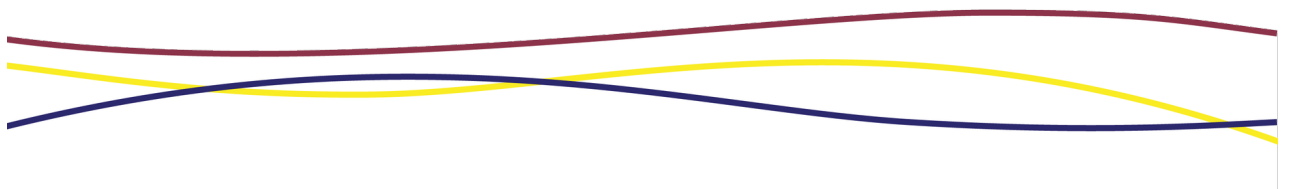


Dungog High School  
Subject Selections  
Year 11, 2024



At Dungog High School, we aim for every student to be successful in their desired career path. Part of that is to make sure that students pick the best courses suited for their ability levels. To help in this process we have included individualised advice from their Year 9 NAPLAN results and from all their teachers that hopefully can direct each student to select the best options.

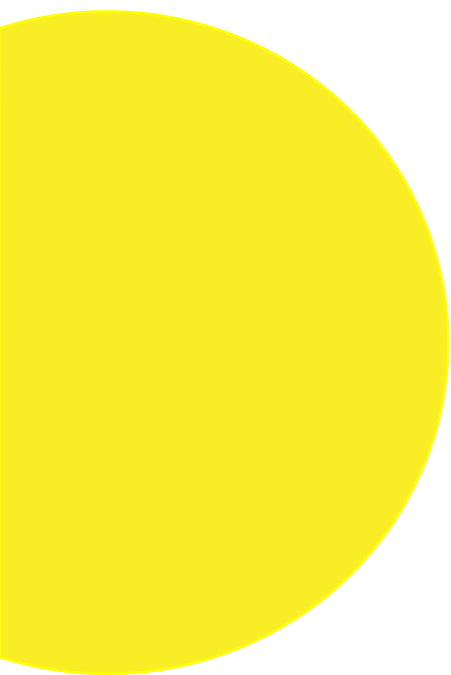
***“If you are good at it, do it!”***

The official word is that you should take the subjects that reflect your interests and abilities. That’s the way to maximise your ATAR and to make it worthwhile in all sorts of other ways. There are some simple requirements about English and the number of units you must complete for the HSC – and university prerequisites to consider.

But otherwise, if you are good at it, do it. The ATAR will follow.

With a few simple precautions, you will have the prerequisites covered for entry to the course of your choice.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.



# HSC and ATAR subject grid

## Year 11

Usually means **6 courses, each worth 2 units, including English.** Extension subjects are worth 1 unit

**12+** year 11 units

Must include 6 units of Board Developed Courses<sup>1</sup> including 2 units of English.

Year 11 must cover:  
**4 subject areas**  
and  
**3 courses of two units or more**

**Extension** courses are available in English and Mathematics

**Maximum of 6 Units** of Science.

## Year 12

Usually means **5 courses, each worth 2 units, including English.** Extension subjects are usually worth 1 unit.

**10+** HSC units

HSC must include 6 units of Board Developed Courses including 2 units of English.

HSC must cover:  
**4 subject areas**  
and  
**3 courses of two units or more**

**Maximum of 7 Units** of Science.

HSC **Extension courses** available in  
English  
Mathematics  
History  
Music  
Language  
Science

## ATAR

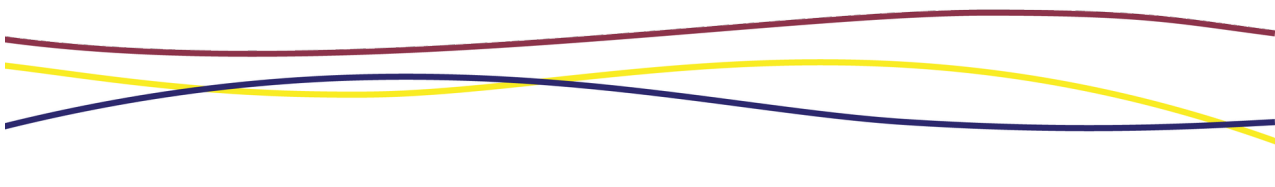
**ATAR is based on 10 best units including English (2 units)** from Board Developed Courses  
Usually means 5 courses each worth 2 units. Extension subjects are worth 1

**10+** HSC units

Your HSC must cover:  
**4 subject areas**  
and include 8 units.

