: center;">HSC Course Option Modules Select one of the following options:</p> <ul style="list-style-type: none"> ➤ Family and Societal Interactions ➤ Social Impact of Technology ➤ Individuals and Work

ENGLISH STANDARD

Contact Person: Ms Schumacher
Course Type: Board Developed Course
Exclusions: English Studies
Subject Fees: Nil

Course Category: A
No of Units: 2
No of Years Studied: 2
HSC Exam: Yes

Course Description

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

In the Preliminary course, students explore the ways events experiences, ideas and processes are represented in and through texts.

In the HSC course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

In both courses, one task must be a multimodal presentation.

Preliminary Course Modules	HSC Course Core Modules
<p>Students are required to study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts across 3 modules:</p> <ul style="list-style-type: none">➤ Mandatory Module – Reading to Write: Transition to Senior English➤ Module A: Contemporary Possibilities➤ Module B: Close Study of Literature	<p>Students are required to study three types of texts drawn from prose fiction, poetry, drama and film/ media/ nonfiction.</p> <ul style="list-style-type: none">➤ Common Content which consists of one common module to the HSC Standard, Studies and Advanced courses, <i>Texts and Human Experiences</i>.➤ Module A: Language. Identity and Culture➤ Module B: Close Study of Literature➤ Module C: Craft of Writing

ENGLISH STUDIES

Contact Person: Ms Schumacher
Course Type: Content Endorsed Course
Exclusions: English Standard
Subject Fees: Nil

Course Category: B
No of Units: 2
No of Years Studied: 2
HSC Exam: Optional *

Course Description

English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. The language modes specified by the syllabus include reading, writing, speaking, listening, viewing and representing and thus flow smoothly from the Stage 5 syllabus.

Confidence in communication is the main objective, along with the development of critical thinking skills. In both courses, one task must be a multimodal presentation.

Preliminary Course Modules	HSC Course Core Modules
<p>Students are required to study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts across 3 modules:</p> <ul style="list-style-type: none">➤ Mandatory Module – Achieving through English: English in education, work and community➤ English in Sport – Playing the Game➤ English in Film-making – The Big Screen	<p>Students are required to study three types of texts drawn from prose fiction, poetry, drama and film/ media/ nonfiction.</p> <p>The course has two sections:</p> <ul style="list-style-type: none">➤ Common Content which consists of one common module to the HSC Standard, Studies and Advanced courses, <i>Texts and Human Experiences</i>. ➤ Module A: We Are Australians➤ Module C: On the Road➤ Module L: Who do I think I am?

Special Details

*Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the students Australian Tertiary Admissions Rank (ATAR) as long as there is only 1 Category B subject. Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

INDUSTRIAL TECHNOLOGY: Timber

Contact Person: Mr McDowell

Course Type: Board Developed Course

Exclusions: Nil

HSC Exam: Yes

Subject fees: \$60 per year + materials. Special materials for Major Project are student's own expense.

Course Category: A

No of Units: 2

No of Years Studied: 2

Course Description

Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the selected industry and its related technologies with an emphasis on design, management and production through practical applications. Students will focus on the timber industry and related materials and products.

Preliminary Course Modules	HSC Course Core Modules
<p>Industry Study – 15%</p> <ul style="list-style-type: none"> • A study of an organisation and management of an individual business <p>Design – 10%</p> <ul style="list-style-type: none"> • Design and plan projects through the completion of associated folios <p>Major Project & Folio – 60%</p> <ul style="list-style-type: none"> • Production of a Project and Written Folio • Development of practical skills • Management and communication through documentation <p>Industry-related Manufacturing Technology – 15%</p> <ul style="list-style-type: none"> • Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects 	<p>Industry Study – 15%</p> <ul style="list-style-type: none"> • A study of an organisation and management of the industry <p>Major Project & Folio– 60%</p> <ul style="list-style-type: none"> • Application of design principles • Production of a Project and Written Folio • Application of knowledge and skills • Management and communication through documentation <p>Industry-related Manufacturing Technology – 25%</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of a range of materials, processes, tools, equipment and machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project • New/emerging technologies associated with the industry

INDUSTRIAL TECHNOLOGY: Metal

Contact Person: Mr McDowell

Course Type: Board Developed Course

Exclusions: Nil

HSC Exam: Yes

Subject fees: \$60 per year + materials. Special materials for Major Project are student's own expense.

