

Yass High School



SENIOR COURSE INFORMATION 2018



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Construction (240 indicative hours)

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Information Technology (240 indicative hours)

Metal and Engineering (240 indicative hours)

Primary Industries (240 indicative hours)

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Year 12 only subjects

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TVET - TAFE while at school

Courses accessed through Distant Education (DE)

While Yass High School offers many BDC and BEC courses students may request a single subject that is not able to run due to limited numbers. A single subject can be studied through Distant Education. Students are sent work packages that must be completed in the library during timetabled periods.

Distance Education places are limited, students must undertake an additional application process.

Year 10 to Year 11 and 12

HSC Requirements

If you wish to be awarded the HSC:

- You must satisfactorily complete courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, work placement, oral or project works required for specific courses and the assessment requirements for each course.
- You must sit for and make a serious attempt at the Higher School Certificate examinations if applicable.
- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.

To complete satisfactorily a Preliminary or HSC course students must have:

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to set tasks and experiences in the course
- achieved some or all of the course outcome
- attend a minimum of 85% of class time

After completing HSC course requirements students will receive:

- The HSC Testamur- a certificate verifying your HSC achievement (if all requirements are met)
- An HSC Record of Achievement - a summary of results awarded in each course
- A Course Report for each Board Developed Course showing the moderated assessment mark, the external examination mark and the averaged HSC mark on a performance scale
- VET Credentials - AQF Certificate or VET Statement of Attainment

Courses Offered at our School

In an effort to cater for a wide range of student interests and ability levels, our school offers a large number of HSC courses which gives students every opportunity to choose a program which best suits them.

Preliminary and HSC studies may be made up of three types of courses:-

- Board Developed Courses (BDC)
- Board Developed Courses VET Framework Courses (BDC)
- Board Endorsed Courses (BEC)

Choosing the right HSC course of study

Individual students need to carefully consider and consult on the most suitable HSC pathway for them, taking into account their personal interests, aptitudes and career preferences.

The choice is between:

An HSC with ATAR or an HSC without ATAR or an HSC Vocational Pathway

HSC with ATAR

If you wish to study at University when completing the HSC you will need an ATAR.

- The ATAR is used by universities to determine student eligibility for entrance into university only
- To qualify for an ATAR you must follow a prescribed pattern of study. This pattern may be found in the table below. It is essential that students who wish to gain entry to university check the requirements for any courses they have in mind when nominating their subjects for Year 11.

HSC without ATAR

If on leaving school you intend to enter an occupation or pursue a vocational course at TAFE, and not go on to university, you should consult with the Careers Adviser to ensure you have chosen courses suited to your needs. The Careers Adviser has a list of occupations where employers prefer the HSC document.

Vocational Pathway HSC

This pathway, with no external exams and no ATAR, is designed for students who wish to focus on obtaining workplace skills. Students will have an opportunity to work 1 day a week if deemed work ready.

HSC with ATAR (Australian Tertiary Admission Rank)	HSC without ATAR	VOCATIONAL PATHWAY HSC
<p>1. To be eligible for a ATAR a student must complete at least ten units of Board Developed Courses for which there are examinations including:</p> <ul style="list-style-type: none"> ♦ at least 8 units of Board Developed Courses (BDC) ♦ at least 2 units of English ♦ 12 units in total to be studied <p>2. The ATAR calculation is based on an aggregate of scaled marks in ten units of ATAR courses comprising:</p> <ul style="list-style-type: none"> ♦ the best two units of English ♦ the best eight units from the remaining units, which can include up to two units of VET, BDC and BEC courses. 	<p>1. For the award of the HSC you must undertake at least 12 Units of study in Preliminary Courses and 10 Units in HSC Courses:</p> <ul style="list-style-type: none"> ♦ at least 6 units of Board Developed Courses ♦ at least 2 units of English ♦ at least 4 subjects; and ♦ at most 6 units of courses ♦ in science <p>2. Satisfactorily complete the Preliminary and HSC Courses as required by:</p> <ul style="list-style-type: none"> ♦ attending at least 85% of lessons ♦ meeting assessment requirements ♦ application in the course which is demonstrated by the completion of set tasks and participation in class activities 	<p>Students can study subjects that require no external exams.</p> <p>1. English Studies</p> <p>2. Select 4 courses which can be comprised of: -</p> <ul style="list-style-type: none"> ♦ Construction (VET) ♦ Mathematics Standard 1 (BEC) ♦ Hospitality (VET) ♦ Information Technology (VET) ♦ Metal and Engineering (VET) ♦ Primary Industries (VET) ♦ Photography, Video and Digital Imaging (BEC) ♦ Skills for Work and Vocational Pathways (VET) ♦ Sport, Lifestyle and Recreation (BEC) ♦ Visual Design ((BEC)

Higher School Certificate Courses

English

It is mandatory for all students to study at least TWO (2) units of English in both the Preliminary and HSC program of study.

English (Advanced)

Course No: TBC

2 units for Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Content

Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives

Year 11

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms

Year 12

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences

Exclusions

English Standard; English Studies; English EAL/D

1 unit for Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Content**Year 11**

The course has one mandatory module: Texts, Culture and Value as well as a related research project.

Year 12

English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are:

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course Requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- 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
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Year 11

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12

In the English Extension 1 course students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

In the English Extension 2 course students are required to:

Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia

Prerequisites

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions

English Standard; English Studies; English EAL/D

2 units for Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

Content

Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.
- Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

Year 12

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Standard Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Year 11

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

Exclusions

English Advanced; English Studies; English EAL/D; English Extension

2 units for Year 11 (Preliminary) and Year 12 (HSC).
Board Developed Course

Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination 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.
- Students are eligible for an ATAR if they complete the HSC exam and have at least 8 units of category A subjects in addition to 2 units of English Studies
- English Studies is a category B subject

Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Content

Year 11

- Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Year 12

- The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

Course Requirements

Across the English Studies Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

Year 11 and Year 12

Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12

In addition to the above requirements, students in Year 12 **only** are required to:

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

Exclusions

English Advanced; English Standard; English EAL/D; English Extension

Board Developed Courses

Students must study at least 6 units, including English, of Board Developed Courses (BDC) in both the Preliminary and HSC program of study. These courses have an external assessment component which includes a written examination. All of these courses can be used in the calculation of the Australian Tertiary Admissions Rank (ATAR).

There will be 3 or 4 school assessment tasks each year. The assessment tasks in the HSC year will contribute towards the calculation of the student's relative rank within the school (school assessment). When submitted to the Board of Studies, these relative ranks are moderated against the scaled group exam results to calculate the school assessment mark for each student in each subject. In other words, the school's results in the external examination determine the range of school assessment marks for that school. This moderated assessment mark and the scaled exam mark contribute 50% each to the student's final HSC mark.

Vocational Educational Training (VET) courses are also Board Developed Courses.