**Extension courses** available in  
English  
Mathematics  
History  
Music  
Language  
Science

Students in NSW must reach a **minimum standard of literacy and numeracy** to be eligible for the HSC. Students can demonstrate they meet the standard by passing online reading, writing and numeracy tests, which will be available for students to sit in Year 10, Year 11 and Year 12. Students must also complete HSC: All My Own Work modules.



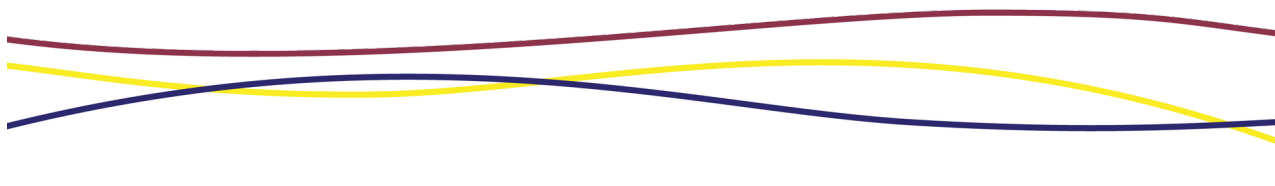
# Types of Courses

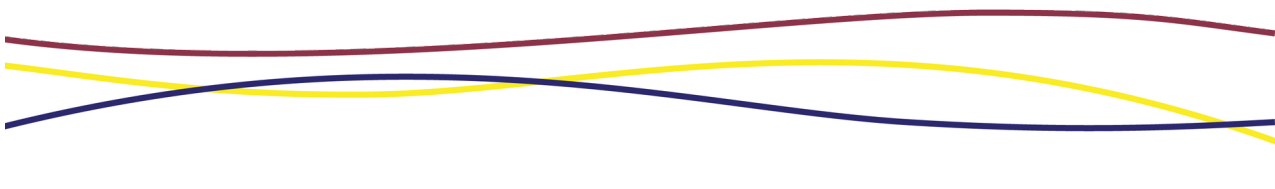
**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills Courses. There are specific entry requirements for the Life Skills Courses, and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills Courses **do not** count towards the ATAR.

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET Courses require a minimum number of hours in the workplace.

VET Courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials and are recognised by industry and employers throughout Australia. Some Board Developed VET Courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.





# English

## This IS compulsory for the HSC

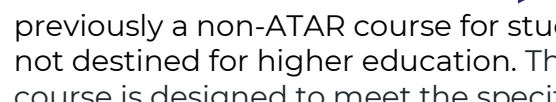
Through the study of English in Stage 6 students continue to develop their capacity to understand and use the English language for a variety of purposes and in various textual forms. Students engage with and explore a variety of texts that include widely acknowledged quality literature of past and contemporary societies. Through their responding and composing of both critical and creative texts, students develop an understanding of themselves and of diverse human experiences and cultures. The study of English in Stage 6 provides students with opportunities to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Board developed English courses of study are:

- **English Studies (Category B optional exam)**
- **English Standard**
- **English Advanced**
- **English Extension**
- **English as a Second Language (EAL/D) Language** (eligibility criteria apply)
- Associated Life Skills (non ATAR).


## English Studies

English Studies is the least challenging English course, with an emphasis on developing communication skills –



previously a non-ATAR course for students not destined for higher education. This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

## English Standard



The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

## English Advanced

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

**\*If you find English challenging or do not enjoy English, in particular reading extensively and studying Shakespearean texts, you should select English Standard. The Advanced and Extension courses are designed for students who enjoy reading and analysing complex texts in depth. The study of Shakespeare is compulsory for the English Advanced course.**

## English Extension

Students undertaking English Advanced only may study this course. The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course can be added for the HSC year. It enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a

substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

## EAL/D

The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English.

