



MANILLA CENTRAL SCHOOL

SUBJECT SELECTION

**An information package
for students**

Yr 11 - 2024

Yr 12 - 2025







Senior Years of Schooling

Choosing a program of study

The importance of subject choice

All courses in the senior years of schooling require effort in class work, homework and study. There are no easy subject choices.

When a decision to stay on at school is made, subject choices become extremely important. If you choose subjects you are interested in and like studying, then life at school will be more enjoyable. Choosing subjects which suit your ability level make school life more rewarding.

You must also consider what you intend to do after leaving school. The correct selection of subjects is necessary if you intend to qualify for University or if you intend to pursue further study at other institutions such as TAFE. Some careers such as with the armed forces also have subject requirements. You will need to visit Mrs Jones for this information, before you make your final decisions.

This booklet has been designed to help you choose your program of study at Manilla Central School.

Note:

Courses that have a fee attached to them may only be studied after the course fee is paid or arrangements are made with the Principal for assistance or the opportunity to pay the fee in instalments has been negotiated.

Students who wish to change courses and move into a fee-paying course must attend to the fees prior to the course change being affected (please note Manilla Central School's Refund policy on page 4).

Subjects are not guaranteed to run in 2024. The school reserves the right to adjust curriculum after subject selection. If this occurs, students will be asked to reselect a subject for that line.

Students will be notified early in Term 4 of their Pattern of Study for 2024. Parents are encouraged to pay any compulsory fees during December in order to ensure placement in the course. Otherwise, payment can be made in 2024. Fees may be paid on the first day of school in 2024 however a position in the course cannot be guaranteed as the course may already be full. Student will be placed in a non-fee paying course Day 1 2024 if fee payment or arrangement has not been made.



Refund Policy

Students who exit a course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

The Process

- 1) Students must complete a change of course form;
 - Obtained from the Deputy Principal.
 - Class Teacher and Head Teacher Administration to sign
 - Careers Advisor to check requirements for career choice/University entry/ATAR
 - Parents to sign
 - Student to sign
 - Return to Deputy Principal for approval
 - Student will be issued with a new timetable once the process is completed.
- 2) Apply for a refund
 - Collect application from front office
 - Complete and return to the Principal for authorisation
 - The amount will be determined by the Principal on a pro rata basis once costs have been taken out.



WHAT TYPES OF COURSES CAN I SELECT?

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

Board Developed Courses (BDC)

These courses are developed by the **NSW Education Standards Authority (NESA)**.

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

- All Board Developed Courses counted for the ATAR.

Board Endorsed Courses (BEC)

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

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. These competencies are recognized nationally.

- Only 240-hour VET courses that are part of an Industry Curriculum Framework can contribute to the ATAR, and only if the optional examination has been taken.
- If you take more than one examinable Industry Curriculum Framework course in your senior years, each course can count towards your ATAR if you sit the examinations.

Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, perhaps at TAFE, we will recognise your previous studies and results. You will not have to repeat that training and assessment.

You will need to produce evidence, for example a result notice, certificate or competency logbook.

If through previous work or life experiences, you have already developed high level skills in this course area we may be able to recognise those skills. If so, you would not have to repeat that training. However, we will need to assess your skills to ensure they are at industry standard.

If you wish to apply for Recognition of Prior Learning for any competencies see your VET teacher.

Work Placement

Work placement is a mandatory component of the VET Industry Curriculum Framework courses for the HSC qualification. It provides the student with the opportunity to practice the skills learnt at school in the workplace and access a broad range of industry standard equipment.

Hours in the workplace are determined by the number of units in a course. For 240-hour course a student must complete approximately 70 hours in the workplace. If a student chooses a VET course for year 11 only it is important that the work placement is completed in the same year. If you do not complete the work placement you will not be awarded the HSC for that subject.



Additional Support for Students with Disabilities in VET Courses

School authorities provide equitable access to HSC VET courses for students with disabilities. The decision by a student with a disability to undertake a course should be carefully planned to involve the student, parents or carers, teachers and student services personnel. This ensures that the student selects a course that meets individual interest, ability and need.

Students with a disability may participate in EVET courses when they are undertaking a pattern of study leading to the award of a HSC. This includes students who are undertaking Life Skills courses. To be considered for additional disability funding in a EVET course, the student must meet the disability criteria and submit an application for additional support.