At Yass High School we offer:-

Subject	Units	Subject	Units
Agriculture	2	Mathematics Extension **	1
Ancient History **	2	Mathematics Standard 2 Pathway	2
Biology **	2	Modern History **	2
Business Studies	2	Music 1	2
Chemistry **	2	PDHPE	2
Community and Family Studies	2	Physics **	2
Drama	2	Science – Investigating Science **	2
English Extension **	1	Software Design and Development	2
Geography	2	Textiles and Design	2
Legal Studies	2	Visual Arts	2
Mathematics	2		

** These subjects have a 1 unit further extension in Year 12

2 units for each of Preliminary and HSC
Board Developed Course

Preliminary Course

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

- Core Topics (80%)
- Plant/Animal Production (50%)
- Farm/Product Study (30%)

Choose 1 Elective (20%)

- 1 Agri food, fibre and fuel technologies
- 2 Climate Challenge
- 3 Farming for the 21st Century

External Assessment: HSC Course only

A three hour written examination

2 units for each of Preliminary and HSC
Board Developed Course

Preliminary Course

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

Part 1: Introduction

- Investigating the past: History, Archaeology and Science
- Case Studies (at least one)

Part 2: Studies of Ancient Societies, Sites and Sources

At least one study to be chosen

Part 3: Historical Investigation

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

HSC Course

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

Part 1: Core: Cities of Vesuvius – Pompeii and Herculaneum (25%)

Part 2: Ancient Societies – one ancient society to be studied (25%)

Part 3: Personalities in their Times – one personality to be studied (25%)

Part 4: Historical Periods – one historical period to be studied (25%)

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

External Assessment: HSC Course only

A three-hour written examination

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

Year 11

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 11 course consists of four modules.

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

Year 12

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

The Year 12 course consists of four modules.

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

Course requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

External Assessment

A three-hour written examination

2 units for each of Preliminary and HSC
Board Developed Course

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Preliminary Course

- Nature of Business (20%) – the role and nature of business in a changing business environment
- Business Management (40%) – the nature and responsibilities of management in the business environment
- Business Planning (40%) – the processes of establishing and planning a small to medium enterprise
- Students will plan the establishment of their own small business or investigate a local business in detail as a part of the Preliminary course.

HSC Course

- Operations (25%) – the strategies for effective operations management in large businesses
- Marketing (25%) – the main elements involved in the development and implementation of successful marketing strategies.
- Finance (25%) – the role of interpreting financial information in the planning and management of a business
- Human Resource Management (25%) – the contribution of human resource management to business performance

Excursions may take place to Canberra and/or Sydney, along with several local business visits, to investigate and illustrate the practical application of business theory and develop business case studies.

External Assessment: HSC Course only

A three hour written examination

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Year 11

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 11 course consists of four modules.

Module 1 Properties and Structure of Matter
Module 2 Introduction to Quantitative Chemistry
Module 3 Reactive Chemistry
Module 4 Drivers of Reactions

Year 12

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

The Year 12 course consists of four modules.

Module 5 Equilibrium and Acid Reactions
Module 6 Acid/base Reactions
Module 7 Organic Chemistry
Module 8 Applying Chemical Ideas

Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

External Assessment

A three-hour written examination

2 units for each of Preliminary and HSC
Board Developed Course

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

HSC Option Modules

- Select one of the following (approximately 25% of course time):
- Family and Societal Interactions: Government and community structures that support and protect family members throughout their lifespan.
- Social Impact of Technology: The impact of evolving technologies on individuals and lifestyle.
- Individuals and Work: Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

External Assessment: HSC Course only

A three hour written examination

2 units for each of Preliminary and HSC
Board Developed Course

Preliminary Course

The components of the Preliminary course are interrelated and will be taught as an integrated program of study.

- Improvisation, Play building, Acting (40%)
- Elements of Production in Performance (30%)
- Theatrical Traditions and Performance Styles (30%)

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 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 Script-writing or Video Drama.

- Australian Drama and Theatre (Core content) (30%)
- Studies in Drama and Theatre (30%)
- Group Performance (Core content) (20%)
- Individual Project (20%)

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.

External Assessment: HSC Course only

A one and a half-hour written examination
A group presentation
An individual project

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.

2 units for each of Preliminary and HSC
Board Developed Course

Preliminary Course

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

- Biophysical Interactions (45%) how biophysical processes contribute to sustainable management, environmental quality and resource use.
- Global Challenges (45%) geographical study of issues at a global scale. Such as population growth and demographics, foreign aid and international development studies, and the sustainable use of natural resources.
- Senior Geography Project (10%) a geographical study of student's own choosing

HSC Course

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

- Ecosystems at Risk (33%) the functioning of ecosystems, their management and protection.
- Urban Places (33%) study urban dynamics at work in cities and towns.
- People and Economic Activity (33%) geographic study of economic activity in a local and global context. Topics could include Viticulture and the Wine Making industry, tourism, beef or wool industries.

Students complete an independent senior geography project (SGP) in the Preliminary course, and undertake at least 12 hours of fieldwork in both Preliminary and HSC courses, which may include studies in the Snowy Mountains, Canberra and Sydney among other local field studies.

External Assessment: HSC Course only

A three hour written examination

2 units for each of Preliminary and HSC
Board Developed Course

Preliminary Course

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

Part I – The Legal System (40% of course time)

Part II – The Individual and the Law (30% of course time)

Part III – The Law in Practice (30% of course time)

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

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.

Crime (30% of course time)

Human Rights (20% of course time)

Options (50% of course time)

Students will study two focus studies chosen from:

- Consumers
- Family
- Global environment
- Indigenous peoples
- International Law
- Shelter
- Technological change
- Workplace
- World order

Key themes incorporated across all topics:

- Justice
- Law and Society
- Culture
- Values and Ethics
- Conflict and Cooperation
- Continuity and Change
- Legal processes and Institutions
- Effectiveness of the legal system

External Assessment: HSC Course only

A three hour written examination

2 units for each of Preliminary and HSC
Board Developed Course

This course is mainly a pure mathematics course and is for those students who demonstrated sound mathematical ability in stage 5. This course is aimed at developing competencies in further aspects of mathematics. It has sound educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient accompaniment for further studies of mathematics as a minor discipline at tertiary level.

Many universities offer bonus ATAR points for satisfactory achievement in this course at the HSC.

Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry – geometrical properties
- Differential Calculus

HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integral Calculus
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

External Assessment: HSC Course only

A three hour written examination

Prerequisites

It is assumed that students have achieved most of the outcomes for Stage 5.2 and at least some of the outcomes for Stage 5.3. It is recommended for students who have achieved at least a C6 grade for Record of Student Achievement.

Exclusions

Students may **not** study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 2 course.

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC (HSC Mathematics Extension 1) Board Developed Course

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

This subject is the assumed knowledge for many courses at University, including science, engineering, economics, computing, etc. Many universities offer bonus ATAR points for satisfactory achievement in this course at the HSC.

Preliminary Extension Course

- Trigonometric equations and 3 dimensional
- Circle geometry
- Parabola – parametric form
- Polynomials
- Mathematical Induction

HSC Mathematics Extension 1 Course

- Curve Sketching
- Applications of geometrical properties
- Further geometrical applications of differentiation
- Further Integral Calculus
- Inverse Functions
- Binomial Function
- Applications of calculus – motion and projectiles
- Permutations & combinations

External Assessment: HSC Mathematics Extension 1 Course

A two hour written examination

Prerequisites

It is assumed that students have achieved most of the outcomes for Stage 5.3. It is recommended for students who have achieved at least a B8 grade for Record of Student Achievement.