Course Category: A

No of Units: 2

No of Years Studied: 2

Course Description

Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the selected industry and its related technologies with an emphasis on design, management and production through practical applications. Students will focus on the metal fabrication industry and related materials and products.

Preliminary Course Modules	HSC Course Core Modules
<p>Industry Study – 15%</p> <ul style="list-style-type: none">A study of an organisation and management of an individual business <p>Design – 10%</p> <ul style="list-style-type: none">Design and plan projects through the completion of associated folios <p>Major Project & Folio – 60%</p> <ul style="list-style-type: none">Production of a Project and Written FolioDevelopment of practical skillsManagement and communication through documentation <p>Industry-related Manufacturing Technology – 15%</p> <ul style="list-style-type: none">Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects	<p>Industry Study – 15%</p> <ul style="list-style-type: none">A study of an organisation and management of the industry <p>Major Project & Folio– 60%</p> <ul style="list-style-type: none">Application of design principlesProduction of a Project and Written FolioApplication of knowledge and skillsManagement and communication through documentation <p>Industry-related Manufacturing Technology – 25%</p> <ul style="list-style-type: none">Demonstrate knowledge and understanding of a range of materials, processes, tools, equipment and machinery and technologies related to the focus area industry through practical experiences, including the development of the Major ProjectNew/emerging technologies associated with the industry

This course is the same course structure as Industrial Technology – Timber therefore the course Manufacturing and Engineering – Introduction was introduced.

MATHEMATICS ADVANCED

Contact Person: Mrs Stubbings

Course Type: Board Developed Course

Exclusions: Nil

Subject fees: Nil

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

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.

The study of Mathematics Advanced in Stage 6:

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

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Functions• Trigonometric function• Calculus• Exponential and logarithmic function• Statistical analysis	<ul style="list-style-type: none">• Functions• Trigonometric function• Calculus• Financial Maths• Statistical analysis

Special Details

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 substrands of Stage 5.1 and Stage 5.2, and the following substrands of Stage 5.3: algebraic techniques, surds and indices, equations, linear relationships, trigonometry and Pythagoras' theorem, single variable data analysis, and at least some of the content from the following substrands of Stage 5.3: non-linear relationships, properties of geometrical shapes.

MATHEMATICS STANDARD 1

Contact Person: Mrs Stubbings

Course Type: Board Developed Course

Exclusions: Any other Stage 6 Mathematics

Subject fees: Nil

Course Category: B

No of Units: 2

No of Years Studied: 2

HSC Exam: Optional

Course Description

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

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate, they can manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Formulae and Equations• Linear Relationships• Applications of Measurement• Working with Time• Money Matters• Data Analysis• Probability• Relative Frequency	<ul style="list-style-type: none">• Types of Relationships in Algebra• Non-right-angled Triangles• Rates• Scale Drawings• Investments• Depreciation and Loans• Further Statistical Analysis• Network and Pathways

Special Details

Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the students Australian Tertiary Admissions Rank (ATAR) as long as there is only 1 Category B subject. Students who do not sit for the HSC examination are not eligible for the calculation of an ATAR.