The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English.

**English notes:** The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The [eligibility rules for English EAL/D Stage 6 course](#) are available on the NESA website





# Drama

## Modern languages

### Drama

Drama is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future.

By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

Drama caters for a broad range of students from varying social and cultural backgrounds. It allows for the exploration of attitudes and values of many groups in Australian society as students make, perform and critically study aspects of drama and theatre in Australian and other societies and cultures.

The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

It is designed for students who have completed a Drama Elective course and for those who are studying Drama for the first time.

### German Beginners

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics covered provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

All students studying the German Beginners course will sit an HSC written examination as well as an HSC speaking examination.



### Eligibility requirements

Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent). Students have little or no previous knowledge of the language. For exchange students, a significant country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.



# Mathematics

## Not compulsory for the HSC

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenge. Students generalise, find connections, think critically and creatively, using appropriate technology to support mathematical activity.

Board-developed Mathematics courses of study are:

- **Mathematics Standard** (Year 11)
- **Mathematics Standard 1/2** (Year 12)
- **Mathematics Advanced**
- **Mathematics Extension 1**
- **Mathematics Extension 2** (Year 12) and
- **Mathematics Life Skills** (non ATAR).

Content-Endorsed (**CE - Category B**) mathematics course of study are:

- **Numeracy**

## Mathematics Standard

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence

and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

Mathematics Standard students will study a common Year 11 course which leads to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses. Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination and the subject may then be used to contribute to an ATAR.

Mathematics Standard 2 is a standard ATAR approved course with an external HSC examination.

## Mathematics Advanced

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit for an HSC examination.



## Mathematics Extension 1

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination level.

## Mathematics Extension 2

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination.



## Numeracy (CEC – Category B)

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



# Science

## Not compulsory for the HSC

Science is a very diverse subject area and caters for a wide variety of interests. The Physics and Chemistry subjects are very numerically heavy and require students to have a solid mathematical base preferably Mathematics Advanced.

The suite of Science courses are designed to extend and provide authentic and relevant learning experiences for NSW students.

The courses are rigorous and designed to prepare students for a future in STEM learning and enterprises. The depth studies within these exciting, courses provide opportunities for students to consolidate their learning, develop competence and express their creativity.

Board-developed science courses of study are:

- **Chemistry**
- **Physics**
- **Biology**
- **Earth and Environmental Science**
- **Investigating Science**
- **Science Extension<sup>1</sup>** (Year 12)
- **Associated Life Skills** (non-ATAR).

## Chemistry

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

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

## Physics

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

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

## **Biology**

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

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

## **Earth and Environmental Science**

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate.

Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

## **Investigating Science**

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw

inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

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

## **Science notes:**

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12. Which includes developing skills and understanding needed to complete a research project and prepare a formal scientific report.





# HSIE

## Not compulsory for the HSC

All HSIE subjects are not compulsory for the HSC. They range from very interest-based subjects to ones that are more

Board-developed HSIE courses of study are:

- **Ancient History**
- **Modern History**
- **Geography**
- **Business studies**
- **Legal Studies**
- **Associated Life Skills** (non ATAR).

Vocational Education and Training (VET) are Board Endorsed Courses:

- **Retail Services (Certificate III)**
- **Business Services (Certificate III)**

## Ancient History

This course is the history of the world in the time period 3300 BC up until 600 AD. The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

## Modern History

This course is the history of the world in the time from the early 16<sup>th</sup> century up until present day. The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students can engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study *in peace and conflict*, and one study of *change in the modern world*.

## Legal Studies

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology.

Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.

## Geography

The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

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



## Business Studies

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

### Retail Service – VET (35h work placement each year)

The retail services industries are distinct, with clear differences in the role each plays within the supply chain. The industries are highly diverse in terms of the products and services offered and the size and distribution of enterprises, ranging from sole traders through to multinational companies. Key sectors of the retail services industries include retail and community pharmacy.

Around 10 per cent of the total workforce is in the retail industry. Retail job roles include sales assistant, retail supervisor, retail manager and

visual merchandiser. Retail trade is the largest employing industry of workers aged 15–24 years, offering many their first job and equipping them with skills for the rest of their career. Retail is a people business and success relies on quality goods, services and staff.