Co requisite

Must be done in conjunction with Mathematics

Exclusions

Students may **not** study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 2 course.

2 units Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

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

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Financial Mathematics

- Money Matters

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Networks

- Network Concepts
- Critical Path Analysis

Topic: Financial Mathematics

- Investments and Loans
- Annuities

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 substrands of Stage 5.1 and the following substrands of Stage 5.2:

- | | |
|---|---------------------------------|
| ▪ Area and surface area | ▪ Single variable data analysis |
| ▪ Financial mathematics | ▪ Volume |
| ▪ Linear relationships | ▪ some content from Equations |
| ▪ Non-linear relationships | ▪ some content from Probability |
| ▪ Right-angled triangles (Trigonometry) | |

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.

Students who have followed the Mathematics Standard  pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

2 units for each of Preliminary and HSC
Board Developed Course

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.

Preliminary Course

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

- The Nature of Modern History e.g. The Construction of Modern Histories
- Case Studies
 - The Decline and Fall of the Romanov Dynasty
 - The Making of Modern South Africa
- Historical Investigation
- The Shaping of the Modern World E.g. WW1

HSC Course

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

- Core Study: Power and Authority in the Modern World 1919–1946 E.g. The Nazi Regime
- ONE National Studies E.g. Russia
- Peace and Conflict E.g. Conflict in Europe (WW2)
- Change in the Modern World E.g. Apartheid in South Africa 1960–1994

External Assessment: HSC Course only

A three hour written examination

2 units for each of Preliminary and HSC
Board Developed Course

Preliminary Course

Students will develop knowledge and understanding about the use of the following musical concepts:

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students will study THREE topics from a list that covers a wide range of styles, periods and genres.

HSC Course

Students will develop a greater depth of knowledge and understanding of the concepts of music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students will study THREE topics from the topic list.

The topics must be: either THREE topics 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 which shows greater depth of understanding explores new repertoire and includes a comparative study.

Students will also choose THREE electives made up of any combination of performance, composition and/or musicology. These three electives must reflect the three topics studied in the HSC course.

External Assessment: HSC Course only

A written aural skills paper worth 30 marks

A core performance practical examination worth 20 marks

Three elective examinations worth 60 marks

The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Exclusions

Students may not study both Music 1 and Music 2

Music 1 students may not study Music Extension

Personal Development, Health and Physical Education Course No: 11300, 15320

2 units for each of Preliminary and HSC
Board Developed Course

Preliminary Course

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.

Core Topics (70%)

- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

Optional Component (30%)

Students select two options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

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.

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two options each from:

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

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

External Assessment: HSC Course only

A three hour written examination

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Year 11

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 11 course consists of four modules:

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

The Year 12 course consists of four modules:

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

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

External Assessment

A three-hour written examination

2 units for Year 11(Preliminary) and Year 12 (HSC)
Board Developed Course

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

Year 11

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

The Year 11 course consists of four modules.

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

Year 12

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

The Year 12 course consists of four modules.

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

Course Requirements

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

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

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

External Assessment

A three-hour written examination

The aim of Society and Culture Stage 6 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.

Society and culture is the study of the interaction of persons, societies, cultures and environments across time.

Post School options include, psychology, social science, counselling, community services (youth services, aged care and disability services) and social work.

It enables students to develop an understanding of:

- Themselves
- Their own society and culture
- The societies and cultures of others

It is a conceptually based course that fosters skills of independent thinking and research to develop the qualities of effective citizenship.

Preliminary course

- The Social and Cultural World (30% of course time)
- Personal and Social Identity (40% of course time)
- Intercultural Communication (30% of course time)

HSC course

- Personal Interest Project (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)
- Depth studies (40% of course time) TWO to be chosen from the following:
 - Popular Culture
 - Social Inclusion and Exclusion
 - Belief Systems and Ideologies
 - Social Conformity and Nonconformity

External Assessment: HSC Course only

- Major Work - Personal Interest Project
- A two hour written examination

2 units for each of Preliminary and HSC
Board Developed Course

Preliminary Course

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

Concepts and Issues in the Design and Development of Software

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development

- Defining the problem and planning software solutions
- Building software solutions
- Checking software solutions
- Modifying software solutions
- *Developing software solutions*

HSC Course

The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

Development and Impact of Software Solutions

- Social and ethical issues
- Application of software development approaches

Software Development Cycle

- Defining and understanding the problem
- Planning and design of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintenance of software solutions

Developing a Solution Package

Options:

Programming Paradigms

or

The interrelationship between software and hardware

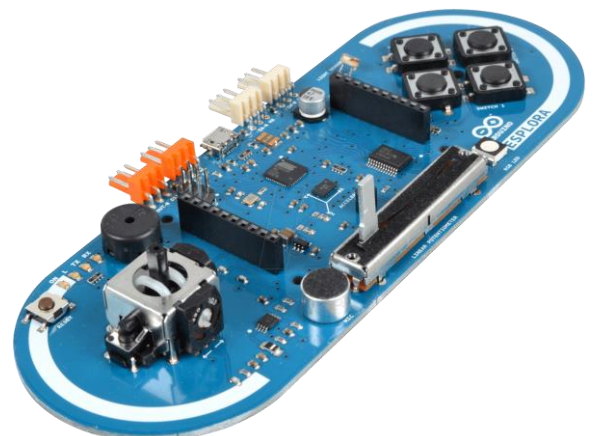
Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. There are software and course specifications.

Course Equipment

Students receive a microcontroller board with a number of inputs and outputs called an Arduino Esplora. The device will enable students to practice open source coding on physical hardware.

External Assessment: HSC Course only

A three hour written examination



2 units for each of Preliminary and HSC
Board Developed Course

Students are involved in learning the practical skills to create textile items in Year 11 and a Major Textile Project in Year 12.

They will develop confidence and competence in selecting, designing and manufacturing textile items. They will also gain an understanding and appreciation of the nature and significance of textiles in today's world. They will learn about the textile industry and careers in this field.

Preliminary Course

Learning opportunities focus on:

- Design: Elements and principles, types of design, communication techniques, manufacturing methods
- Properties and performance of textiles: fabric, yarn and fibre structure, classification and identification
- Quality and value of textiles
- Industry overview

Preliminary Course requirements

- Project 1: creating textile item/s which focus on the generation of ideas, design modification, textile manipulative skills, evaluation of ideas and the project and management of time and resources.
- Project 2: creating textile item/s will focus on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, textile manipulation, management skills, communication skills and recording information.

HSC Course

Learning opportunities focus on:

- Design: history, cultural influence, contemporary designers
- Properties and performance of textiles: end use applications, emerging and innovations in textile technologies.
- Australian Textile, Clothing, Footwear and Allied Industry: current issues, marketplace and technology and environmental sustainability.