MATHEMATICS STANDARD 2

Contact Person: Mrs Stubbings

Course Type: Board Developed Course

Exclusions: Any other Stage 6 Mathematics

Subject fees: Nil

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

Course Description

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

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Formulae and Equations• Linear Relationships• Applications of Measurement• Working with Time• Money Matters• Data Analysis• Probability• Relative Frequency	<ul style="list-style-type: none">• Types of Relationships in Algebra• Non-right-angled Trigonometry• Rates and Ratios• Investments and Loans• Annuities• Bivariate Data Analysis• The Normal Distribution• Network Concepts• Critical Path Analysis

MODERN HISTORY

Contact Person: Ms Jarvis

Course Type: Board Developed Course

Exclusions: Nil

Subject fees: Nil

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

Course Description

Modern History enables students to:

- develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world;
- develop a lifelong interest in the study of history;
- prepare for active and informed citizenship in the contemporary world.

Special Requirements

Students who study this course will need to have good essay writing skills. Additionally, students will need to have the ability to read and analyse sources at a high level.

Preliminary Course	HSC Course
<p>Part I: The Nature of Modern History</p> <ul style="list-style-type: none">• Contestability of History, and Representation & Commemoration of the Past <p>Part II: Investigating Modern History</p> <ul style="list-style-type: none">• Case Study 1: Decline and Fall of the Romanov Dynasty• Case Study 2: Cuban Missile Crisis <p>Part III: Shaping the Modern World</p> <ul style="list-style-type: none">• World War One <p>Part IV: The Historical Investigation</p> <ul style="list-style-type: none">• A case study that has not been covered in Parts II and III, or an individually negotiated topic	<p>Part I: Core Study – Power and authority in the Modern World</p> <p>Part II: National Study</p> <ul style="list-style-type: none">• Russia <p>Part III: Peace and Conflict</p> <ul style="list-style-type: none">• Conflict in Europe 1935-1945 <p>Part IV: Change in the Modern World –</p> <ul style="list-style-type: none">• Apartheid in South Africa

MUSIC 1

Contact Person: Mr Kilroy

Course Type: Board Developed Course

Exclusions: Nil

Subject fees: Nil

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

Course Description

The aim of Music 1 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

Content

Students study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of music styles, periods and genres.

Students study three topics in each year of the course. These are chosen from a list of 21 that cover a range of styles, periods and genres. For each topic there is a listening component.

Students elect any combination of performance, composition or musicology as a major focus for each topic, depending on their skill level.

Special Requirements

Students undertaking this course must be capable of playing an instrument or singing, although specific levels are not prescribed. Some students may need to take private tuition to attain these skills. Students must be prepared to perform individually and/or as part of a group.

Preliminary Course	HSC Course
<p>Core Learning Components:</p> <ul style="list-style-type: none">• Performance• Composition• Musicology• Aural <p>Topic 1 – Popular Music Topic 2 – Australian Music Topic 3 – Music for Film</p>	<p>Core Learning Components:</p> <ul style="list-style-type: none">• Performance• Composition• Musicology• Aural <p>Topic 1 – An Instrument and its Repertoire Topic 2 – Music for Small Ensembles Topic 3 – Music of the 20th & 21st Centuries</p>

SOCIETY & CULTURE

Contact Person: Mr Martin

Course Type: Board Developed Course

Exclusions: Nil

Subject fees: Nil

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

Course Description

The aim of this course is for students to achieve social and cultural literacy by developing their knowledge and understanding about societies and cultures, developing their social and cultural research skills, and promoting positive values and attitudes essential to achieving social and cultural literacy. Research plays an integral part of this course and students will develop knowledge and skills in the various types.

