

# Bulli High School



## Subject Selection Information

Year 11 - 2021

August 2020

## **INTRODUCTION**

This booklet has been designed to provide information to assist you to make subject choices which best suit your interests and individual learning needs.

You will need to read the information provided carefully when making your decisions and take advantage of the mentoring process available to you.

This booklet contains:

- **General Information about Year 11 and Year 12**
- **NESA (NSW Educational Standards Authority) Patterns of Study Requirements.**
- **Information about the Australian Tertiary Admissions Rank (ATAR)**
- **Course Outlines**
- **Schedule of fees for Year 11, 2021**

Choosing courses is a very important process. Take time to read the information in this handbook, especially the section on the pattern of study requirements and the Australian Tertiary Admissions Rank (ATAR)

Your teachers are always ready to provide you with additional information about courses.

**Remember:** informed choices will prevent unnecessary difficulties later on.

## GENERAL INFORMATION ABOUT YEAR 11 AND YEAR 12

The HSC credential is well respected and is now the expected entry credential into many jobs and professions, and is necessary for University entry for school leavers.

Bulli High School offers a broad range of courses. It is up to you to find out as much as possible about the different courses from your teachers.

- Seek advice – make sure your information is from those who really know. The HSC is subject to many rules.
- Choose carefully – based on accurate information and realistic assessment of your ability, interests and needs.
- Set your goals – these should be more specific than “getting a good result” or “qualifying for a well-paid job”. Goals should be about achieving something real and tangible that is important to you.
- Make a commitment – having set a goal, identify the steps that you need to take to achieve it. Commit yourself to taking these steps.

C Gregory  
Principal

C Neave  
Deputy Principal

### Do you want to go to University?

Do you want to go on to university? If you do, you must choose a pattern of subjects that not only leads to the HSC but which will make you eligible for university entrance. This also means applying for an ATAR.

When making this decision be realistic about your own abilities and interest. Be aware of any prerequisites set by the universities, NESA guidelines and other groups eg. Employers such as the Police Force and Department of Education.

While many students may be eligible for a university place, they are limited and you may not get into your first choice.

If you are not aiming for university entry you have more flexibility in choosing courses that might better suit your needs and abilities.

**Note:** You do not have to qualify for an ATAR to get a Higher School Certificate. Both an ATAR and Non-ATAR pattern of study will earn a Higher School Certificate.

### Which courses to take?

This booklet is designed to help you make this decision.

In general, the following actions should be considered.

- Read and understand all the information printed in this booklet.
- If you are unsure about anything seek more information from:
  - Teachers
  - Parents
  - Careers Adviser
  - Year Adviser
  - Deputy Principals
  - Principal
  - Head Teacher – Teacher & Learning

## NESA Pattern of Study Requirements

Candidates for the Higher School Certificate (HSC) must undertake a program of study comprising at least:

- 12 units in Year 11
- 10 units in Year 12

The Year 11 pattern of study must include:

- At least six units of NESA Developed Courses (NDC's)
- At least two units of a NESA Developed Course in ENGLISH
- At least three courses of two units value (or greater) and
- At least four subjects
- No more than six units of courses in Science in Year 11. Extension Science can be selected in Year 12.

### Some Terms Explained

- **Unit**: approximately 60 hours of work. Most courses are 2 Units. This is usually 8 periods per fortnight
- **"NESA"** is the NSW Educational Standards Authority
- **NESA Developed** basically means that the Authority wrote the course, has provided the content and requires students to complete an examination
- **Subject**: is the broad name used eg. English
- **Course**: is the specific name eg. English – Advanced

## Australian Tertiary Admissions Rank

Students wishing to go on to tertiary education, University, must gain an ATAR.

Students who meet the necessary requirements will receive an ATAR directly from the University authorities (UAC).

### To be eligible for an ATAR a student must complete:

- At least **ten (10) units** from NESA Developed Courses (NDCs) including at **least two (2) units** of English
- The Authority Developed courses must include **at least three (3) courses of two (2) units or greater** and **at least (4) subjects**
- No more than **two units of Category B** courses can be counted towards an ATAR.

### Some Terms Explained

- **Category B Courses**: These courses do not have the academic rigour and depth of knowledge to provide an adequate background to tertiary studies in themselves, but their contribution to the ATAR is regarded as adequate if the other courses included in the ATAR are more academically challenging.
- **Category B Courses are:**
  1. Construction (240 hours)
  2. Entertainment (240 hours)
  3. Hospitality Operations (240 hours)