HSC Course requirements

- Major Textile Project: Students select one focus area through which they develop a project, including supporting documents and textile item/s.

External Assessment: HSC Course only

A one and a half-hour written examination
Submission of a body of work

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.

2 units for each of Preliminary and HSC
Board Developed Course

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

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

Preliminary Course

Learning opportunities focus on:

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

Preliminary Course requirements

- Artworks in at least two expressive forms and use of a visual diary
- a broad investigation of ideas in art making, art criticism and art history

HSC Course

Learning opportunities focus on:

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

HSC Course requirements

- development of a body of work and use of a visual diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history

External Assessment: HSC Course only

A one and a half hour written examination
Submission of a body of work

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.

Vocation Education and Training (VET) Courses (BDC)

To deliver VET Industry Curriculum Frameworks schools must be authorised. The teachers of these courses have maintained currency in their relevant industries. The Yass High School has RTO Authority to deliver:

Subject	Units
Construction	2
Entertainment	2
Hospitality	2
Information Technology	2
Metal and Engineering	2
Primary Industries	2
Skills for Work and Vocational Pathways	2

The competencies achieved in VET courses are nationally recognised. The rules and procedures for VET courses are determined by the Board of Studies and the relevant national bodies.

- Only 1 subject or 2 units of these subjects can count towards an ATAR and will only count if you sit the optional HSC examination.
- It is a mandatory requirement that all students complete a 35 hour work placement in each year for each VET subject they are undertaking. This requires students to complete and submit the appropriate paperwork. For Construction, this will require the students to have a White Card (approx cost \$80).



Certificate II in Construction Pathways CPC20211

Course: **Construction (240 indicative hours)**

Board Developed Course

Students must complete a minimum of 70 hours work placement to meet HSC requirements.

4 Preliminary and/or HSC units in total

Category B status for Australian Tertiary Admission Rank (ATAR)

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency

Elective units may include:

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process
- CPCCCA2003A Erect and dismantle form work for footings and slabs on ground
- CPCCCO2013A Carry out concreting to simple forms

This course contains three additional units above the qualification to meet NSW HSC Board of Studies requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Construction Pathways CPC20211**. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards **Certificate II in Construction Pathways CPC20211**.

Foundation Skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: White Card + Asbestos training if students will be doing work placement in the ACT.

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



Certificate III in Live Production and Services - CUA30415

Course: **Entertainment (310 indicative hours)**

5 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others staging and using audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.

Core Units of Competency

CPCCOHS1001A - Work Safely in the construction industry
CUAIND301 - Work effectively in the creative arts industry
SITXCCS006 - Provide service to customers
CUASOU301 - Undertake live audio operations
CUALGT301 - Operate basic lighting
CUASTA301 - Assist with production operations for live performance
CUAVSS302 - Operate vision systems
CUAWHS302 - Apply work health and safety practices

Elective Units of Competency

CUASMT301 - Work effectively backstage during performances
CUASTA202 - Assist with bump in and bump out of shows
CUFLGT303 - Install and operate follow spots
MEM18002B - Use power tools/hand held operations
CUASOU306 - Operate sound reinforcement systems
BSBWOR301 - Organise personal work priorities & development
CUVPRP30A - Participate in collaborative creative projects

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for the **Certificate III in Live Production and Services (CUA30415)**. This qualification is part of the Creative Arts and Culture CUAv2 Training Package and provides pathways to CUA40415 Certificate IV in Live Production and Technical Services, CUA50415 Diploma of Live Production and Technical Services and other qualifications that allow for selection of these units.

Foundation Skills - describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

NB This qualification may change as a result of training package reviews

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs:

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements:

Exclusions : Nil

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



Certificate II in Hospitality – SIT20316

Course: **Hospitality (240 indicative hours)**

Board Developed Course

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

4 Preliminary and/or HSC units in total

Category B status for Australian Tertiary Admission Rank (ATAR)

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a **pathway** to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. **Possible job titles:** café attendant, catering assistant, food and beverage attendant.

Core Units of Competency

BSBWOR203	Work effectively with others
SITHIND202	Source & use information on the hospitality industry
SITHIND003	Use hospitality skills effectively (holistic Unit)
SITXCOM002	Show social and cultural sensitivity
SITXCCS003	Interact with customers
SITXWHS001	Participate in safe work practices

Elective Units of Competency

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

This course contains 2 additional units above the qualification to meet NSW HSC Board of Studies requirements.

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

Qualifications:

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Hospitality (SIT20316)**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards **Certificate II in Hospitality (SIT20316)**.

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs:

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements:

Exclusions Nil however students may not undertake the same unit of competency in more than one VET course

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

For more information on possible outcomes please visit the NSW NESA website: <http://www.boardofstudies.nsw.edu.au>



Certificate II in Kitchen Operations – SIT20416 (Kitchen operations plus coffee)

Course: **Hospitality (240 indicative hours)**

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a **pathway** a for commercial cooks into Cert III in Commercial Cookery.

Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

Elective Units of Competency

SITHIND002	Source & use information on the hospitality industry
SITXFSA002	Participate in safe food handling practices
SITHFAB005	Prepare and serve espresso coffee
SITHCCC006	Prepare appetisers and salads
SITHCCC002	Prepare and present simple dishes
BSBSUS201	Participate in environmentally sustainable work practices

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Kitchen Operations (SIT20416)**

Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment towards Certificate II in Kitchen Operations (SIT20416)**

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW BOSTES course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs:

Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements:

Exclusions Nil however students may not undertake the same unit of competency in more than one VET course

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

For more information on possible outcomes please visit the NSW BOSTES website: <http://www.boardofstudies.nsw.edu.au>



Certificate III in Information, Digital Media and Technology (ICT30115)

Course: **Information Technology (420 indicative hours)**

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Possible job titles: help desk officer, help desk assistant, ICT operations support, ICT user support, PC support, technical support

Core Units of Competency

BSBWHS304A	Participate effectively in WHS communication and consultation processes
BSBSUS301A	Implement and monitor environmentally sustainable work practices
ICTICT202	Work and communicate effectively in an IT environment
ICTICT301	Create user documentation
ICTICT302	Install and optimise operating system software
ICTSAS301	Run standard diagnostic tests

Elective Units of Competency

ICTICT203	Operate application software packages
ICTICT308	Use advanced features of computer applications
ICTWEB302	Build simple websites using commercial programs
ICTWEB201	Use social media tools for collaboration and engagement
ICTWEB303	Produce digital images for the web
BSBEBU401	Review and maintain a website
ICTSAS305	Provide IT advice to clients
ICTICT304	Implement system software changes
ICTICT307	Customise packaged software applications for clients
ICTICT409	Develop macros and templates for clients using standard products

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **CERT III** showing the completion of **Certificate III in Information, Digital Media and Technology ICT30115**

There are eight **Employability Skills**: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET CERT III.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

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

Certificate I in Engineering MEM10105

Course: **Metal and Engineering (240 indicative hours)**

Board Developed Course

Students must complete a minimum of 70 hours work placement to meet HSC requirements.