Further information about VET courses appears in the section listing the HSC Courses available.

Life Skills Courses as part of a Special Program of Study.

- Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate.
- **Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10).** Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Year 11 and HSC years.
- Life Skills courses will have Board Developed status (BDLSC) and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2-unit Year 11 course and a 2-unit Year 12 course.
- **There is no external examination for the Life Skills courses, and they do not contribute to an ATAR.**
- Potential candidates and their parents/carers will be contact by Head Teacher Teaching and Learning Mrs Felstead.



School Based Apprenticeships and Traineeships

Are more than just part-time jobs - they're a great way to set yourself up for the career you want whilst you are completing your HSC.

School Based Apprenticeships and Traineeships

Are available to all Year 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school.

A School Based Apprenticeship or Traineeship combines paid work, training and school; and as well as an industry recognised national qualification you will gain credit towards the HSC.

Some apprenticeships and traineeships can contribute towards the ATAR.

What are the minimum requirements that a school-based apprentice or school based trainee must complete while they are at school?

While at school, the school-based apprentice must complete a specified number of days of paid employment as a first-year apprentice. For many trades the minimum requirement is 100 days but for some trades (e.g. electrical and electronics trades) it may be as high as 180 days.

School based apprentices will be enrolled in the relevant trade course, generally at Certificate III level, from the beginning of their apprenticeship. The formal training component to be completed while at school is generally equivalent to what a full-time apprentice would complete in their first year.

School based apprentices must complete the formal training component by the end of Term 3 before the HSC to ensure the student receives appropriate credit for the HSC. They must complete the minimum number of days of paid employment by 31 December of the HSC year to progress into the next stage of their apprenticeship.

A school-based trainee will be enrolled in the relevant qualification at a Certificate II or Certificate III level. They must complete a minimum of 100 days of paid employment, or as specified in the relevant Vocational Training Order. They must also complete their formal training component by the end of Term 3 before the HSC, to ensure the student receives appropriate credit for the HSC.

Who will provide the formal training for school-based apprentices/trainees?

School based apprentices and trainees in New South Wales will undertake their apprenticeship training through TAFE NSW or a private Registered Training Organisation authorised to provide apprenticeship / traineeship training. The student's school may also deliver the formal training on school premises if it is authorised to do so.

In most cases school-based apprentices will continue their enrolment with the same training organisation once they commence full-time work as an apprentice after the HSC and will complete their formal training within a further two years.

School Based Apprenticeships and Traineeships (SBATS) are available in a very extensive range of industry areas. Please contact the Careers Adviser Mrs Jones, for further information.



WHAT ARE UNITS?

All courses offered for the Year 11 and 12 have a unit value. Most have a value of 2 units. A 2-unit course has a value of 100 marks.

2 units = 10 periods for fortnight (which allows for the course requirement of 120 hours) = 100 marks

REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Year 11 or Year 12 courses, unless you are only entered for only Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below.
- sit for and make a serious attempt at the required HSC examinations.
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

If you wish to be awarded the HSC, you must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:

- at least 6 units of Board Developed Courses;
- at least 2 units of a Board Developed Course in English;
- at least three courses of 2 units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects

You must also complete the practical, oral or project works required for specific courses and the assessment requirements for each course and have sat for and made a serious attempt at the required Higher School Certificate examinations.

HSC Minimum Standards

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC credential. Students have up to four opportunities per year to sit each minimum standard reading, writing or numeracy test. Students can take the tests from Year 10 until up to five years after starting their first HSC course. Students enrolled in Life Skills courses may be exempt under certain conditions.

Future information can be found on the ACE and NESA website

ACE 4060: <https://ace.nesa.nsw.edu.au/ace-4060>

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>



REQUIREMENTS FOR ELIGIBILITY FOR AN ATAR

Most university courses require that students have an Australian Tertiary Admission Rank (ATAR). To be eligible for an ATAR you must:

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- Best 2 units of English
- Best 8 units from your remaining units

Additional information:

NSW Education Standards Authority (NESA) rules and requirements can be found at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

Steps to Uni for Year 10 students can be found at <https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2026.pdf>

HSC marks and the ATAR: what's the difference?

The most important thing to know is that HSC marks and the ATAR have different purposes.

Your HSC marks:

- are presented as marks out of 100
- tell you how well you've performed in each of your courses, according to standards set by NESA
- can only be compared to the marks of students who completed the same HSC courses
- are provided by NESA.