The modern shopper expects an 'experience', personalised service, value and convenience. Staff need to be experts in the products and services they are selling and to engage and build relationships with the customer. Successful retailers need to invest in training of their frontline sales staff and promote opportunities and career pathways.

In Australia, community pharmacy not only involves selling prescription and non-prescription medicines but also plays a role in the healthcare system through the provision of related support services, such as medication management and preventative health education, information and advice. Community pharmacies are highly regulated which not only shapes the industry structure, but also governs its operations and affects the role of the pharmacy assistant.

### Business Services – VET (35h work placement each year)

The business services industry comprises 4 main industry sectors – business administration and governance, business communication, business leadership and management and specialised business services. It includes occupations from entry-level administrative and clerical staff to those involved in governance and corporate strategy at the highest level.

The skill needs for business services are diverse, and transferable across industries. Skills such as creativity, critical thinking and problem solving are increasingly important to support collaborative work. Technology allows for collaboration between workers of different locations, contributing to globalisation and an increasing level of diversity among team members.

The sector is not aligned to a specific industry or profession. It represents a collection of job roles that require similar skills to facilitate business operations within organisations. Sectors within the business services context include compliance, conveyancing, human resources, information management, marketing, office administration, project management and work health and safety.

# PDHPE

## Not compulsory for the HSC

The Personal Development, Health and Physical Education course is a rigorous and academic course. It does not contain any practical component.

ATAR Board-developed PDHPE courses of study are:

- **Community and Family Studies (CFS)**
- **Personal Development, Health and Physical Education (PDHPE)**
- **Associated Life Skills** (non ATAR).

Non – ATAR Content-Endorsed PDHPE course of study are:

- **Sports, Lifestyle and Recreation Studies (SLR) (Non ATAR)**



## Community and Family Studies (CFS)

Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Students will be exposed to the options of Resource Management, Individuals & Groups and Families and Communities.


## Personal Development, Health and Physical Education (PDHPE)

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 will study from a range of options such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

## Sports, Lifestyle and Recreation Studies (SLR)

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.





# Creative & Performing Arts

## **Not compulsory for the HSC**

Study in the Creative Arts provides students with strong discipline based knowledge and the fundamental skills, creative expertise, learning mindset and critical capabilities for the future world of work. Creative Arts students experience and develop the complex skills required to create and test ideas, generate creative works with confidence, shape inquiry and to critically evaluate and reflect on what they do. Study in the Creative Arts prepares students to be significant producers and informed consumers of culture.

Content-Endorsed (**CEC - Category B**) CAPA course of study are:

- **Photography, Video and Digital Imaging**
- **Music 1**
- **Visual Arts**
- **Photography, Video and Digital Imaging**
- **Associated Life Skills** (non ATAR).

## **Music 1**

While the course builds on the Stages 4 and 5 Music course, Music 1 provides students with the opportunity to engage in a range of musical styles. The structure of the course is adaptable to meet the needs and interests of students with varying degrees of prior formal and informal learning of music. Students will be provided with a broad range of performance, composition and musicology activities with an extensive list of topics and learning experiences, culminating in the selection of elective submissions, in accordance with their individual interests and capabilities.

## **Visual Arts**

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

## **Photography, Video and Digital Imaging**

This course offers a range of experiences relating to traditional black and white photography as well as digital media. The aim of the course is to provide students the opportunity to investigate their immediate environment and the world around them, capturing, composing, and constructing interesting and unique photographs and digital images, while developing critical and analytical skills in understanding visual images.





# Technologies

## Not compulsory for the HSC

Through the study of technology courses, students engage in a diverse range of practical experiences and develop knowledge and understanding of contemporary and advancing technologies. They develop solutions to identified problems and situations, and explore the impact of technologies on the individual, society and the environment.

Board-developed Technology courses of study are:

- **Agriculture**
- **Industrial Technology – Timber Products and Furniture Technologies**
- **Food Technology**
- **Associated Life Skills** (non ATAR).

Board-Endorsed Technologies course of study are:

- **Construction**
- **Hospitality**
- **Primary Industries**

## Agriculture

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability.