4 Preliminary and/or HSC units in total

Category B status for Australian Tertiary Admission Rank (ATAR)

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

Core Units of Competency

MEM13014A Apply principles of occupational health and safety in the work environment

MEM14004A Plan to undertake a routine task

MEM15024A Apply quality procedures

MEM16007A Work with others in a manufacturing, engineering or related environment

Elective Units of Competency

MEM15002A Apply quality systems

MEM12023A Perform engineering measurements

MEM12024A Perform computations

MEM18001C Use hand tools

MEM18002B Use power tools/hand held operations

MEM05005B Carry out mechanical cutting

Refer to Training and Assessment Strategy when selecting units from the following list.

Elective Units of Competency (continued)

Elective units can include:

MEM05007C Perform manual heating and thermal cutting

MEM11011B Undertake manual handling

MEM05012C Perform routine manual metal arc welding

MEM03001B Perform sheet and plate assembly

MEM05004C Perform routine oxy acetylene welding

MEM07032A Use workshop machines for basic operations

This course also requires the completion of the Manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet NSW HSC Board of Studies requirements.

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate I in Engineering MEM10105. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards Certificate I in Engineering MEM10105.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

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



Certificate II in Agriculture- AHC20116

Course: **Primary Industries (240 indicative hours)**
Board Developed Course
Students must complete a minimum of 70 hours work placement to meet HSC requirements

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farm or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager

Core Units of Competency

AHCWHS201 Participate in WHS processes
AHCWRK209 Participate in environmentally sustainable work practices
AHCWRK204 Work effectively in the industry

Elective Units of Competency

AHCWRK201 Observe and report on weather
AHCCHM201 Apply chemicals under supervision
AHCPMG201 Treat weeds
ACHWRK205 Participate in workplace communications
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

AHCMOM202 Operate tractors
AHCMOM304 Operate machinery and equipment
AHCPIO201 Inspect and clean machinery for plant, animal and soil
AHCLSK211 Provide feed for livestock
AHCLSK209 Monitor water supplies
AHCINF202 Install and repair farm fencing
AHCINF201 Carry out basic electric fencing operations
AHCLSK316 Prepare livestock for competition

HSC Examinable Units

AHCWHS201 Participate in WHS processes
AHCWRK209 Participate in environmentally sustainable work practices
AHCWRK204 Work effectively in the industry
AHCWRK201 Observe and report on weather
AHCCHM201 Apply chemicals under supervision
and
AHCLSK202 Care for health and welfare of livestock

Students may apply for Recognition of Prior Learning or be granted credit transfer provided applications & suitable evidence is submitted to the RTO.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Agriculture AHC20116**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards **Certificate II in Agriculture AHC20116**. There are **Foundation skills** which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>
NB: This qualification may change as a result of training package reviews

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements:

Exclusions :

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

For more information on possible outcomes please visit the NESA website.



FSK20113 Certificate II in Skills for Work and Vocational Pathways

Board Endorsed Course: FSK20113 Certificate II Skills for Work and Vocational Pathways					
2 units X 1 year (120 hour)	3 units x 1 year (180 hour)	2 units x 2 years (240 hours)	4 units x 1 year (240 hours)		
<p>Course Description This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.</p>					
<p>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. The pattern of study will be determined by your school.</p>					
<p>Course content</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Core units of competency FSKDIG03 Use digital technology for routine workplace tasks, FSKLRG09 Use strategies to respond to routine workplace problems FSKLRG11 Use routine strategies for work-related learning FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM15 Estimate, measure and calculate with routine metric measurements for work FSKOCM07 Interact effectively with others at work FSKRDG10 Read and respond to routine workplace information FSKWTG09 Write routine workplace texts</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Elective units of competency This Certificate II in Skills for Work and Vocational Pathways represents a significant option for students to demonstrate key employability skills and a range of foundation skills to employers. The course represents an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem solving skills that relate directly to the workplace. Elective units are available across varied vocational pathways and will be determined by each school in consultation with Public Schools NSW Wagga Wagga RTO 90333.</p> </td> </tr> </table>				<p>Core units of competency FSKDIG03 Use digital technology for routine workplace tasks, FSKLRG09 Use strategies to respond to routine workplace problems FSKLRG11 Use routine strategies for work-related learning FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM15 Estimate, measure and calculate with routine metric measurements for work FSKOCM07 Interact effectively with others at work FSKRDG10 Read and respond to routine workplace information FSKWTG09 Write routine workplace texts</p>	<p>Elective units of competency This Certificate II in Skills for Work and Vocational Pathways represents a significant option for students to demonstrate key employability skills and a range of foundation skills to employers. The course represents an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem solving skills that relate directly to the workplace. Elective units are available across varied vocational pathways and will be determined by each school in consultation with Public Schools NSW Wagga Wagga RTO 90333.</p>
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<p>Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.</p>					
<p>Qualifications: Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20113 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards FSK20113 Certificate II Skills for Work and Vocational Pathways. Foundation skills describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. There are seven foundation skills: Learning, Reading, Writing, Oral communication, Navigate the world of work, Interact with others and Get the work done. Foundations skills can be found in each unit of competency downloaded from http://training.gov.au/ NB This qualification may change as a result of training package reviews.</p>					
<p>Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p>					
<p>N Determinations: Where a student has not met BOSTES course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p>					
<p>There is NO External Assessment (optional HSC examination) for this course and the course DOES NOT contribute towards an ATAR</p>					
<p>Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.</p>					
<p>Exclusions: Students undertaking both this course and another VET course should choose different elective units of competency to meet the requirements of each HSC course and qualification.</p>					
<p>There is no mandatory work placement component in this course.</p>					
<p>There is no school based traineeship or apprenticeship pathway associated with this course.</p>					

Board Endorsed Courses (BEC)

Board Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admissions Rank (ATAR).

Board Endorsed Courses are studied as 2 units and as Preliminary and/or HSC courses at Yass High School.

Subject	Units	Subject	Units
Mathematics Standard 1 Pathway	2	Sport, Lifestyle & Recreation Studies	2
Photography, Video and Digital Imaging	2	Visual Design	2

2 units Year 11 (Preliminary) and Year 12 (HSC)
Board Developed Course

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond . Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is not yet determined. 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.

The study of Mathematics Standard 1 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 an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Financial Mathematics

- Money Matters

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Statistical Analysis

• Data Analysis

- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Networks

- Network Paths

Topic: Financial Mathematics

- Investments
- Depreciation and Loan

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 substrands of Stage 5.1 and the following substrands of Stage 5.2:

- | | | |
|----------------------------|---|---------------------------------|
| • Area and surface area | • Right-angled triangles (Trigonometry) | • some content from Equations |
| • Financial mathematics | • Single variable data analysis | • some content from Probability |
| • Linear relationships | • Volume | |
| • Non-linear relationships | | |

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.

Board Endorsed Course

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment especially with Photoshop software.

Students are required to keep a journal throughout the course.

Assessment

There is no external HSC examination

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.

Board Endorsed Course

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 encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life. Students will be able to attain a number of recognised qualifications whilst studying this course.