Your ATAR:

- is a rank, not a mark or a percentage
- tells you where you're positioned overall in relation to other students
- tells you how you compare with other students who have completed different combinations of HSC courses
- is provided by UAC.

up2now

Many employers and places of further education are interested in more than just academic results. The Up2now website (<https://up2now.net.au/people/login?redirectUrl=%2F>) is a great place for secondary students to share information about their learning and extracurricular activities and to capture personalised transition planning.

The website allows students to create an online portfolio, where they can present their broader learning, awards and achievements, community service and volunteering experience, showcase their artwork, and create resumes. Students can create multiple portfolios and export to PDF or share a portfolio online with prospective employers or use it to access other education and training pathways. Please see the careers advisor Mrs Jones for your registration details.



Course	Unit Value	Type of Course	ATAR Eligible
Board Courses			
English Advanced	2	BDC	Yes
English Standard	2	BDC	Yes
English Studies	2	BDC	Yes, if sit examination
Agriculture	2	BDC	Yes
Biology	2	BDC	Yes
Business Studies	2	BDC	Yes
Chemistry	2	BDC	Yes
Industrial Technology (Timber)	2	BDC	Yes
Investigating Science	2	BDC	Yes
Mathematics Standard 2	2	BDC	Yes
Mathematics Advanced	2	BDC	Yes
Modern History	2	BDC	Yes
Numeracy	2	BEC	No
Sport, Lifestyle and Recreation Studies	2	BEC	No
Visual Arts	2	BDC	Yes
Visual Design	2	BEC	No
VET Courses			
Hospitality	2	BDC	Yes, if sit examination
Primary Industries	2	BDC	Yes, if sit examination
Life Skills Courses			
English Life Skills	2	BDLSC	No
Mathematics Life Skills	2	BDLSC	No
Technology & Applied Studies Life Skills	2	BDLSC	No
Citizenship & Society Life Skills	2	BDLSC	No
Creative Arts Life Skills	2	BDLSC	No
PDHPE Life Skills	2	BDLSC	No
Investigating Science Life Skills	2	BDLSC	No
Work & the Community Life Skills	2	BDLSC	No



English Advanced

2U Board Developed Course

ATAR Eligible

Expression of Interest for 2024

Course Contribution - \$0

Course Description

- This course is designed for students to become critical and sophisticated users of English.
- In studying this course, students will analyse and evaluate texts and the ways they are valued in their contexts, and will consider the language forms, features and structures of texts.
- They will develop skills in responding to and composing a range of complex texts.
- The style of learning will involve independent investigation, individual and collaborative learning.
- Students will be encouraged to understand the role of reflection as a way to evaluate their processes of composing and will be encouraged to be imaginative, critical and reflective thinkers.
- Both the Year 11 and Year 12 courses require a study of Shakespeare which will be incorporated into one of the modules studied.

Course Outline

Year 11

- Common Module: Reading to Write
- Module A: Narratives that Shape Our World
- Module B: Critical Study of Literature
- Integration of the modes of reading, writing, listening, speaking, viewing and representing
- Study a wide range of quality texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts; from a range of social, cultural, gender perspectives, including texts with Asian and Aboriginal and Torres Strait Islander experiences.

Year 12

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing
- Integration of the modes of reading, writing, listening, speaking, viewing and representing.
- Texts must include Shakespearean drama, prose fiction, and poetry OR drama.

Particular Course Requirements

- This course is recommended for students who have achieved high results in Year 10 English.
- 40% of the content of this course is common to both Advanced and Standard English students.

School to Work

- | | |
|--|--|
| <ul style="list-style-type: none"> • Law • Journalism • Film and Television • Teaching | <ul style="list-style-type: none"> • Public Relations • Psychology • Business Management • Advertising and Marketing |
|--|--|



English Standard

2U Board Developed Course

ATAR Eligible

Course Contribution - \$0

Course Description

- This course is designed for students to increase their expertise in English.
- Through the study of this course, students will form the basis of sound practices of investigation and analysis required for the world of work as well as post-school training and education.
- Students will be provided with the opportunity to become confident and effective communicators.
- The course encourages skills in independent, collaborative and reflective learning.
- Students will be encouraged to consider the role of language and literature in their lives and the study and use of English as a key to learning.