The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

## Industrial Technology – Timber Products and Furniture Technologies

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related 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.

## Food Technology

The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course

## Construction

The construction industry is focused on the construction, demolition, renovation, maintenance or repair of building and infrastructure. It covers a wide range of services, from planning and surveying to structural construction and finishing services such as painting and decorating. Most businesses in this industry are either sole traders or employing less than 20 people. They tend to be Australian owned, with sales to the domestic market.

Construction materials are, however, increasingly imported from overseas. This industry is heavily regulated, with regulations at every level of government. VET plays an important role in the licencing of many occupations in this sector, with regulators requiring completion of VET programs or subjects to grant licences.<sup>1</sup> Emerging skill needs in the construction industry include:

- managing and addressing known and emerging occupational hazards and risks through appropriate training
- heritage skills – meeting client demand (government and non-government) for maintenance of Australia's built heritage
- precast concrete construction (PCC) – meeting emerging industry change and client demand for modern methods of construction (MMCs) and
- developing training to cultivate specialist skills required.<sup>2</sup>

## Hospitality

The hospitality industry is one of the largest in Australia, predominately made up of small to medium businesses that provide a range of accommodation, food and beverage services. The inter-related nature of hospitality means that many businesses operate across sectors within the industry and across complementary industries such as tourism, travel and events. Services industries are characterised by a high casual workforce. They are a major employer, supporting the skill development of younger workers who are central to Australia's economic and social development. For businesses in the service industries, employees are the most important asset. Recruiting and retaining skilled staff is fundamental for

businesses. Occupations within the hospitality industry are diverse and include barista, chef, cook, front office clerk, housekeeping attendant, kitchen hand, manager, marketing and promotion officer and waiter. Training needs to keep up with current practice, responding to changing technologies, emerging new markets and different business models. While there will always be a demand for specialised skills for particular job roles, customer service, cultural awareness, problem-solving and decision-making are key industry skills.

Currency of skills and knowledge provided to students is crucial to the success of the hospitality industry. Individuals need skills that are transferable across industry sectors, business models and product styles.<sup>3</sup>



## Primary Industries

Australia remains a world leader in rural and related industries. These industries are key drivers of our state's economy, and primary industries provide many social, environmental, cultural and economic benefits to the people of NSW. Sustainability of the country's natural resources is the subject of regular debate in the Australian community. Our industry sectors operate in a dynamic environment shaped by a range of natural factors, and policy frameworks. Natural resources and primary products are crucial to our lives. The various sectors of primary industries supply us with many products and services essential to life, including food, fibre, timber and energy, as well as the basic materials used in other industries.

Demand for products and services from primary industries in an environment featuring economic growth, climate change and diminishing resources will test the technologies, work practices and people in the industry. The extent of change demands the adoption of new skills and increased knowledge across the entire workforce. The primary industries sector is a significant employer in Australia, particularly in regional and rural areas. Agriculture, horticulture and conservation and land management industry sectors offer a diverse range of career opportunities range of career opportunities and pathways, both within and across organisations and industry sectors.

### Technology notes:

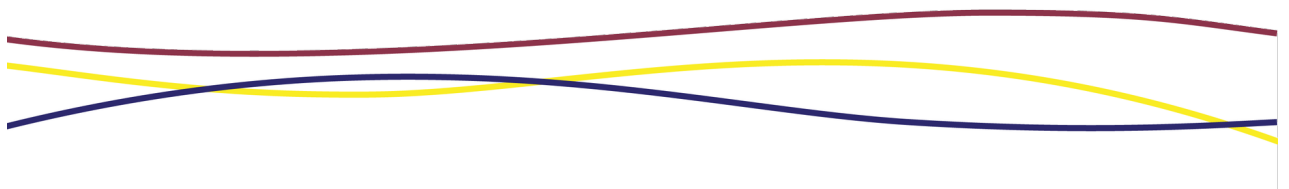
1. Students who have National Industry Insights Report – Construction([nationalindustryinsights.aisc.net.au/industries/construction](http://nationalindustryinsights.aisc.net.au/industries/construction))
2. Artibus Skills Forecast 2020 ([artibus.com.au](http://artibus.com.au))
3. <http://skillsiq.com.au>





# VET

## Subject Information





*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: **Business Services**  
 Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF)  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <https://training.gov.au/training/details/bsb30120>. 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 13 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 business environment and be able to use a personal digital device including a personal computer or laptop.