The course aims to:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation
- Promote an understanding of the requirements for healthy living
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness
- Identify how sport influences and affects various groups and sections of our society
- Provide students with a greater understanding of their physical and sporting potential.

Assessment

There is no external HSC examination. Assessment is through class tasks and a diary. Year 12 assessment includes an accredited First Aid exam.

Exclusions

Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Board Endorsed Course

This course allows students to further explore design practice through design briefs, expressive forms and the frames. Modules chosen can be used to develop knowledge and skills that lead to technical and conceptual accomplishment, and understanding through critical and historical investigations.

Students can choose from the following modules:

Graphic Design

- ◆ Publications
- ◆ Illustrations
- ◆ Cartooning
- ◆ Interactive and multi media

Wearable Design

- ◆ Clothing
- ◆ Jewellery
- ◆ Textiles
- ◆ Image
- ◆ Accessories

Product Design

- ◆ Packaging
- ◆ Industrial
- ◆ Furniture

Interior/Exterior Design

- ◆ Structures
- ◆ Stage sets
- ◆ Interiors
- ◆ Environments
- ◆ Props

Occupational Health and Safety issues are mandatory aspects of any module.

Visual Design modules allow students to explore the designing, development and making of products like models, plans, diagrams, digital images, prototypes, film, video, computer based applications and drawing. This course takes into account the importance of function, consumers, innovation, experimentation and research related to the field of Visual Design.

Students are required to keep a journal throughout the course.

Assessment

There is no external HSC examination

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.

Courses available in HSC Year only

These courses are extension programs. Students need to achieve appropriate results in the Preliminary pre-requisite courses for students to be considered for these extension courses. These courses are likely to be available only in an off-line time as the classes are very small.

Students wishing to undertake any of these courses need to let the relevant Head Teacher know early in Term 2 about their desire to undertake these courses.

HSC English Extension 2

Course No: TBC

1 unit of study for HSC

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

In the English Extension 2 course students are required to:

Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia

Prerequisites

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions

English Standard; English Studies; English EAL/D

HSC Mathematics Extension 2

Course No: 15260

1 unit of study for HSC

HSC Mathematics Extension Course 2 is designed for students with a special interest in Mathematics. It involves treating topics in considerable depth and provides the basis for a wide range of applications.

Topics include Complex Numbers, Conics, Volumes, Polynomials, Mechanics and harder Extension 1 topics.

External Assessment: HSC

A three hour written examination instead of Mathematics exam

Prerequisites: Mathematics Preliminary Extension

Co requisite: Must be done in conjunction with Mathematics Extension 1

Exclusions: Mathematics Standard 1, Mathematics Standard 2

ANIMAL STUDIES

Qualification	Statement of Attainment towards ACM20110 Certificate II in Animal Studies . Students will achieve ACM20110 Certificate II in Animal Studies if they successfully complete both A and B years of this TVET course.
RTO	TAFE NSW Illawarra RTO 90006 http://www.tafeillawarra.edu.au/
Brief course description	This course is accredited for the Higher School Certificate (HSC) and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification is a general pre-vocational qualification aimed for inclusion in a VET in Schools program or as an entry point into the animal care and management industry.
Occupations	Animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant, assistant dog groomer, zoo keeper, veterinary nurse.
Pathways	Higher level qualifications in Animal Studies, Companion Animal Services and Veterinary Nursing. <i>Note: This RTO may not offer all qualifications listed above in possible pathways</i>
Recognition	All students enrolled in TAFE NSW may apply for Credit Transfer, Recognition of Prior Learning (RPL) or Articulation arrangements. For more information visit the: NSW Education Standards Authority (NESA) website .
Course Type	Board Endorsed Course
Indicative hours	120 hours over 1 year (year A and/or B)
HSC units and category	2 Preliminary and/or HSC units in total. The Animal Studies HSC VET course counts as Board Endorsed unit credit for the HSC but does not contribute towards an Australian Tertiary Admission Rank (ATAR). For more information on understanding HSC results visit the NSW Education Standards Authority (NESA) website
Qualification Packaging rules	To attain ACM20110 Certificate II in Animal Studies students must achieve 12 units of competency including: 7 core units and 3 elective units. Students who successfully complete all the following units delivered in both year A and B will receive the full qualification.
Core/HSC Mandatory Units of Competency	ACMGAS201A Work in the animal care industry – core (Year B delivery) ACMGAS202A Participate in workplace communications – core (Year A delivery) ACMGAS203A Complete animal care hygiene routines – core (Year B delivery) ACMGAS204A Feed and water animals – core (Year A delivery) ACMGAS205A Assist in health care of animals – core (Year A delivery) ACMOHS201A Participate in occupational health and safety processes – core (Year B delivery) ACMSUS201A Participate in environmentally sustainable work practices – core (Year A delivery)
Elective Units of Competency	ACMGAS206A Provide basic first aid for animals (Year A delivery) ACMGAS302A Provide enrichment for animals (Year A delivery) ACMGAS207A Provide reception services for an animal care facility (Year B delivery) ACMGAS208A Source information for animal care needs (Year B delivery) ACMSPE304A Provide basic care of dogs (Year B delivery)

	<p>2 additional units are being delivered above the qualification to meet NSW BOSTES syllabus requirements. Electives may vary across delivery sites to meet local demand.</p>
Additional Requirements	<p>Students must wear work boots or leather school shoes, long sleeve shirt and long pants. You will not be allowed to enter workshops without proper protective or industry standard clothing/shoes. Hats and sunscreen to be worn for outdoors activities.</p>
Work Placement	<p>A minimum of 35 hours of work placement is strongly recommended for the 120 hour course. 70 hours mandatory work placement is required for the 240 hour course.</p>
Delivery	<p>This course will be delivered as: Face to face delivery, within a simulated work environment, work in industry/work placement and online. The simulated work environment is located on TAFE NSW sites within animal care facilities. Delivery mode will include: Blended delivery, face to face, distance education, electronic delivery and a simulated workplace.</p> <p>Delivery sites include: TAFE NSW Yallah, Nowra, Moss Vale, Goulburn, Moruya and Bega. There is also an online delivery option. Students enrolled in the online course require regular access to a work site.</p> <p>Schools will be advised when timetables are available.</p>
Exclusions	<p>Refer to the NSW Education Standards Authority (NESA) website for information on VET course exclusions</p>
Employability Skills	<p>More information on Employability Skills in Animal Studies is available on the Training.Gov website.</p>
Competency Based Assessment	<p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p>
N Determinations	<p>Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p>
Appeals	<p>Students may lodge an appeal about assessment decisions through their VET teacher.</p>
Enrolment and Funding	<p>Enrolment and funding arrangements for externally delivered VET courses is provided to students via the school VET Coordinator or Careers Adviser.</p>
SBATs	<p>A school-based traineeship is available in this course, for more information visit the: School Based Apprenticeships and Traineeships in NSW website.</p>
Support Services	<p>TAFE NSW is committed to helping students reach their goals by providing a wide range of support and services. VET courses are available to all students including those with special education needs. More information is available on the NESA website.</p> <p>For more information on all of our Support Services visit the: TAFE NSW Support for Students Website or call 1300 766 123.</p>
Additional Information	<p>Students will be provided with a Student Guide and participate in a campus/course induction process prior to course commencement.</p>