Course Outline

Year 11

- Common Module – Reading to Write: Transition to Senior English
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature
- Study ONE complex multimodal or digital text and ONE substantial literary print text
- Integration of the modes of reading, writing, listening, speaking, viewing and representing
- Experience a wide range of quality texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts;

Year 12

- Common Module – Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing
- Integration of the modes of reading, writing, listening, speaking, viewing and representing.
- Experience a wide range of quality texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts;

Particular Course Requirements

- This course is recommended for students who have achieved sound results in Year 10 English.
- 40% of the content of this course is common to both Advanced and Standard English students.

School to Work

- | | |
|--------------------------|---------------------------|
| • Teaching | • Public Relations |
| • Nursing | • Welfare Work |
| • Hospitality Management | • Business Administration |
| • Retail | • Travel Consultancy |



English Studies

2U Board Developed Course

ATAR Eligible if sit examination

Course Contribution - \$0

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.

Course Outline

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.

Across the English Studies Stage 6 Course students are required to study a range of types of texts including a variety cultural, social and gender perspectives. This includes 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.

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.

Particular Course 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.

School to Work

- | | |
|------------------------------------|------------------|
| • Apprenticeships and Traineeships | • Mineworker |
| • Retail | • Plant Operator |
| • Customer Service | • Photographer |



Agriculture

2U Board Developed Course

ATAR Eligible

Course Contribution - \$0

Course Description

Agriculture provides people with food, fibre, shelter and the possibility of diverse lifestyles. Agriculture is a composite of industries that produce both raw and value-added materials from plants and animals. This course is designed to develop a better understanding of agriculture as a business, understand the environmental issues caused by agricultural practices and solve problems related to agriculture.

Students develop knowledge and understanding of:

- the interactions between the elements of agriculture
- the scientific principles that explain the processes that take place when inputs are transformed into outputs
- the relationships between production, processing and consumption
- the welfare, ethical and legal issues relating to animal research and environmental issues.

Agriculture caters for a diverse range of students and ability levels and has the facility to challenge students academically as well as providing them with a wide range of practical skills using relevant technologies associated with agriculture.

This is an 'on-farm', environment-oriented course.

Course Outline

Year 11

- Overview of Australian Agriculture
- The Farm Case Study
- Plant Production
- Animal Production

Year 12

- Plant/Animal Production
- Farm/Product Study
- One of the following Electives:
Agri-food, Fibre and Fuel Technologies or
Climate Challenge or Farming for the 21st
Century

Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 courses.

School to Work

- | | |
|--|--|
| <ul style="list-style-type: none"> • Agribusiness Manager • Animal Handler • Agronomist | <ul style="list-style-type: none"> • Farmer/Farm Manager • Stock and Station Agent • Agricultural Technical Officer |
|--|--|



Biology

2U Board Developed Course

ATAR Eligible

Course Contribution - \$0

Course Description

Biology explores the diversity of life from the cellular level to multicellular cellular (plants and animals) organisms. It explores the interaction with living things and the environment in which they live. Within the course, students will examine solutions to health and world sustainability issues.

It aims to provide students with a contemporary understanding of concepts explaining the functioning, origin and evolution of living things.

Biology involves students working individually and with others in practical, field and interactive activities that are related to the theoretical concepts in the course.

It allows students to learn the knowledge and skills that are required for success in a range of careers.

- Working individually and with others
- Collecting and analysing data
- Effective communication of information and understanding
- Problem-solving

Course Outline

Year 11

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

Year 12

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

A minimum of 15 hours will be allocated to depth studies which will be completed in each of Year 11 and Year 12 Biology.

Particular Course Requirements

- Biology draws upon, and develops the knowledge and skills developed in Year 7 – 10 Science.
- Students will complete no less than 35 indicative hours of practical experiences in the Year 11 and Year 12 courses. Practical investigations may include laboratory experiments and fieldwork.
- The Year 11 course includes at least one ecological fieldwork exercise.
- Biology may be studied as a stand-alone subject or studied in conjunction with Investigating Science, Chemistry and/or Physics.