- If you have decided upon a certain career path then you will need to find out if there are prerequisites that must be studied in the senior years. For example, most university engineering courses expect Mathematics Advanced, Maths Extension and Physics and Chemistry. Check the various university websites or see the Careers' Adviser
- If you have no idea what you want to do at the end of your senior studies then be sure to select subjects that suit as many choices as possible.
- It is important to select subjects that are of interest to you. If you do this then success is much easier to achieve.
- **TAFE (EVET)** - If you are interested in a TAFE DELIVERED COURSE then you need to be aware that most subjects will be held outside school hours. **Please note that we are not sure of the TAFE offerings as yet. You will be advised of the courses available as soon as we are notified.**
  1. All students wishing to apply for EVET courses must first apply through the school which will then advise the relevant TAFE
  2. While many courses are conducted on Wednesday afternoons potential applicants must be committed to studying at night as some courses conclude at 9:30pm. Many courses are held during random weeknights – scheduling of TAFE courses is only advised at a later stage of the process.
  3. Students who are undertaking EVET courses must be aware of the possibility of increased workload as a result of their additional studies.
  4. Students studying EVET courses must retain a minimum of 12 Units for Term 1 in Year 11 and demonstrate an on-going capacity to complete their EVET course before they will be allowed to 'drop' a school-based subject.
  5. Students selecting EVET courses must be advised that TAFE reserves the right to cancel a course at the end of Year 11 and not continue it into Year 12. This has happened to some students in previous years.
  6. Students applying for EVET courses must display a good attendance record and report. Students may be interviewed by the Principal in order to determine suitability.
  7. Some courses require payment for materials. Make sure this will not be a problem.
  8. TAFE has very strict attendance requirements
- Don't choose a subject because of a particular teacher. No guarantee can be given that a certain teacher will or will not be teaching that subject.
- Don't choose a subject because your friend is doing that course. This will not guarantee your success, besides your friends are likely to change.
- Be careful of comments made by students who have already studied the subject. Their view may not be fair indication of the subject's ease, difficulty or relevance to your needs.
- Seek advice from a teacher who teaches the subject.

- **Students wishing to study Advanced English, Mathematics Advanced or an Extension subject *must* submit a completed 'Recommendation to Study Advanced Courses' form.**

When making your decision on which subjects to choose, the key things to consider are:

### **Vocational (job) Requirements - Your Abilities - Your Interests**

### ***Constraints on Subject Selection***

When students select a subject they should not automatically assume they are enrolled in that subject for Years 11 and 12. There are a number of reasons why a subject offered might not be taught or a student is unable to gain enrolment.

1. If only a small number of students select a subject it might not run. In that case the students will be asked to make another selection.
2. If too many students select a subject then some students may not be offered a place. Where student numbers exceed available places, enrolment will be determined by Faculty Head Teachers/Deputy Principal. Those students who miss out on a place will be asked to make another choice.
3. Some subjects require students to have reached a minimum level of competence by the end of Year 10. Students who make inappropriate choices based on the demonstrated application and ability, will receive further advice before they are enrolled in a specific subject.
4. Subjects may run at the same time.

Bulli High School will design a broad curriculum for Year 11, 2021 which will:

- Offer students a rigorous academic pattern of study in preparation for University entrance.
- Offer a general pattern of study for less academically oriented students, reflecting the school leaving age.
- Offer a wide range of vocational courses suitable for all students.
- Offer sufficient flexibility of subject choice for students to mix and match their choices across academic, general and vocational courses.

Most students should be able to design a pattern of study to suit their individual needs. Students need to be aware however, that they may not be enrolled in their first choice for every subject.

## SCHEDULE OF FEES FOR YEAR 11 in 2021

School Contribution	\$140.00
Diary	\$ 8.00
Sentral Learning Management System	\$ 10.00
Life Ready Program fee	\$ 50.00
Construction (VET)	\$ 55.00
Design and Technology	\$ 55.00
Entertainment (VET) – White Card <small>(subject to outside provider's fee and may change)</small>	TBA
French – Continuers and Beginners	\$ 30.00
Hospitality (VET)	
Uniform \$ 65.00 <small>(Uniform payment covers Year 11 and 12)</small>	
Food \$180.00	
Kit Hire \$ 20.00	\$ 265.00
Industrial Technology – Multimedia	\$ 20.00
Industrial Technology – Timber	\$ 65.00
Marine Studies	\$ 50.00
Music	\$ 10.00
Photography	\$ 80.00
SLR	\$ 15.00
Visual Arts	\$ 60.00
Visual Design	\$ 50.00

**NESA Developed Courses**  
**offered by Bulli High School**

English Advanced English Standard English Studies Extension English	Aboriginal Studies Ancient History Modern History Geography Business Studies Legal Studies Society & Culture
Mathematics Advanced Mathematics Standard 1 (Year 12 only) Mathematics Standard 2 Mathematics Extension 1 Software Design and Development	French Beginners French Continuers
Biology Chemistry Earth & Environmental Science Investigating Science Physics	Drama Music 1 Visual Arts
Design & Technology Industrial Technology - Multimedia Industrial Technology - Timber	Personal Development, Health and Physical Education (PDHPE) Community & Family Studies

For detailed information regarding these courses speak to subject Head Teachers or visit the NESA website:

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

**Note:** VET subjects are listed in the final section of this booklet. They count as NESA Developed Courses if the student sits the HSC examination for that subject. VET subjects offered at Bulli High are:

Construction  
Entertainment  
Hospitality

<b>Course</b>	<b>Aboriginal Studies</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Part I: Aboriginality and the Land (20%)</li> <li>• Part II: Heritage and Identity (30%)</li> <li>• Part III: International Indigenous Community: Comparative Study (25%)</li> <li>• Part IV: Research and Inquiry Methods: Local Community Case Study (25%)</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Part I – Social Justice and Human Rights Issues. Case Study of an Aboriginal community for each topic (20%)</li> <li>• Part II – A) Aboriginality and the Land OR B) Heritage and Identity (40%)</li> <li>• Part III – Research and Inquiry Methods – Major Project (40%)</li> </ul>
<b>Special Requirements</b>	In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.
<b>Assessment</b>	Research and presentation, source-based analysis, in-class assessments and examinations

<b>Course</b>	<b>Ancient History</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>2018 marked the introduction of the new Ancient History Syllabus for Year 11.</p> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Investigating Ancient History</li> <li>• The nature, methods and issues of Ancient History</li> <li>• Case Studies</li> <li>• The Nature of the Ancient Past Historical Investigation</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Part 1 – Core Study - Cities of Vesuvius: Pompeii and Herculaneum</li> <li>• Part 2 – One ancient society</li> <li>• Part 3 – One personality and their times</li> <li>• Part 4 – One historical period</li> </ul>
<b>Special Requirements</b>	The Year 11 historical investigation and choice of case study must not overlap or duplicate any topic attempted in the Year 12 Ancient History or History extension course.
<b>Assessment</b>	Research and presentation, source-based analysis, in-class assessments and examinations



<b>Course</b>	<b>Biology</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>The syllabus is designed to show how the study of Biology is applied to our everyday lives as well as society and the environment in general.</p> <p><b>Year 11</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Cells the Basis of Life</li> <li>• Organisation of Living Things</li> <li>• A Trip to Galapagos</li> <li>• Ecosystem Dynamics</li> </ul> <p><b>Year 12</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious disease</li> <li>• Non-infectious Diseases and Disorders</li> </ul>
<b>Special Requirements</b>	Nil
<b>Assessment</b>	Depth study, examination, research, analysis of secondary data, practical task

<b>Course</b>	<b>Business Studies</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>Throughout the Year 11 and 12 Course, students use hypothetical and actual business case studies to investigate and examine key areas such as planning, marketing and operating a business on a global scale.</p> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Nature of Business</li> <li>• Business management</li> <li>• Business planning</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Operations</li> <li>• Marketing</li> <li>• Finance</li> <li>• Human Resources</li> </ul>
<b>Special Requirements</b>	In Year 11 there is a research project investigating the operation of a small to medium business.
<b>Assessment</b>	Research and presentation, stimulus based skills, in-class assessments, examinations and communication of business information.

<b>Course</b>	<b>Chemistry</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>The science of the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems.</p> <p><b>Year 11</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Properties and Structure of Matter</li> <li>• Introduction to Quantitative Chemistry</li> <li>• Reactive Chemistry</li> <li>• Drivers of Reactions</li> </ul> <p><b>Year 12</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Equilibrium and Acid Reactions</li> <li>• Acid/Base Reactions</li> <li>• Organic Chemistry</li> <li>• Applying Chemical Ideas</li> </ul>
<b>Special Requirements</b>	Nil
<b>Assessment</b>	Depth study, examination, research, analysis of secondary data, practical task

<b>Course</b>	<b>Community and Family Studies</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>This course 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.</p> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Resource Management</li> <li>• Individuals and Groups.</li> <li>• Families and Communities</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Research Methodology.</li> <li>• Groups in Context</li> <li>• Parenting and Caring</li> <li>• Option Modules</li> </ul>
<b>Special Requirements</b>	Students are required to complete an Independent Research Project as part of the Year 12 internal assessment.
<b>Assessment</b>	Written examinations, Independent Research Project, Internet Research and Presentation

<b>Course</b>	<b>Design and Technology</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>This is a STEM course where students learn about the factors affecting design, production and innovation through <i>project based learning</i>. Students design, experiment, test, produce and evaluate design concepts to produce appropriate design solutions. Student create products, systems or environments using a wide range of their chosen materials to meet the needs of their chosen target market.</p> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>Designing and Producing – students learn about the design process through the design and creation of two projects, <i>Memorabilia</i> and <i>Illuminate</i>.</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>Innovation and emerging technologies – students learn about innovation and its impact on society</li> <li>Project Management - through the development of a major project, design folio and digital presentation.</li> </ul>
<b>Special Requirements</b>	Two projects in the Year 11 year. One major design project in the HSC year.
<b>Assessment</b>	Design projects, folios, digital presentations, examinations and case studies.
<b>Fees</b>	See schedule of fees in this booklet.

