



# **MANILLA CENTRAL SCHOOL**

## **SUBJECT DESCRIPTIONS**

**An information Package for Students**

**Year 11 - 2021**

**Year 12 - 2022**



*Respect Grows and Flows*



## **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 Bowman 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 3).**

**Subjects are not guaranteed to run in 2021. 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.**

**Parents are encouraged to pay any compulsory fees during December in order to ensure placement in the course. Otherwise payment can be made in 2021. Fees may be paid on the first day of school in 2021 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 2021 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

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

- Board developed courses are either category A or category B. Only one category B course can be counted for the 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.

- All VET courses are category B. Only one VET course can contribute to the ATAR and only if the student sits for the HSC examination in that course.

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

### 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 a 240 hour course students 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 involving 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.

### **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 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.**



## **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 Bowman 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

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; 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.

## 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:

- 8 units from Category A courses
- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subjects

Your ATAR is then calculated from your:

- Best 2 units of English
- Best 8 units from your remaining units, which can include no more than 2 units of Category B course

Additional information:

NSW Education Standards Authority (NESA) rules and requirements can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the Year 12. The booklet, University Entry Requirement 2021+ for Year 10 students, published by UAC (<https://www.uac.edu.au/future-applicants/atar>), contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses, including 2 units of a board developed course in English.



# Manilla Central School – Subject Descriptions: Year 11 2021/Year 12 2022

Course	Unit Value	Type of Course	Category For ATAR
<b>Board Developed Courses (BDC)</b>			
English Advanced	2	BDC	A
English Standard	2	BDC	A
English Studies	2	BDC	B
Agriculture	2	BDC	A
Biology	2	BDC	A
Business Studies	2	BDC	A
Chemistry	2	BDC	A
Industrial Technology (Timber)	2	BDC	A
Investigating Science	2	BDC	A
Mathematics Standard 2	2	BDC	A
Mathematics Advanced	2	BDC	A
Modern History	2	BDC	A
Personal Development, Health & PE	2	BDC	A
Visual Arts	2	BDC	A
<b>VET Courses</b>			
Hospitality	2	BDC	B
Metal and Engineering	2	BDC	B
Primary Industries	2	BDC	B
<b>Life Skills Courses</b>			
English Life Skills	2	BDC	Not for ATAR
Mathematics Life Skills	2	BDC	Not for ATAR
Technology & Applied Studies Life Skills	2	BDC	Not for ATAR
Citizenship & Society Life Skills	2	BDC	Not for ATAR
Creative Arts Life Skills	2	BDC	Not for ATAR
PDHPE Life Skills	2	BDC	Not for ATAR
Investigating Science Life Skills	2	BDC	Not for ATAR
Work & the Community Life Skills	2	BDC	Not for ATAR





# English Advanced

2U Board Developed Course

Category A  
ATAR Course  
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"><li>• Law</li><li>• Journalism</li><li>• Film and television</li><li>• Teaching</li></ul> | <ul style="list-style-type: none"><li>• Public relations</li><li>• Psychology</li><li>• Business Management</li><li>• Advertising and Marketing</li></ul> |
|---|---|



## English Standard

2U Board Developed Course

Category A  
ATAR Course  
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

Board Developed Course  
Category B  
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

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Apprenticeships and Traineeships</li><li>• Retail</li><li>• Customer service</li></ul> | <ul style="list-style-type: none"><li>• Mineworker</li><li>• Plant operator</li><li>• Photographer</li></ul> |
|--|--|



# Agriculture

2U Board Developed Course

Category A  
ATAR Course  
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 21<sup>st</sup>  
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"><li>• Agribusiness Manager</li><li>• Animal Handler</li><li>• Agronomist</li></ul> | <ul style="list-style-type: none"><li>• Farmer/Farm Manager</li><li>• Stock and Station Agent</li><li>• Agricultural Technical Officer</li></ul> |
|--|--|



# Biology

2U Board Developed Course

Category A  
ATAR Course  
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 maybe 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

Category A  
ATAR Course  
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

Category A  
ATAR Course  
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 courses.

## 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

Category A

ATAR Course

Course Contribution - \$150 for 2 years.