COMMUNITY SERVICES

Qualification	CHC32015 Certificate III in Community Services.										
RTO	TAFE NSW Illawarra RTO 90006 http://www.tafeillawarra.edu.au/										
Brief course description	This course is accredited for the Higher School Certificate (HSC) and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs. At this level, work takes place under the direction of others and supervision may be direct or indirect. Work may take place in a range of community services organisations.										
Occupations	Aboriginal Community Development Worker, Aboriginal Intake and Referral Worker, Aboriginal Youth Worker, Accommodation Support Worker, Assistant Community Worker, Client Contact, Community care worker, Juvenile Justice Officer, Neighbourhood Centre Worker, Recreational Activities Officer, Residential Support Worker, Support Worker (Community Services), Weekend Recreational Activities Officer, Welfare Support Worker, Youth case worker, Youth Housing Support Worker, Youth Support Worker, Youth Worker										
Pathways	Learners may seek entry into higher level qualifications in Community Services, Disability, as well as qualifications within Community Services training package in areas such as Mental Health, Alcohol and other Drug Work, Community Development. <i>This RTO may not offer all qualifications listed above in possible pathways</i>										
Recognition	All students enrolled in TAFE NSW may apply for Credit Transfer, Recognition of Prior Learning (RPL) or Articulation arrangements. For more information visit the NSW Education Standards Authority (NESA) website.										
Course Type	Board Endorsed Course										
Indicative hours	240 hours over 2 years										
HSC units and category	4 Preliminary and/or HSC units in total. The Community Services HSC VET course counts as Board Endorsed unit credit for the HSC but does not contribute towards an Australian Tertiary Admission Rank (ATAR). For more information on understanding HSC results visit the: NSW Education Standards Authority (NESA) website										
Qualification Packaging Rules	To achieve this qualification, students must demonstrate competency in 12 units of competency: 5 core units and 7 elective units.										
Core/HSC Mandatory Units of Competency	<table> <tr> <td>CHCCCS016</td> <td>Respond to client needs</td> </tr> <tr> <td>HLTWHS002</td> <td>Follow safe work practices for direct client care</td> </tr> <tr> <td>CHCDIV001</td> <td>Work with diverse people</td> </tr> <tr> <td>CHCCOM005</td> <td>Communicate and work in health and community services</td> </tr> <tr> <td>HLTWHS006</td> <td>Manage personal stressors in the work environment</td> </tr> </table>	CHCCCS016	Respond to client needs	HLTWHS002	Follow safe work practices for direct client care	CHCDIV001	Work with diverse people	CHCCOM005	Communicate and work in health and community services	HLTWHS006	Manage personal stressors in the work environment
CHCCCS016	Respond to client needs										
HLTWHS002	Follow safe work practices for direct client care										
CHCDIV001	Work with diverse people										
CHCCOM005	Communicate and work in health and community services										
HLTWHS006	Manage personal stressors in the work environment										
Elective Units of Competency	<table> <tr> <td>BSBWOR301</td> <td>Organise personal work priorities and development</td> </tr> <tr> <td>CHCADV001</td> <td>Facilitate the interests and rights of clients</td> </tr> <tr> <td>CHCCOM001</td> <td>Provide first point of contact</td> </tr> <tr> <td>CHCGRP001</td> <td>Support Group Activities</td> </tr> <tr> <td>CHCDIS007</td> <td>Facilitate the empowerment of people with a disability</td> </tr> </table>	BSBWOR301	Organise personal work priorities and development	CHCADV001	Facilitate the interests and rights of clients	CHCCOM001	Provide first point of contact	CHCGRP001	Support Group Activities	CHCDIS007	Facilitate the empowerment of people with a disability
BSBWOR301	Organise personal work priorities and development										
CHCADV001	Facilitate the interests and rights of clients										
CHCCOM001	Provide first point of contact										
CHCGRP001	Support Group Activities										
CHCDIS007	Facilitate the empowerment of people with a disability										

	HLTAID003 Provide First Aid CHCVOL001 Be an Effective Volunteer <i>Electives may vary between delivery sites to meet local demand</i>
Work Placement	Students must complete a minimum of 70 hours mandatory work placement . Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements.
Delivery	<p>The course will be delivered on campus in a simulated work environment and will include online delivery and project work in industry with local service providers.</p> <p>Proposed delivery at TAFE NSW Goulburn and Shellharbour. CHC32015 Certificate III in Community Services is also being delivered for the IPROWD program at TAFE NSW Wollongong and Shellharbour. Schools will be advised when timetables are available.</p>
Exclusions	Refer to the NSW Education Standards Authority (NESA) website for information on VET course exclusions
Foundation Skills	Foundation Skills covered in this qualification include: Initiative and enterprise; Learning, Numeracy; Oral communication; Planning and organising; Problem solving; Reading, Self-management; Teamwork; Technology and Writing.
Competency Based Assessment	Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.
N Determinations	Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will still count towards an AQF qualification.
Appeals	Students may lodge an appeal about assessment decisions through their VET teacher.
Enrolment and Funding	Enrolment and funding arrangements for externally delivered VET courses is provided to students via the school VET Coordinator or Careers Adviser.
SBATs	A school-based traineeship is available in this course, for more information visit the: School Based Apprenticeships and Traineeships in NSW website .
Support Services	<p>TAFE NSW is committed to helping students reach their goals by providing a wide range of support and services. VET courses are available to all students including those with special education needs. More information is available on the NESA website.</p> <p>For more information on all of our Support Services visit the TAFE NSW Support for Students Website or call 1300 766 123.</p>
Additional Information	<p>Students will be provided with a Student Guide and participate in a campus/course induction process prior to course commencement. Students undertaking courses within the community services and/or health industries may be required to:</p> <ul style="list-style-type: none"> undergo occupational assessment, screening and vaccination (health.nsw.gov.au) apply for a Working With Children Check (kidsguardian.nsw.gov.au) undertake a National Police Check (police.nsw.gov.au).