<b>Course</b>	<b>Drama</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	Projects developed for assessment in this subject cannot be used in full or part for assessment in another subject.
<b>Main Areas Covered</b>	<p>This course includes:</p> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>Improvisation, play building, acting</li> <li>Elements of Production in Performance</li> <li>Theatrical Traditions and Performance Styles</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>Australian Drama and Theatre (core content)</li> <li>Studies in Drama and Theatre</li> <li>Group Performance (core content)</li> <li>Individual Project</li> </ul>
<b>Special Requirements</b>	This course requires a Group Presentation, Individual Project which have specific rules. Details relating to these tasks can be found on the NESA website or by asking Mr Macnab.
<b>Assessment</b>	Group presentation, individual project, written examination.

<b>Course</b>	<b>Earth and Environmental Science</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>The study of the Earth and its processes providing an understanding of systems and processes in both aquatic and terrestrial environments. It explores changes that have occurred during Earth's history, including changes in the various spheres of the Earth, and the evolution of organisms.</p> <p><b>Year 11</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Earth's resources</li> <li>• Plate Tectonics</li> <li>• Energy Transformations</li> <li>• Human Impacts</li> </ul> <p><b>Year 12</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Earth's Processes</li> <li>• Hazards</li> <li>• Climate Science</li> <li>• Resource Management</li> </ul>
<b>Special Requirements</b>	Nil
<b>Assessment</b>	Depth study, examination, research, analysis of secondary data, practical task

<b>Course</b>	<b>English (Advanced)</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Exclusions</b>	<p>English (Standard) English Studies English – EAL/D Students must complete a recommendation form (available from Deputy) to enrol in Advanced subjects.</p>
<b>Main Areas Covered</b>	<p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>• Common module to the Standard and Advanced courses: Reading to Write.</li> <li>• Two additional modules to be studied.</li> </ul> <p><b>Year 12:</b></p> <ul style="list-style-type: none"> <li>• Common module to the Standard and Advanced courses: Texts and Human Experiences.</li> <li>• Three additional modules to be studied.</li> </ul>
<b>Special Requirements</b>	The Year 12 course requires close study of four types of prescribed texts and wide reading of related texts.
<b>Assessment</b>	<p>Assessment tasks may include:</p> <ul style="list-style-type: none"> <li>• Written examinations</li> <li>• Multimodal tasks</li> <li>• Analytical essays</li> <li>• Imaginative responses.</li> </ul>

<b>Course</b>	<b>English (Standard)</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Exclusions</b>	English (Advanced) English Studies English – EAL/D
<b>Main Areas Covered</b>	<b>Year 11:</b> <ul style="list-style-type: none"> <li>Common module to the Standard and Advanced courses: Reading to Write.</li> <li>Two additional modules to be studied.</li> </ul> <b>Year 12:</b> <ul style="list-style-type: none"> <li>Common module to the Standard and Advanced courses: Texts and Human Experiences.</li> <li>Three additional modules to be studied.</li> </ul>
<b>Special Requirements</b>	The Year 12 course requires close study of three types of prescribed texts and wide reading of related texts.
<b>Assessment</b>	Assessment tasks may include: <ul style="list-style-type: none"> <li>Written examinations</li> <li>Multimodal tasks</li> <li>Analytical essays</li> <li>Imaginative responses.</li> </ul>

<b>Course</b>	<b>(a) Year 11 English Extension</b> <b>(b) Year 12 Extension Course1</b> <b>(c) Year 12 Extension Course 2</b>
<b>Number of Units</b>	1 unit for each of Year 11 and Year 12
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	The prerequisites for these courses are as follows <ul style="list-style-type: none"> <li>(a) Requires English (Advanced)</li> <li>(b) Requires Year 11 English Extension 1</li> <li>(c) Requires Year 12 Extension 1</li> </ul>
<b>Exclusions</b>	English (Standard), English Studies, English – EAL/D
<b>Main Areas Covered</b>	<b>Year 11:</b> <ul style="list-style-type: none"> <li>The course has one mandatory module: Texts, Culture and Value. Students are to complete a related research project.</li> </ul> <b>Year 12:</b> <ul style="list-style-type: none"> <li>Extension 1: Students study a common module with one elective option.</li> <li>Extension 2: Students complete a Major Work.</li> </ul>
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li><b>Year 11 Extension:</b> Students study one prescribed text and one text of their choosing. Students are to also research a range of texts.</li> <li><b>Year 12 Extension 1:</b> Students study at least three prescribed texts and select two related texts of their choosing.</li> <li><b>Year 12 Extension 2:</b> Students complete a Major Work.</li> </ul>
<b>Assessment</b>	Assessment tasks may include: <ul style="list-style-type: none"> <li>Written examinations</li> <li>Imaginative responses</li> <li>Self-reflection</li> <li>Multimodal tasks</li> <li>Viva Voce</li> <li>Literature reviews</li> </ul>