### Business Services Training Package (BSB 8.0) Units of Competency

#### Core

BSBCRT311 Apply critical thinking skills in a team environment  
 BSBPEF201 Support personal wellbeing in the workplace  
 BSBSUS211 Participate in sustainable work practices  
 BSBTWK301 Use inclusive work practices  
 BSBWHS311 Assist with maintaining workplace safety  
 BSBXCM301 Engage in workplace communication

#### Elective

BSBTEC303 Create electronic presentation

#### Elective

BSBTEC202 Use digital technologies to communicate in the work environment  
 BSBOPS201 Work effectively in business environments  
 BSBOPS301 Maintain business resources  
 BSBINS302 Organise workplace information  
 BSBTEC301 Design and produce business documents  
 BSBTEC201 Use business software applications  
 BSBPEF301 Organise personal work priorities

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"> <li>• working within the business services industry involves customer (client) service</li> <li>• using technology to organise information</li> </ul> | <ul style="list-style-type: none"> <li>• creativity</li> <li>• critical thinking</li> <li>• problem solving</li> </ul> |
|--|--|

### Examples of occupations in the business services industry:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• medical administration</li> <li>• clerical worker</li> </ul> | <ul style="list-style-type: none"> <li>• office administration</li> <li>• receptionist</li> </ul> | <ul style="list-style-type: none"> <li>• information desk operator</li> <li>• records and information administration</li> </ul> |
|---|---|---|

### 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 Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

### 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>



Education

2024 Construction Course Descriptor  
CPC20220 Certificate II in Construction Pathways (Release 6) &  
CPC20120 Statement of Attainment towards Certificate II in Construction  
(Release 3)

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: **Construction**  
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 CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed 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 construction environment and be able to use a personal digital device including a personal computer or laptop.

**Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency**

**Core Units**

CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

**Elective Units**

CPCCCM1011	Undertake basic estimation and costing
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2005	Use construction tools and equipment
CPCCWHS1001	Prepare to work safely in the construction industry

**Option 3**

CPCCJN2001	Assemble components
CPCCJN3004	Manufacture and assemble joinery components

**White Card**

CPCCWHS1001 - Prepare to work safely in the construction industry.  
The General Construction Induction Training (White Card) will be delivered as part of this course.

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 SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

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 pathway to the primary trades in the construction industry with the exception of plumbing.

This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

**Examples of occupations in the construction industry:**

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer

**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**

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.

**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$150.00**

**School Specific equipment and associated requirements for students**

**Refunds-** Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction  
RTO - Department of Education - 90333, 90222, 90072, 90162

Version

0.21

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



*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"> <li>• Working within the hospitality industry involves</li> <li>• organising information and records in both paper and electronic forms</li> <li>• customer (client) service</li> </ul> | <ul style="list-style-type: none"> <li>• teamwork</li> <li>• using technologies</li> <li>• creating documents</li> </ul> |
|--|--|

### Examples of occupations in the hospitality industry:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Café Attendant</li> <li>• Waiter/Waitress</li> </ul> | <ul style="list-style-type: none"> <li>• Catering Assistant</li> <li>• Barista</li> </ul> | <ul style="list-style-type: none"> <li>• Food and Beverage Attendant</li> <li>• Bartender</li> </ul> |
|---|---|--|

### 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: Preliminary - \$200

**School Specific equipment and associated requirements for students – as per teacher instructions**

### 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 Manufacturing and Engineering Introduction Course Descriptor**  
**MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards**  
**Certificate II in Engineering Pathways**  
**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: **Manufacturing and Engineering Introduction**  
 Board Endorsed Course 240 hour

**2 or 4 Preliminary and/or HSC units in total**  
 There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in 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 MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the MEM10119 Certificate I in Engineering, you must achieve 1 core unit of competency and elective units of competency to a minimum value of fourteen (14) points. A statement of attainment towards either of the qualifications listed 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 manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools and be able to use a personal digital device including a personal computer or laptop.