## 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"><li>• Construction</li><li>• Craftsperson</li></ul> | <ul style="list-style-type: none"><li>• Metals engineer</li><li>• Industrial designer</li></ul> |
|---|---|





# Investigating Science

2U Board Developed Course

Category A  
ATAR Course  
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

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>Primary School Teacher</li><li>Farming</li><li>Human Movement</li><li>Forensic Science</li><li>Geochemistry and Mining</li></ul> | <ul style="list-style-type: none"><li>Health</li><li>Nursing</li><li>Engineering</li><li>Working with animals</li><li>Medical careers</li></ul> |
|--|---|



## Mathematics Standard 2

2U Board Developed Course

Category A  
ATAR Course  
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

Category A  
ATAR Course  
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
- Financial planning
- Electronics
- Multi-media developer
- Aircraft maintenance engineer
- Insurance
- Retail
- Hotel / motel management
- Mechanical engineer
- Laboratory technician



# Modern History

2U Board Developed Course

Category A  
ATAR Course  
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
- Journalism
- Legal work
- Foreign Affairs
- Historian
- Art critic/historian



# Personal Development, Health and Physical Education

2U Board Developed Course

Category A  
ATAR Course  
Course Contribution - \$0

## Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Year 12 course, students focus on major issues related to Australia's health status and health. 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.

## Course Outline

### Year 11

#### **Core Topics**

- Better Health for Individuals
- The Body in Motion

#### **Optional Components**

Two options each from:

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

### Year 12

#### **Core Topics**

- Health Priorities in Australia
- Factors Affecting Performance

#### **Optional Component**

Two options each from:

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

At the completion of the course, students undertake a three hour external examination.

## Particular Course Requirements

No special requirements

## School to Work

- |                                  |                        |
|----------------------------------|------------------------|
| • Sports Coaching / Conditioning | • Physiotherapist      |
| • Sports Trainer                 | • Chiropractor         |
| • PDHPE Teacher                  | • Sports Journalist    |
| • Sports Psychologist            | • Sports Administrator |



# Visual Arts

2U Board Developed Course

Category A  
ATAR Course  
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                               |



# 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 VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam 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.

However 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.






 <b>2021 PRIMARY INDUSTRIES COURSE DESCRIPTION</b> <b>AHC20116 Certificate II Agriculture</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
<b>Course: Primary Industries</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Agriculture, Horticulture and Conservation &amp; Land Management Training Package (AHC 4.0)</b> <b>Not all electives will be on offer in every school.</b> <b>Units of Competency</b> <b>Core</b> AHCWHS201 Participate in work, health and safety processes AHCWRK209 Participate in environmentally sustainable work practices AHCWRK204 Work Effectively in the industry <b>Electives</b> AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing AHCMMOM202 Operate tractors AHCWRK201 Observe and report on the weather AHCWRK205 Participate in workplace communication <b>Pest Management</b> AHCMPMG201 Treat weeds AHCCHM201 Apply chemical under supervision AHCNSY202 Care for nursery plants AHCMPMG202 Treat plant pests, diseases and disorders	<b>Livestock</b> AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK211 Provide feed for livestock AHCLSK204 Carry out regular livestock observation AHCLSK206 Identify and mark livestock AHCLSK209 Monitor water supplies AHCLSK306 Prepare livestock for competition <b>Production Horticulture</b> AHCPCM201 Recognise plants AHCNSY203 Undertake propagation activities AHCNSY201 Pot up plants <b>Soils and Media</b> AHCSOL202 Assist with soil or growing media sampling and testing <b>Biosecurity</b> AHCBCIO201 Inspect and clean machinery for plant, animal and soil material AHCMMOM304 Operate machinery and equipment
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hour's activities e.g. showing livestock at local agricultural show. There may be out of class homework, research activities and assignments.	
<b>Examples of occupations in Primary Industries</b> <ul style="list-style-type: none"> <li>• animal attending</li> <li>• dairy farming</li> <li>• livestock rearing and breed</li> <li>• beef production</li> <li>• nursery worker</li> <li>• horticulture</li> <li>• crop production</li> <li>• horse care</li> <li>• pest and disease control</li> </ul>	
<b>Mandatory HSC Course Requirements.</b> 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 the NESA.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> 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 items, 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.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	



## Manilla Central School – Subject Descriptions: Year 11 2021/Year 12 2022

<b>Course Cost: \$110</b> School Specific equipment and associate requirements for students: <b>Fully enclosed leather shoes or boots Other PPE will be supplied</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Exclusions - VET</b> course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020	