<b>Course</b>	<b>English Studies</b>
<b>Number of units</b>	2
<b>Category</b>	Category B NESA Developed Course See Important Note below
<b>Exclusions</b>	English Advanced English Standard English – EAL/D
<b>Main Areas Covered</b>	<b>Year 11:</b> <ul style="list-style-type: none"> <li>One mandatory module (Achieving through English: English in education, work and community) and two-four additional modules</li> </ul> <b>Year 12:</b> <ul style="list-style-type: none"> <li>One mandatory common module (Texts and Human Experiences) and two-four additional modules</li> </ul>
<b>Special Requirements</b>	The Year 12 course requires study of <ul style="list-style-type: none"> <li>At least one substantial print text and one substantial multimodal text</li> <li>One text from the prescribed text list and one related text for the Common Module: Texts and Human Experiences.</li> <li>A wide range of additional related texts.</li> </ul>
<b>Assessment</b>	Assessment tasks may include: <ul style="list-style-type: none"> <li>Research projects</li> <li>Presentation tasks</li> <li>A collection of class work</li> <li>Written examinations.</li> </ul>
<b>Important Note</b>	To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study. See Ms Gardiner for more details.

<b>Course</b>	<b>French Beginners</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	Year 9/10 French Students Native French speakers cannot do this subject.
<b>Main Areas Covered</b>	Through spoken and written word students will investigate aspects of <ul style="list-style-type: none"> <li>Family life, home and neighbourhood</li> <li>People places and communities</li> <li>Education and work</li> <li>Friends, recreation and pastimes</li> <li>Holidays, travel and tourism</li> <li>Future plans and aspirations</li> </ul>
<b>Special Requirements</b>	None
<b>Assessment</b>	Listening, Speaking, Reading and Writing Tasks

<b>Course</b>	<b>French Continuers</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	French Continuers: Must have studied French in Year 9 and 10. Exceptions to this apply for students with prior French experience. Speak with the LOTE staff for details.
<b>Exclusions</b>	See LOTE staff
<b>Main Areas Covered</b>	Through spoken and written word students will investigate aspects of <ul style="list-style-type: none"> <li>• The individual – family, school and leisure</li> <li>• French speaking communities – daily life, film, music</li> <li>• The changing world – travel, work youth cultures</li> </ul>
<b>Special Requirements</b>	None
<b>Assessment</b>	Listening, Speaking, Reading and Writing Tasks

<b>Course</b>	<b>Geography</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	Students in this course address key geographical questions about our world, with a focus on the environments in which we live, from urban places to key ecosystems and the challenge of sustaining them. Year 11 <ul style="list-style-type: none"> <li>• Biophysical interactions</li> <li>• Why the world is the way it is</li> <li>• Global Challenges</li> <li>• Population, politics &amp; sustainability</li> <li>• Senior Geography project – free choice</li> </ul> Year 12 <ul style="list-style-type: none"> <li>• Ecosystems at risk - The Great Barrier Reef</li> <li>• Urban Places-World Cities from London to Mumbai</li> <li>• People and economic activity - Tourism</li> </ul>
<b>Special Requirements</b>	Students must undertake 12 hours fieldwork in both Year 11 and Year 12. This field work will require at least 3 mandatory excursions. The layout of these excursions may take the form of an overnight trip. These could include Minnamurra and Snowy Mountains.
<b>Assessment</b>	Fieldwork, geographical research, interpretation and synthesis of geographical stimulus, presentations, in-class assessments and examinations.
<b>Fees</b>	There is not a course fee, however there are mandatory fieldwork excursions that have fees.

<b>Course</b>	<b>Industrial Technology - Multimedia</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	Industrial Technology - Timber
<b>Main Areas Covered</b>	<p>This is a STEM course where students undertake a range of <i>project based learning</i> in the Year 11 to develop skills and knowledge in a range of areas in the multimedia technologies industry. These include digital media, image manipulation, video editing and production, animation, web design and game creation.</p> <p><b>Year 11 and Year 12</b> The pattern of study focuses on students:</p> <ul style="list-style-type: none"> <li>• Completing industry studies</li> <li>• Learning about design, management and communication</li> <li>• Producing quality projects</li> <li>• Learning about industry related manufacturing technologies</li> </ul>
<b>Special Requirements</b>	Two projects in the Year 11 year. One major design project in Year 12.
<b>Assessment</b>	Practical work, management folio, industry studies, and examinations.
<b>Fees</b>	Fees apply to this subject. See schedule attached.