Preliminary Course	HSC Course
<ul style="list-style-type: none">• The Social and Cultural World• Personal and Social Identity• Intercultural Communication	<p>Core:</p> <ul style="list-style-type: none">• Social and Cultural Continuity and Change• Personal Interest Project <p>Depth studies:</p> <p><u>TWO</u> to be chosen from the following:</p> <ul style="list-style-type: none">• Popular Culture• Belief Systems and Ideologies• Social Inclusion and Exclusion• Social Conformity and Nonconformity
<p><i>Personal Interest Project – externally marked</i></p> <p>Students are to:</p> <ul style="list-style-type: none">• develop a research proposal clearly outlining the topic, question or problem based on their own interests• select appropriate concepts to ensure that the topic and the subsequent research relate to the Society and Culture course• select methods appropriate to the research proposal and apply these to the topic• gather and evaluate information and sources related to the topic• draft and edit text that analyses and synthesises the findings of the research• complete all formal requirements of the Personal Interest Project: introduction, log, central material, conclusion, resource list, achieve an appreciation of the ethical implications of social research and apply these to the PIP• communicate the findings of their research.	

SPORT, LIFESTYLE & RECREATION STUDIES

Contact Person: Mr McDowell

Course Type: Content Endorsed

Exclusions: Nil

Subject fees: May be entry fees to sports facilities

Course Category: B

No of Units: 2

No of Years Studied: 2

HSC Exam: No

Course Description

SLR is an ideal subject for senior students who enjoy physical activity and are not wishing to obtain an ATAR allowing University entry. The course aims to develop the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

Students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity;
- knowledge and understanding of the principles and processes impacting on the realisation of movement potential;
- the ability to analyse and implement strategies that 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.

Special Requirements

Students undertaking this course must be prepared to **fully participate** in both practical and theory components.

Content

There are no prescribed core components. Rather, the course comprises *optional* modules. These can be negotiated due to student needs and interests. Over the 2 years, 6-12 modules will be completed depending on duration.

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sport Applications I
7. Games and Sport Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training

VISUAL ARTS

Contact Person: Ms Goldstein

Course Type: Board Developed Course

Exclusions: Nil

Subject fees: \$60 per year

Course Category: A

No of Units: 2

No of Years Studied: 2

HSC Exam: Yes

Course Description

Visual Arts is offered as a course for students with a wide range of needs, abilities and interests. The course caters for the full range of students through learning opportunities based on a flexible content structure consisting of practice (art making, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and postmodern). These are all used as methods of talking and writing about art.

Students learn about practice in art making and learn how to make art in a variety of forms, culminating in the development of a 'Body of Work' in the HSC course. Students investigate the practice of artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course provides students with a broadly-based experience, enabling students to develop an understanding in and about the Visual Arts, while the HSC course provides opportunities for students to build on their understandings through deeper and increasingly more independent investigations.

Preliminary Course	HSC Course
<p>Learning opportunities focus on:</p> <ul style="list-style-type: none">• 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 and how students might develop their own points of view• How students may develop meaning and focus and interest in their work• Building understandings over time through various investigations and working in different forms.	<p>Learning opportunities focus on:</p> <ul style="list-style-type: none">• How students may develop their own practice of art making, art criticism, and art history, applied to areas of interest• 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• How students further develop meaning and focus in their work.
<p>Both courses require detailed documentation of the development of the Body of Work in a Visual Arts Process Diary.</p>	

PRIMARY INDUSTRIES



Education

Tamworth RTO 90162

AHC20116 Certificate II in Agriculture (AHC 4.0) Statement of Attainment towards AHC20116 Certificate II in Agriculture (AHC 4.0)

2020 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES

This Course is available as	2 Units x 1year/120 hours	2 Units x 2years/240 hours	4 Units x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			
Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)		
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.			
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways			
Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective units	
AHCWHS201	Participate in WHS processes	Students may study a range of units drawn from the following areas	
AHCWRK209	Participate in environmentally sustainable work practices	Tractors AHCMMOM202	Operate tractors
AHCWRK201	Observe and report on weather	AHCBIO201	Inspect and clean machinery for plant, animal and soil material
AHCCHM201	Apply chemicals under supervision	AHCMMOM304	Operate machinery and equipment
AHCWRK204	Work effectively in the industry	Feeding and watering stock AHCLSK211	Provide feed for livestock
and EITHER		AHCLSK209	Monitor water supplies
AHCLSK202	Care for health and welfare of livestock	Fencing AHCINF202	Install, maintain and repair farm fencing
AHCLSK205	Handle livestock using basic techniques	AHCINFO201	Carry out basic electronic fencing operations
AHCLSK204	Carry out regular livestock	Growing plants AHCNSY201	Pot up plants
AHCLSK206	Identify and mark livestock	AHCSOL202	Assist with soil or growing media sampling and testing
OR		AHCNSY203	Undertake propagation activities
AHCPMG202	Treat plant pests, diseases and disorders	Showtime AHCLSK316	Prepare livestock for competition
AHCNSY202	Care for nursery plants		