		<b>2021 CONSTRUCTION COURSE DESCRIPTION</b> <b>CPC20211 Certificate II in Construction Pathways</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.		
Course: <b>Construction</b> Board Developed Course		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)		
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.				
<b>Construction, Plumbing and Services Training Package (CPC08 v9.5)</b> <b>Units of Competency</b> <b>Core</b> CPCCCM1012 Work effectively and sustainably in the Construction Industry CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1013 Plan and organise work CPCCCM1014 Conduct workplace communication CPCCCM1015 Carry out measurements and calculations CPCCCM2001 Read and interpret plans and specifications		<b>Electives</b> CPCCCA2011A Handle carpentry materials CPCCCA2002B Use carpentry tools and equipment CPCCCM2005B Use construction tools and equipment CPCCJN2001A Assemble components CPCCJN2002B Prepare for off-site manufacturing process CPCCCM2006 Apply basic levelling procedures CPCCWF2001A Handle wall and floor tiling materials CPCCWF2002A Use wall and floor tiling tools and equipment CPCCCO2013A Carry out concreting to simple form		
<b>Course Prerequisite</b> CPCCWHS1001 - Prepare to work safely in the construction industry. <b>The Construction General Induction Training (Whitecard) will be delivered as part of this course by:</b> <ul style="list-style-type: none"><li>• Mr Drew at a cost of \$25 per student</li></ul>		Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement		
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.				
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.				
<b>Recommended Entry Requirements</b> <i>Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.</i>				
Examples of occupations in the construction industry:				
• building	• concreting	• shop fitting	• bricklaying	• carpentry
<b>Mandatory HSC Course Requirements</b> 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 the NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.				
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.				



## Manilla Central School – Subject Descriptions: Year 11 2021/Year 12 2022

**Course Cost: \$180**

School Specific equipment and associate requirements for students:  
**Fully enclosed leather shoes or boots, other PPE will be supplied**

**Refunds**


Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

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


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

2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020



 <b>2021 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION</b> <b>SIT20416 Certificate II in Kitchen Operations</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Hospitality - Kitchen Operations</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Tourism, Travel and Hospitality training package (SIT 1.2)</b>  <b>Units of Competency</b> <b>Core</b> 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 practice	<b>Electives</b> SITHCCC002 Prepare and present simple dishes SITHCCC003 Prepare and present sandwiches SITHCCC006 Prepare appetisers and salads BSBSUS201 Participate in environmentally sustainable work practices SITXFSA002 Participate in safe food handling practices SITHIND002 Source and use information on the hospitality industry
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.	
<b>Examples of occupations in the hospitality industry</b>	
<ul style="list-style-type: none"> <li>• kitchenhand                      • cook                      • chef                      • baker</li> </ul>	
<b>Mandatory HSC Course Requirements</b> 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.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, 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.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: \$200 plus \$80 Uniform &amp; Kit hire</b> School Specific equipment and associate requirements for students: <b>Fully enclosed leather shoes</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020	



 <b>2021 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION</b> <b>MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413</b> <b>Certificate II in Engineering Pathways</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Manufacturing and Engineering - Introduction</b> Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Manufacturing and Engineering Training Package (MEM 2)</b>  <b>Units of Competency</b> <b>Core</b> MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry	<b>Electives</b> MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEM16008 Interact with computer technology MEM07032 Use machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment
<b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.	
<b>Examples of occupations in the Manufacturing and Engineering industry</b>	
<ul style="list-style-type: none"> <li>Fitter</li> <li>Machinist</li> <li>Refrigeration and air conditioning mechanic</li> <li>Toolmaker</li> <li>Maintenance fitter</li> <li>locksmith</li> </ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be 'N' determined as required by NESA.  There is <b>no</b> external examination in the HSC year for students.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: \$150</b> School Specific equipment and associate requirements for students: <b>Fully enclosed leather shoes or boots. Other PPE will be supplied</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship and apprenticeship are available in this industry area, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020	



# **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 7<sup>th</sup> August 2020.**

**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 67 851184 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
<b>Line 1.</b> English Advanced English Standard English Studies			
<b>Line 2.</b> Maths Advanced Maths Standard 2			
<b>Line 3.</b> Agriculture Hospitality PDHPE			
<b>Line 4.</b> Investigating Science Modern History Metal & Engineering/Construction*			
<b>Line 5.</b> Chemistry Business Studies Primary Industries			
<b>Line 6.</b> 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. <b>TOTAL</b>			\$

**Please note on Line 4 either Metals or Engineering OR Construction will run depending on student numbers.**

*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: \_\_\_\_\_