School to Work

- | | |
|-------------------|-------------------------------|
| • Medical Careers | • Environmental Science |
| • Botany | • Natural Resource Management |
| • Zoology | • Working with animals |
| • Microbiology | • Science teacher |



Business Studies

2U Board Developed Course

ATAR Eligible

Course Contribution - \$0

Course Description

As consumers, producers, employees, employers or self-employed, people throughout the world engage in a web of business activities to deliver a range of goods and services. Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

Business Studies is distinctive in that it includes the theoretical and practical aspects of business and management which students will encounter in life. Business Studies investigates the role, operation, management and planning of businesses within our society.

Students investigate the role of local and global businesses how they operate in a global economy. Students investigate and research contemporary businesses throughout the course. This course emphasises the importance of small business to the Australian economy.

Course Outline

Year 11

- Nature of Business
- Business Management
- Business Planning

Year 12

- Operations
- Marketing
- Finance
- Human Resources

Particular Course Requirements

No special requirements

School to Work

- | | |
|----------------------|-------------------|
| • Accounting | • Retail |
| • Financial Planning | • Management |
| • Marketing | • Human Resources |
| • Real Estate | |



Chemistry

2U Board Developed Course

ATAR Eligible

Course Contribution - \$0

Course Description

- Chemistry explores the structure, composition and reactions of elements, compounds and mixtures.
- Students investigate the discovery and synthesis of new compounds and industrial processes.
- Students explore the applications of Chemistry to life processes, future industries and sustainability.
- Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials.

Course Outline

Year 11

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

Year 12

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

A minimum of 15 hours will be allocated to depth studies which will be completed in each of Year 11 and Year 12

Particular Course Requirements

- Many aspects of Chemistry require reporting and applied mathematics. It is essential that students have competent skills in communication (literacy) and mathematics.
- Students will complete no less than 35 indicative hours of practical experiences in the Year 11 and Year 12 courses. Practical investigations may include laboratory experiments and fieldwork.
- Chemistry may be studied as a stand-alone subject or studied in conjunction with Biology, Investigating Science and/or Physics.

School to Work

- Agriculture and Rural Science
- Medicine and Pharmaceuticals
- Engineering and Applied Sciences
- Manufacturing, Industry and Food Science
- Forensic Science
- Geochemistry and Mining



Industrial Technology

2U Board Developed Course

ATAR Eligible

Course Contribution - \$150

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Area is Timber Products and Furniture Technologies.

Course Outline

Year 11

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

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

Year 12

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

- Industry Study
- Major Project
 - Design, Management and Communication
 - Production
- Industry Related Manufacturing Technology

Particular Course Requirements

Students will also need to purchase materials needed for the major timber project.

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

In the Year 11 Course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.

In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

School to Work

- | | |
|---|---|
| <ul style="list-style-type: none">• Construction• Craftsperson | <ul style="list-style-type: none">• Metals Engineer• Industrial Designer |
|---|---|



Investigating Science

2U Board Developed Course

ATAR Eligible

Course Contribution - \$0

Course Description

- Investigating Science promotes active inquiry and explores key scientific concepts, models and phenomena.
- The course is designed to complement the study of Biology, Chemistry and/or Physics to provide students with the opportunities to perform scientific investigations.
- Students will further enhance their Working Scientifically Skills through evidence-based investigations focused on human interactions with the world.

Course Outline

Year 11

- Cause and Effect - Observing
- Cause and Effect – Inference and Generalisation
- Scientific Models
- Theories and Laws

Year 12

- Scientific Investigation
- Technologies
- Fact or Fallacy?
- Science and Society

Investigating Science will be taught in context areas based on themes rather than course modules. Themes will incorporate the different disciplines of Science.

A minimum of 30 hours will be allocated to depth studies which will be completed in each of Year 11 and Year 12 Investigating Science.

Particular Course Requirements

- This course builds upon students' ability to Working Scientifically.
- Students will complete no less than 35 indicative hours of practical experiences in the Year 11 and Year 12 courses. Practical investigations may include laboratory experiments and fieldwork.
- Investigating Science maybe studied as a stand-alone subject or studied in conjunction with Biology, Chemistry and/or Physics.

School to Work

- | | |
|---------------------------|------------------------|
| • Primary School Teacher | • Health |
| • Farming | • Nursing |
| • Human Movement | • Engineering |
| • Forensic Science | • Working with animals |
| • Geochemistry and Mining | • Medical Careers |



Mathematics Standard 2

2U Board Developed Course

ATAR Eligible

Course Contribution - \$0

Course Description

- Mathematics Standard focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.
- It provides the opportunities to develop an understanding and competence in mathematics through utilizing real-world applications.
- It is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful.
- The course offers students the opportunity to prepare for post-school options of employment or further training.