Course contribution (to be made directly to school) NIL

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.
Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

Covered shoes and hat required**Exclusions:**

VET course exclusions can be checked on the NESA website [download here](#)

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement to minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit/s of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are

fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

HOSPITALITY



Education

Tamworth RTO 90162

SIT20316 Certificate II in Hospitality (Release 2)

Statement of Attainment towards SIT20316 Certificate II in Hospitality (Release 2)

2020 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as	2 Units x 1year/120 hours	2 Units x 2years/240 hours	4 Units x 1year/240 hours	1 Unit x 60 hrs or 2 Unit x 120 hrs specialisation
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.				
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>				
Board Developed Course		Category B status for Australian Tertiary Admission Rank (ATAR)		
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.				
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality service industry. Students who are assessed as competent in sufficient units of competency will be eligible to receive a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways				
Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>				
Compulsory/ HSC Examinable		Elective Units		
SITXFSA001	Use hygienic practices for food safety	SITHCCC001	Use food preparation equipment	
SITXWHS001	Participate in safe work practices	BSBCMM201	Communicate in the workplace	
BSBWOR203	Work effectively with others	SITHCCC003	Prepare sandwiches	
SITHIND002	Source and use information on the hospitality industry	BSBSUS201	Participate in environmentally sustainable work practices	
SITXCCS003	Interact with customers	SITHCCC002	Prepare and present simple dishes	
SITHFAB004	Prepare and serve non-alcoholic beverages	SITHCCC006	Prepare appetisers and salads	
SITHFAB005	Prepare and serve espresso coffee	SITXCOM001	Source and present	
SITHFAB007	Serve food and beverage	HLTAID003	Provide first aid	
Qualification Core				
SITXCOM002	Show social and cultural sensitivity			
SITHIND003	Use hospitality skills effectively			
Course contribution (to be made directly to school): \$ 170 includes - \$70 course fee, \$30 uniform, \$70 refundable deposit. Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>				
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>				
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>			•	

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

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- 1 Unit x 60 hr specialisation course additional :14 hours / 2 Unit x 120 hr specialisation course additional : 35 hours

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)


A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

Manufacturing and Engineering – Introduction

 2020 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: Manufacturing and Engineering - Introduction Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
Manufacturing and Engineering Training Package (MEM2) Units 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	Electives MEM16006 - Organise and communicate information MEM11011 - Undertake manual handling MEM12024 - Perform computations MEM18001 - Use hand tools MEM18002 - Use power tools/hand held operations MEM16008 - Interact with computer technology MEM07032 - Use machines for basic operations MEMPE001A - Use engineering workshop machines MEMPE002A - Use electric welding machines MEMPE004A - Use fabrication equipment
Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
Recommended Entry Requirements Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.	
Examples of occupations in the Manufacturing and Engineering industry <ul style="list-style-type: none"> ▪ fitter ▪ refrigeration and air conditioning mechanic ▪ toolmaker ▪ maintenance fitter ▪ locksmith 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be 'N' determined as required by NESA. There is no external examination in the HSC year for students.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
Course Cost: Preliminary - \$60	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship and apprenticeship are available in this industry area, for more information: http://www.sbatinnsw.info/	
Exclusions - VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	