**Manufacturing and Engineering (MEM 2.1) & Metal and Engineering (MEM05 11.1) Training Package Units of Competency**

**Core**

MEM13015 Work safely and effectively in manufacturing and engineering  
 MEMPE006A Undertake a basic engineering project  
 MEMPE005A Develop a career plan for the engineering and manufacturing industry

**Elective**

MEM16006 Organise and communicate information  
 MEM11011 Undertake manual handling  
 MEM12024 Perform computations  
 MEM18001 Use hand tools  
 MEM18002 Use power tools/handheld operations  
 MEM16008 Interact with computing technology  
 MEM07032 Use workshop machines for basic operations  
 MEMPE001A Use engineering workshop machines  
 MEMPE002A Use electric welding machines  
 MEMPE004A Use fabrication equipment

**Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.**

**Pathways to Industry - Skills gained in this course transfer to other occupations**

This qualification provides a pathway to the primary trades in the manufacturing industry.

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

**Examples of occupations in the business services industry:**

- Fitter machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter

**Mandatory HSC Course Requirements**

Students must complete either 120 indicative hours or 180 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

There is not an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$120**

**School Specific equipment and associated requirements for students- as per teacher instructions.**

**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 Manufacturing and Engineering (Introduction) Course Descriptor MEM 210119 Certificate I in Engineering + Statement of Attainment towards MEM20413 Certificate II in Engineering (Pathways)  
 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		Elective - continued	
AHCWHS201	Participate in work health and safety processes	*AHCMM202	Operate tractors
AHCWRK204	Work effectively in the industry	*AHCMM304	Operate machinery and equipment
AHCWRK209	Participate in environmentally sustainable work practices.	*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
		*AHCNSY203	Assist with soil or growing media sampling and testing
		*AHCLSK316	Prepare livestock for competition
		*AHCBI0203	Inspect and clean machinery, tools and equipment to preserve biosecurity
		<b>* Trainer will advise on elective units chosen. Not all units of competency are available.</b>	
<b>Elective</b>			
AHCWRK205	Participate in workplace communications		
AHCWRK201	Observe and report on weather		
AHCPMG201	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		
AHCPMG202	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:

- farm or station hand/labourer
- shearing hand
- nursery assistant
- livestock worker
- assistant farm or station worker
- assistant animal attendant/stockperson

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. 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: Preliminary - \$60

**School Specific equipment and associated requirements for students – as per teacher instruction.**

#### 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/grade-6-learning-areas/vet/course-exclusions>



*This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.*

Course: **Retail Services**  
 Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF)  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <https://training.gov.au/training/details/SIR30216>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.

### Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (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 retail environment and be able to use a personal digital device including a personal computer or laptop.

### Retail Services Training Package Units of Competency

Core		Elective	
SIRXCEG001	Engage the customer	*SIRXMER001	Produce visual merchandise displays
SIRXWHS002	Contribute to workplace health and safety	*SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks	*SIRRINV001	Receive and handle retail stock
SIRXSLS001	Sell to the retail customer	*SIRRINV002	Control stock
SIRXIND001	Work effectively in a service environment	*SIRXIND002	Organise and maintain the store environment
SIRXCOM002	Work effectively in a team	*SIRXSLS002	Follow point-of-sale procedures
SIRXCEG002	Assist with customer difficulties	*SIRRRTF001	Balance and secure point-of-sale terminal
SIRXCEG003	Build customer relationships and loyalty	* Trainer will advise on elective units chosen. Not all units of competency are available.	

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

### Pathways to Industry - Skills gained in this course transfer to other occupations

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>engaging the customer</li> <li>maintaining daily store operations</li> <li>delivering on organisational expectations</li> </ul> | <ul style="list-style-type: none"> <li>having knowledge of product and service offerings</li> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul> |
|--|---|

### Examples of occupations in the retail services industry:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>frontline sales assistant</li> <li>customer service</li> </ul> | <ul style="list-style-type: none"> <li>shop assistant</li> <li>retail supervisor</li> </ul> | <ul style="list-style-type: none"> <li>quick service restaurant assistant</li> <li>visual merchandiser</li> </ul> |
|---|---|---|

### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

### 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>