Course Outline

Year 11

Algebra

- Formulae and Equations
- Linear Relationships

Measurement

- Applications of Measurement
- Working with Time

Financial Mathematics

- Money Matters

Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Algebra

- Types of Relationships

Measurement

- Non-righted-angles Trigonometry
- Rates and Ratios

Financial Mathematics

- Investments and Loans
- Annuities

Statistical Analysis

- Bivariate Data Analysis
- Normal Distribution

Networks

- Network Concepts
- Critical Path Analysis

Particular Course Requirements

- Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

School to Work

- Nursing
- Humanities
- Paramedical Science
- Stock and Station Agent
- Insurance Agent
- Primary Teacher



Mathematics Advanced

2U Board Developed Course

ATAR Eligible

Expression of Interest for 2024

Course Contribution - \$0

Course Description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced:

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

Course Outline

Year 11

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

Year 12

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Particular Course Requirements

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes

School to Work

- | | |
|---------------------------------|----------------------------|
| • Accounting | • Insurance |
| • Financial planning | • Retail |
| • Electronics | • Hotel / motel management |
| • Multi-media developer | • Mechanical engineer |
| • Aircraft maintenance engineer | • Laboratory technician |



Modern History

2U Board Developed Course

ATAR Eligible

Course Contribution - \$0

Course Description

Modern History Stage 6 is designed to develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world. The course is designed to develop a lifelong interest in the study of history and to prepare them for informed and active citizenship in the contemporary world.

Course Outline

Year 11

The course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their Year 12 studies.

Students are required to study Parts I, II and III of the course.

Part I: Investigating Modern History

- The Nature of Modern History
- Case Studies

Part II: Historical Investigation

The investigation can be integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the Year 12 course

Part III: The Shaping of the Modern World

Student will undertake at least one study from shaping of the modern world.

Year 12

Students are required to study Parts I, II, III and IV of the course.

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

Part II: National Studies

Part III: Peace and Conflict

Part IV: Change in the Modern World

Particular Course Requirements

No special requirements

School to Work

- | | |
|---------------|------------------------|
| • Archaeology | • Foreign Affairs |
| • Journalism | • Historian |
| • Legal Work | • Art Critic/Historian |



Numeracy

2U Content Endorsed Course

Not ATAR Eligible

Course Contribution - \$0

Course Description

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Course Outline

Year 11

Module 1:

- 1: Whole numbers
- 2: Operations with whole numbers
- 3: Distance, area and volume
- 4: Time
- 5: Data, graphs and tables

Module 2:

- 1: Fractions and decimals
- 2: Operations with fractions and decimals
- 3: Metric relationships
- 4: Length, mass and capacity
- 5: Chance

Year 12

Module 3:

- 1: Percentages
- 2: Operations with numbers
- 3: Finance
- 4: Location, time and temperature
- 5: Space and design

Module 4:

- 1: Rates and ratios
- 2: Statistics and probability
- 3: Exploring with NRMT

Particular Course Requirements

No special requirements

School to Work

- Farm Workers
- Government Worker
- Sports Instruction or Supervisor
- Manufacture Worker
- Technical Services
- Recreation Worker



Sport, Recreation and Lifestyle Studies

2U Board Endorsed Course

Not ATAR Eligible

Course Contribution - \$0

Course Description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Course Outline

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as: Aquatics, Athletics, Dance, First Aid and Sports Injuries, Fitness, Games and Sports Applications, Gymnastics, Healthy Lifestyle, Individual Games and Sports Applications, Outdoor Recreation, Resistance Training, Social Perspectives of Games and Sport, Sports Administration or Sports Coaching and Training.

Particular Course Requirements

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

School to Work

- | | |
|---------------------|------------------------------------|
| • Sports Coaching | • Sports Administrator |
| • Sports Trainer | • Sporting Facility Manager |
| • Recreation Worker | • Sports Instruction or Supervisor |



Visual Arts

2U Board Developed Course

ATAR Eligible

Course Contribution - \$120

Course Description

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Year 11 course is broad, while the Year 12 course provides for deeper and increasingly more independent investigations.