<b>Course</b>	<b>Industrial Technology - Timber</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	Industrial Technology - Multimedia
<b>Main Areas Covered</b>	<p>This is a STEM course where students undertake <i>project based learning</i> to produce two practical projects in the Year 11 to develop skills and knowledge in all areas of the timber technologies and furniture. Students expand on these skills in Year 12 through the management and production of a major project.</p> <p><b>Year 11 and Year 12</b> The pattern of study focuses on students:</p> <ul style="list-style-type: none"> <li>• Completing industry studies</li> <li>• Learning about design, management and communication</li> <li>• Producing quality projects</li> <li>• Learning about industry related manufacturing technologies</li> </ul>
<b>Special Requirements</b>	Two projects in the Year 11 One major project in Year 12.
<b>Assessment</b>	Practical work, management folio, industry studies, and examinations.
<b>Fees</b>	Fees apply to this subject. See schedule attached.



<b>Course</b>	<b>Investigating Science</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>The course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p><b>Year 11</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Cause and Effect – Observing</li> <li>• Cause and Effect – Inferences and Generalisations</li> <li>• Scientific Models</li> <li>• Theories and Laws</li> </ul> <p><b>Year 12</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Scientific Investigations</li> <li>• Technologies</li> <li>• Fact or Fallacy?</li> <li>• Science and Society</li> </ul>
<b>Special Requirements</b>	Nil
<b>Assessment</b>	Depth study, examination, research, analysis of secondary data, practical task

<b>Course</b>	<b>Legal Studies</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>Legal Studies prompts students to analyse the legal system and the society and world in which they live, as well as the relationship between the two. Students research and assess legislation, cases and media reports to inform their views and opinions.</p> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• The Legal System</li> <li>• The Individual and the Law</li> <li>• Law in Practice</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Core Part 1: Crime</li> <li>• Core Part 2: Human Rights</li> <li>• Two additional focus options from a prescribed list.</li> </ul>
<b>Special Requirements</b>	No special requirements
<b>Assessment</b>	Research and presentation, in-class assessments, examinations and annotated legal and media portfolios.

<b>Course</b>	<b>Mathematics Advanced</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	Stage 5 - 5.3 Mathematics Pathway Students must submit a recommendation form (available from Deputy) to Mr Croft to enrol in Mathematics Advanced.
<b>Exclusions</b>	Mathematics Standard
<b>Main Areas Covered</b>	<b>Year 11</b> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Exponential and logarithmic functions</li> <li>• Statistical analysis</li> </ul> <b>Year 12</b> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Financial mathematics</li> <li>• Statistical analysis</li> </ul>
<b>Special Requirements</b>	This course is a sufficient basis for further studies in Mathematics as a discipline at tertiary level – eg commerce and life sciences.
<b>Assessment</b>	Written examinations, assignment/investigation

<b>Course</b>	<b>Mathematics Extension 1</b>
<b>Number of units</b>	1 Unit in both Year 11 and Year 12
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	Stage 5 - 5.3 Mathematics Pathway with award of RoSA A or B
<b>Exclusions</b>	Mathematics Standard
<b>Main Areas Covered</b>	<b>Year 11 includes -</b> <ul style="list-style-type: none"> <li>• Harder applications of concepts in Year 11</li> <li>• Functions</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Combinatorics</li> </ul> <b>Year 12</b> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Vectors</li> <li>• Trigonometric functions</li> <li>• Calculus</li> <li>• Statistical analysis</li> </ul>
<b>Special Requirements</b>	This course is intended to give thorough understanding of mathematical concepts and is suitable for those intending to study physical sciences, engineering or computing science at a tertiary level. <i>Students with demonstrated outstanding mathematical capability should consider Extension 2 Maths in Year 12. See Mr Croft for further information.</i>
<b>Assessment</b>	Written examinations, assignment/investigation

<b>Course</b>	<b>Mathematics Standard – Year 11 only</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course <i>In Year 12 this course is available as Mathematics Standard 1 (Content Endorsed, non-ATAR) and Mathematics Standard 2 (NESA Developed, ATAR).</i>
<b>Prerequisite</b>	Stage 5- 5.2 Mathematics Pathway
<b>Exclusions</b>	Mathematics Advanced
<b>Main Areas Covered</b>	<b>Year 11 course</b> covers <ul style="list-style-type: none"> <li>• Financial Mathematics,</li> <li>• Statistical Analysis,</li> <li>• Measurement,</li> <li>• Algebra.</li> </ul>
<b>Special Requirements</b>	Mathematics Standard Year 11 leads towards either Mathematics Standard 1 or Mathematics Standard 2.
<b>Assessment</b>	Written examinations, assignment/investigation