EARLY CHILDHOOD EDUCATION AND CARE

Qualification	Statement of Attainment towards CHC30113 Certificate III in Early Childhood Education and Care .
RTO	TAFE NSW Illawarra RTO 90006 http://www.tafeillawarra.edu.au/
Brief course description	This course is accredited for the Higher School Certificate (HSC) and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development.
Occupations	Level 2 Children's Service Award 2010, Childhood Educator Assistant, Outside School Hours Aide, Preschool Assistant.
Pathways	Certificate III in Early Childhood Education and Care, Diploma of Early Childhood Education and Care, Bachelor of Early Childhood Education and Care. <i>Note: This RTO may not offer all qualifications listed above in possible pathways</i>
Recognition	All students enrolled in TAFE NSW may apply for Credit Transfer, Recognition of Prior Learning (RPL) or Articulation arrangements. For more information visit the: NSW Education Standards Authority (NESA) website .
Course Type	Board Endorsed Course
Indicative hours	240 hours over 2 years
HSC units and category	4 Preliminary and/or HSC units in total. The Early Childhood Education and Care HSC VET course counts as Board Endorsed unit credit for the HSC but does not contribute towards an Australian Tertiary Admission Rank (ATAR). For more information on understanding HSC results visit the NSW Education Standards Authority (NESA) website
Qualification Packaging rules	To attain the full qualification students must achieve 18 units of competency: 15 core units plus 3 elective units.
Core/HSC Mandatory Units of Competency	CHCECE002 Ensure the health and safety of children CHCECE004 Promote and provide healthy food and drink CHCECE001 Develop cultural competence CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety HLTAID004 Provide an emergency first aid response in an educational and care setting HLTWHS001 Participate in workplace health and safety CHCECE009 Use an approved learning framework to guide practice
Elective Units of Competency	CHCDIV001 Work with diverse people CHCECE012 Support children to connect to their world CHCECE006 Support behaviour of children and young people BSBSUS301 Implement and monitor environmentally sustainable work practices <i>Electives may vary between delivery sites to meet local demand</i>

Additional Requirements	<p>Students undertaking courses within the community services and/or health industries may be required to:</p> <ul style="list-style-type: none"> • undergo occupational assessment, screening and vaccination (www.health.nsw.gov.au) • apply for a Working With Children Check (www.kidsguardian.nsw.gov.au) • undertake a National Police Check (www.police.nsw.gov.au).
Work Placement	<p>Students must complete a minimum of 35 hours of mandatory work placement. Students should be at least 16 years old to undertake the work placement for this course as they will be in a work environment with vulnerable people and duty of care requires a substantial level of maturity. Any variation of this requirement must be with the explicit approval of the school, RTO and host employer.</p>
Delivery	<p>This course is delivered face to face within a simulated work environment at TAFE NSW Goulburn, Moruya, Moss Vale, Nowra, Shellharbour, Ulladulla and Wollongong.</p> <p>Schools will be advised when timetables are available.</p>
Exclusions	<p>Refer to the NSW Education Standards Authority (NESA) website for information on VET course exclusions</p>
Foundation Skills	<p>Foundation Skills is the term used to cover the Australian Core Skills Framework plus the Core Skills for Work Framework. There are 11 foundation skills</p>
Competency Based Assessment	<p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p>
N Determinations	<p>Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p>
Appeals	<p>Students may lodge an appeal about assessment decisions through their VET teacher.</p>
Enrolment and Funding	<p>Enrolment and funding arrangements for externally delivered VET courses is provided to students via the school VET Coordinator or Careers Adviser.</p>
SBATs	<p>A school-based traineeship is available in this course, for more information visit the School Based Apprenticeships and Traineeships in NSW website.</p>
Support Services	<p>TAFE NSW is committed to helping students reach their goals by providing a wide range of support and services. VET courses are available to all students including those with special education needs. More information is available on the NESA website.</p> <p>For more information on all of our Support Services visit the TAFE NSW Support for Students Website or call 1300 766 123.</p>
Additional Information	<p>Students will be provided with a Student Guide and participate in a campus/course induction process prior to course commencement.</p>

HUMAN SERVICES – HEALTH SERVICES ASSISTANCE (ASSISTING IN NURSING WORK)

Qualification	HLT33115 Certificate III in Health Services Assistance
RTO	TAFE NSW Illawarra RTO 90006 http://www.tafeillawarra.edu.au/
Brief course description	This course is accredited for the Higher School Certificate (HSC) and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.
Occupations	Nurse's aide, operating theatre technician, orderly, patient support assistant, ward assistant, ward clerk. Employment in public and private acute health care facilities.
Pathways	The Diploma of Nursing and Bachelor of Nursing.
Recognition	All students enrolled in TAFE NSW may apply for Credit Transfer, Recognition of Prior Learning (RPL) or Articulation arrangements. For more information visit the NSW Education Standards Authority (NESA) website .
Course Type	Industry Curriculum Framework
Indicative hours	300 hours over 2 years
HSC units and category	4 Preliminary and/or HSC units in total - Category B status for Australian Tertiary Admission Rank (ATAR). For more information on understanding HSC results visit the NSW Education Standards Authority (NESA) website
Qualification Packaging Rules	To achieve this qualification, students must demonstrate competency in 15 units of competency – 7 core units and 8 elective units.
Core/HSC Mandatory Units of Competency	<p>CHCCOM005 Communicate and work in health or community services - <i>core</i></p> <p>CHCDIV001 Work with diverse people - <i>core</i></p> <p>HLTAAP001 Recognise healthy body systems - <i>core</i></p> <p>HLTAID003 Provide first aid – <i>HSC mandatory</i></p> <p>HLTINF001 Comply with infection prevention and control policies and procedures - <i>core</i></p> <p>HLTWHS001 Participate in workplace health and safety - <i>core</i></p> <p>HLTAIN001 Assist with nursing care in an acute care environment – <i>HSC mandatory</i></p> <p>BSBMED301 Interpret and apply medical terminology appropriately - <i>core</i></p> <p>BSBWOR301 Organise personal work priorities and development - <i>core</i></p>
Elective Units of Competency	<p>CHCCCS002 Assist with movement</p> <p>CHCCCS020 Respond effectively to behaviours of concern</p> <p>CHCCCS026 Transport individuals</p> <p>HLTAIN002 Provide non-client contact support in an acute care environment</p> <p>CHCAGE001 Facilitate the empowerment of older people</p> <p>CHCAGE005 Provide support to people living with dementia</p> <p><i>Electives may vary between delivery sites to meet local demand</i></p>

Work Placement	Students must complete a minimum of 80 hours industry work placement to meet HSC requirements. Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. Work placement will be arranged through a Work placement Service Provider.
Delivery	The course will be delivered in general purpose classrooms, simulated health learning environments, library and computer rooms. The mode of delivery will include blended delivery, class self-paced learning and on the job training. Proposed delivery at TAFE NSW Cooma, Shellharbour and Wollongong . Schools will be advised when timetables are available.
Exclusions	Refer to the NSW Education Standards Authority (NESA) website for information on VET course exclusions
Employability Skills	Information on employability skills in Human Services is available on the NESA website .
Competency Based Assessment	Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.
N Determinations	Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will still count towards an AQF qualification.
External Assessment (optional HSC examination)	Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.
Appeals	Students may lodge an appeal about assessment decisions through their VET teacher.
Enrolment and Funding	Enrolment and funding arrangements for externally delivered VET courses is provided to students via the school VET Coordinator or Careers Adviser.
SBATs	A school-based traineeship is available in this course, for more information visit the: School Based Apprenticeships and Traineeships in NSW website .
Support Services	TAFE NSW is committed to helping students reach their goals by providing a wide range of support and services. VET courses are available to all students including those with special education needs. More information is available on the NESA website . For more information on all of our Support Services visit the TAFE NSW Support for Students Website or call 1300 766 123.
Additional Information	Students will be provided with a Student Guide and participate in a campus/course induction process prior to course commencement.



Education

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