Course Outline

Year 11

Learning opportunities focus on:

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

Year 12

Learning opportunities focus on:

- How students may develop their own practice of art making, art criticism, and art history, applied to selected areas of interest
- How students may develop their own informed points of view in increasingly independent ways
- How students may learn about the relationships between artists, artworks, the world and audiences within the art world
- How students may further develop meaning and focus in their works and resolution.

Particular Course Requirements

Year 11 Course

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

Year 12 Course

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

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.

School to Work

- | | |
|---|--|
| • Animation | • Graphic Design, Advertising and Publishing |
| • Web/Multimedia Design and Photography | • Theatre, TV and Set Design |
| • Primary and Secondary Teaching | • Architecture |



Visual Design

2U Board Endorsed Course

Not ATAR Eligible

Course Contribution - \$120

Course Description

Visual Design provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

Course Outline

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

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design

The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

Particular Course Requirements

Students are required to keep a diary throughout the course.

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

School to Work

- | | |
|---|--|
| • Web/Multimedia Design and Photography | • Graphic Design, Advertising and Publishing |
| • Primary and Secondary Teaching | • Theatre, TV and Set Design |



VET COURSE INFORMATION 2020

Course Descriptors Tamworth RTO 90162

Frequently Asked Questions

What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is competency based.
- In some VET courses work placement is compulsory

What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NSW Education Standards Authority (NESA).

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All 240-hour VET Industry Curriculum Framework Courses (ICF), can count towards a ATAR, if a student sits the written examination for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks?

NSW Education Standards Authority NESA has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.



What are Specialisation Courses?

Specialisation courses are 1-unit or 2-unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. A Board Endorsed Course (VET BEC) does not contribute to the ATAR

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.


How do foundation and employability skills relate to VET courses?

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."

Study in a VET ICF course may give a student access to the HSC
and an AQF credential, workplace learning and an ATAR.



Manilla Central School – Subject Selection Information: Year 11 2024/Year 12 2025

		2024 Primary Industries Course Descriptor AHC20116 Certificate II in Agriculture RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Primary Industries Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture https://training.gov.au/training/details/ahc20116 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 3 core and 15 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in an agricultural environment and be able to use a personal digital device including a personal computer or laptop.			
Agriculture, Horticulture and Conservation and Land Management Training Package (AHC 8.0) Units of Competency			
Core AHCWHS201 Participate in work health and safety processes AHCWRK204 Work effectively in the industry AHCWRK209 Participate in environmentally sustainable work practices.		Elective - continued *AHCMMOM202 Operate tractors *AHCMMOM304 Operate machinery and equipment *AHCLSK211 Provide feed for livestock *AHCLSK209 Monitor water supplies *AHCINF202 Install, maintain and repair farm fencing *AHCINF201 Carry out basic electric fencing operations *AHCNSY207 Undertake propagation activities *AHCNSY205 Pot up plants *AHCSOL203 Assist with soil or growing media sampling and testing *AHCLSK316 Prepare livestock for competition *AHCBO203 Inspect and clean machinery, tools and equipment to preserve biosecurity * Trainer will advise on elective units chosen. Not all units of competency are available.	
Elective AHCWRK205 Participate in workplace communications AHCWRK201 Observe and report on weather AHCPCMG201 Treat weeds AHCCHM201 Apply chemicals under supervision 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 AHCPCMG202 Treat plant pests, diseases and disorders AHCNSY206 Care for nursery plants AHCPCM204 Recognise plants			
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
This qualification provides a general vocational outcome in agriculture.		The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.	
Examples of occupations in the agricultural industry: <div><div>• farm or station hand/labourer</div><div>• nursery assistant</div><div>• shearing hand</div><div>• livestock worker</div><div>• assistant farm or station worker</div><div>• assistant animal attendant/stockperson</div></div>			
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course Cost: \$110 for two years Fully enclosed leather shoes are required.		Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships			



Manilla Central School – Subject Selection Information: Year 11 2024/Year 12 2025

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


2024 Course Descriptor AHC20116 Certificate II in Agriculture

RTO - Department of Education - 90333, 90222, 90072, 90162

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

Version 0.10



		2024 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Hospitality Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.			
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency			
Core BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers		Elective SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
<ul style="list-style-type: none">Working within the hospitality industry involvesorganising information and records in both paper and electronic formscustomer (client) service		<ul style="list-style-type: none">teamworkusing technologiescreating documents	
Examples of occupations in the hospitality industry:			
<ul style="list-style-type: none">Café AttendantWaiter/Waitress		<ul style="list-style-type: none">Catering AssistantBaristaFood and Beverage AttendantBartender	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course Cost: \$280 including uniform and kit hire for the 2 years Fully enclosed leather shoes are required.		Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships			



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

2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



Life Skills Courses

As part of a Special Program of Study

What are the Stage 6 Life Skills courses?