<b>Course</b>	<b>Mathematics Standard 2 – Year 12 only</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course <i>See Content Endorsed Course section for Mathematics Standard 1, non-ATAR course</i>
<b>Prerequisite</b>	Stage 5- 5.2 Mathematics Pathway Year 11 Mathematics Standard
<b>Exclusions</b>	Mathematics
<b>Main Areas Covered</b>	<b>Year 12 includes -</b> <ul style="list-style-type: none"> <li>• Algebra – types of relationships</li> <li>• Measurement – non-right triangles,</li> <li>• Measurement – rates and ratios</li> <li>• Financial Mathematics – investments &amp; loans</li> <li>• Financial Mathematics – annuities</li> <li>• Statistical Analysis – bivariate data analysis</li> <li>• Statistical Analysis – the normal distribution</li> <li>• Networks – network concepts</li> <li>• Networks – critical path analysis</li> </ul>
<b>Special Requirements</b>	Mathematics Standard 2 is an ATAR subject. It focuses on mathematical techniques which apply to everyday activities. It is well suited for those who want a strong foundation in Mathematics for business, retail, the humanities or industry. <i>BHS has consistently achieved very strong HSC results in General Mathematics 2; it is anticipated that this will continue with the new Mathematics Standard 2.</i>
<b>Assessment</b>	Written examinations, assignment/investigation

<b>Course</b>	<b>Mathematics Standard 1 – Year 12 only</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	Year 11 Mathematics Standard
<b>Exclusions</b>	Mathematics Advanced
<b>Main Areas Covered</b>	<b>Year 12</b> course includes - <ul style="list-style-type: none"> <li>• Algebra – types of relationships</li> <li>• Measurement – right-angled triangles,</li> <li>• Measurement – rates</li> <li>• Measurement – scale drawings</li> <li>• Financial Mathematics - investment</li> <li>• Financial Mathematics – depreciation &amp; loans</li> <li>• Statistical Analysis</li> <li>• Networks &amp; paths</li> </ul>
<b>Special Requirements</b>	Mathematics Standard 1 is designed to permit students to develop their Mathematics skills to assist them in the workforce and in life.
<b>Assessment</b>	Written examinations, with an optional HSC examination in 2021 (details tbc).

<b>Course</b>	<b>Modern History</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	2018 marked the introduction of the new Modern History syllabus for Year 11.  <b>Year 11</b> - Investigating Modern History: <ul style="list-style-type: none"> <li>• The nature, methods and issues of Modern History</li> <li>• Case Studies</li> </ul> - Historical Investigation, - The Shaping of the Modern World  <b>Year 12</b> <ul style="list-style-type: none"> <li>- Core: Power and Authority in the Modern World,</li> <li>- National Studies,</li> <li>- Peace and Conflict,</li> <li>- Change in the Modern World</li> </ul>
<b>Special Requirements</b>	The Year 11 historical investigation and choice of case study must not overlap or duplicate any topic attempted in the Year 12 Modern History or History extension course.
<b>Assessment</b>	Research presentations, extended responses, source-based analysis, in-class assessments and examinations.

<b>Course</b>	<b>Music 1</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	Music Mandatory Course, Years 7 and 8 (or equivalent)
<b>Exclusions</b>	Music 2
<b>Main Areas Covered</b>	Music 1 offers musical students the opportunity to develop their performance, composition and musicology skills in an elective-based course. Using widely ranging topic areas, students can focus their Year 12 assessment tasks toward their individual talents.
<b>Special Requirements</b>	A portfolio of work is compulsory if composition is chosen as an elective.
<b>Assessment</b>	Student assessment is based on the 4 learning experiences: Performance, Composition, Musicology and Aural. In Year 12 students can elect how they wish to be assessed.

<b>Course</b>	<b>Physics</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>The study of energy, matter, and their interrelationships. It focuses on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe.</p> <p><b>Year 11</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul> <p><b>Year 12</b> covers the topics of:</p> <ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>
<b>Special Requirements</b>	Nil
<b>Assessment</b>	Depth study, examination, research, analysis of secondary data, practical task

<b>Course</b>	<b>Personal Development, Health, and Physical Education</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>This course is an academic subject. It involves students learning about and practicing ways of maintaining active healthy lifestyles and improving their health status.</p> <p><b>Year 11</b>  Core 1: Better Health for Individuals  Core 2: The Body in Motion  Option 1: First Aid  Option 2: Fitness Choices</p> <p><b>Year 12</b>  Core 1: Health Priorities in Australia  Core 2: Factors Affecting Performance  Option 1: Sports Medicine  Option 2: Improving Performance</p>
<b>Special Requirements</b>	None
<b>Assessment</b>	Students will be assessed across a range of cores and options using a variety of strategies such as independent research projects, First Aid practical examinations, theory tests and internet research tasks.