Stage 6 Life Skills courses provide a curriculum option for the small percentage of students with special education needs for whom the regular outcomes and content are not appropriate. These courses have Board Developed status and can be used to meet the requirements for the award of the Higher School Certificate.

Who can access Life Skills courses?

The NSWESA expects that most students who will access Life Skills courses will have an intellectual disability. Life Skills courses are for the small percentage of students for whom it may be determined that the regular Board Developed or Board Endorsed courses are not appropriate.

Before deciding that a student should access a Life Skills course, consideration should be given to other ways of assisting a student to achieve regular course outcomes. This assistance might include adjustments at the school level and/or special examination modifications.

In general, students enrolling in Stage 6 Life Skills courses will have completed at least four subjects based on Life Skills outcomes and content in Stage 5:

Decisions about curriculum options for students with special education needs should be made in the context of collaborative curriculum planning meeting with the student, parent/carer, school representative/s and any other significant individuals in the student's life.

A student who pursues a Life Skills course may select a combination of Life Skills courses and courses offered in regular classes.

A Life Skills course comprises a 2 Unit Year 11 course and a 2 Unit Year 12 course.

Students can undertake one or more of the five Stage 6 Life Skills courses from the Creative Arts Life Skills Syllabus.

Students can undertake one or more of the courses from the Technology Life Skills Syllabus.

Students can undertake one or more of the courses from the Human Society and Its Environment Life Skills Syllabus.



Stage 6 Life Skills syllabuses offered at Manilla Central School are as follows:

- English Life Skills
- Creative Arts Life Skills
 - Music Life Skills
 - Visual Arts Life Skills
- Human Society and Its Environment Life Skills
 - Business and Economics Life Skills
 - Citizenship & Legal Studies Life Skills
 - Modern History Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Science Life Skills
 - Biology
 - Investigating Science
- Technology Life Skills
 - Agriculture Life Skills
 - Food Technology Life Skills
 - Industrial Technology Life Skills
- Work and the Community Life Skills.



Course Selection Forms

The form is for you to submit to the Office by Friday 11th August 2023.

The form must be signed by the student and parent/carer on submission.

It is essential for planning that this form is submitted on time.

Please do not hesitate to contact the school on 67851184 if you require any further information.

WHS

Important Note:

Courses, especially those with a practical component, require students to wear WH&S approved footwear. Students without appropriate footwear (covered in black leather); will be unable to participate in that subject.



Subject Selection – Year 11 Course (First Round Selection)

A first and second preference must be entered.

Name: _____

I am ☐ definitely / ☐ probably / ☐ definitely not returning to Manilla Central School
(Circle one)

You must select a minimum of 12 units of study.

My future pathway is: ☐ Pathway 1 – University ☐ Pathway 2 - TAFE ☐ Pathway 3 – To seek employment ☐ not sure

I would like a career as a: _____ or _____ /Not sure

Subject	Preference 1.	Preference 2.	Cost
Line 1. English Standard English Studies			
Line 2. Maths Standard 2 Numeracy			
Line 3. Agriculture Hospitality Sport, Recreation and Lifestyle Studies			
Line 4. Investigating Science Modern History Visual Design			
Line 5. Chemistry Business Studies Primary Industries			
Line 6. Biology Industrial Technology Visual Arts			
I am aware that this subject selection <input type="checkbox"/> Does <input type="checkbox"/> Does not allow the award of an ATAR.			TOTAL \$

If you are interested in taking either English Advanced or Mathematics Advanced, please tick the appropriate box and write on the appropriate line above as one of your choices.

☐ English Advanced

☐ Mathematics Advanced

NOTE: If enrolled in a course with contribution costs, I undertake to pay the course costs or make arrangements for payment.

Student Signature: _____ Parent Signature: _____ Date: _____

Careers Adviser Signature: _____ HT/Deputy Signature: _____ Date: _____