<b>Course</b>	<b>Software Design and Development</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>This is a STEM course where students undertake a range of <i>project-based learning</i> to develop skills and knowledge in a range of areas in the software engineering industry. These include the design, writing and testing of software and systems such as mobile phone applications and games.</p> <p><b>Year 11</b>  Concepts and Issues in the Design and Development of Software  Introduction to Software Development  Developing Software Solutions</p> <p><b>HSC course</b>  Development and Impact of Software Solutions  Software Development Cycle  Developing a Solution Package  Plus ONE option topic: TBA</p>
<b>Special Requirements</b>	It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.
<b>Assessment</b>	Written examinations and project work

<b>Course</b>	<b>Society and Culture</b>
<b>Number of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>An interesting course which asks students to consider the world around them and their place within it. The PIP (Personal Interest Project) gives students the opportunity to engage in a study which interests and has meaning to them.</p> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• The Social and Cultural World</li> <li>• Personal and Social Identity</li> <li>• Intercultural Communication</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change – focus: Vietnam</li> <li>• The Personal Interest Project ‘PIP’</li> <li>• Two Depth Studies chosen from <ul style="list-style-type: none"> <li>○ Popular culture</li> <li>○ Belief Systems &amp; Ideologies</li> <li>○ Social Inclusion &amp; Exclusion</li> <li>○ Social Conformity &amp; Non-Conformity</li> </ul> </li> </ul>
<b>Special Requirements</b>	Completion of Personal Interest Project (PIP) contributes 40% of the Year 12 HSC mark
<b>Assessment</b>	Research and presentation, examinations, in-class assessments, secondary research and application of methodological skills.

<b>Course</b>	<b>Visual Arts</b>
<b>No. of units</b>	2
<b>Category</b>	Category A NESA Developed Course
<b>Prerequisite</b>	Nil
<b>Exclusions</b>	Projects developed for assessment in this subject cannot be used in full or part for assessment in another subject.
<b>Main Areas Covered</b>	<p><b>Year 11</b> - Provides students with broad experience, enabling them to develop skills and understanding in and about the visual arts, including:</p> <ul style="list-style-type: none"> <li>• the nature of practice in art making, art criticism, and art history through different investigations</li> <li>• the art world – artist, artwork, world, audience</li> <li>• the frames and how students might develop their own informed points of view and develop meaning and interest in their work</li> <li>• building understanding through investigations and working in forms such as painting, drawing, sculpture, printmaking, film and digital artworks.</li> </ul> <p><b>Year 12:</b> Builds on the knowledge, understanding and skills, of the Year 11, through deep and sustained investigations of Art making practice, and critical and historical investigations in increasingly independent ways.</p>
<b>Special Requirements</b>	Requires the production of a major work due Term 3 of the Year 12 and a written HSC examination.
<b>Assessment</b>	<p>Assessment is in the form of Research tasks, Examinations, Visual Arts Process Diary and the completion of a Body of Work.</p> <p><b>Year 11:</b> School-based assessment: Art making (50%) Art criticism and art history (50%)</p> <p><b>Year 12:</b> <b>School-based assessment:</b></p> <ul style="list-style-type: none"> <li>• Development of the body of work (50%)</li> <li>• Art criticism and art history (50%)</li> </ul> <p><b>External examination:</b> submission of a body of work (50%) and written paper (50%)</p>
<b>Fees</b>	Fees apply to this subject. See schedule attached.

## NESA Endorsed Courses

There are two types of NESA Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in NESA Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Authority.
- Schools may also design special courses in order to meet student needs. These courses must be approved by the Authority. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

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

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

### List of NESA Endorsed Courses (NECs) offered at Bulli High School

#### 2 Unit

Marine Studies	(CEC)
Maths Standard 1 (Year 12 only)	(CEC)
Photography, Video & Digital Imaging	(CEC)
Sport, Lifestyle and Recreation Studies	(CEC)
Visual Design	(CEC)

<b>Course</b>	<b>Marine Studies</b>
<b>Number of units</b>	Offered as a 2 Unit course in Years 11 and 12
<b>Category</b>	Content Endorsed Course Does not count for an ATAR
<b>Prerequisite</b>	None
<b>Exclusions</b>	None
<b>Main Areas Covered</b>	<p>The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems.</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Marine Studies provides for both practical and theoretical learning and students acquire skills to solve real life problems.</p> <p><u>Through Marine Studies students will develop:</u></p> <ul style="list-style-type: none"> <li>• knowledge, understanding and appreciation that promote sound environmental practices in the marine environment</li> <li>• the ability to co-operatively manage activities and communicate in a marine context</li> <li>• knowledge and understanding of marine industries and their interaction with society and with leisure pursuits</li> <li>• knowledge, understanding and skills in safe practices in the marine context.</li> </ul> <p><u>Core Topics Studied:</u></p> <ol style="list-style-type: none"> <li>1. Marine Safety and First Aid</li> <li>2. The Marine Environment</li> <li>3. Life in the Sea</li> <li>4. Humans in Water</li> <li>5. Marine and Maritime Employment</li> </ol>
<b>Special Requirements</b>	None
<b>Fees</b>	Fees apply to this subject. See schedule attached.



<b>Course</b>	<b>Mathematics Standard 1 – Year 12 only</b>
<b>Number of units</b>	2
<b>Category</b>	Category B Content Endorsed Course Does not count for an ATAR <i>See NESA Developed Course section for Mathematics Standard 2, ATAR course</i>
<b>Prerequisite</b>	Year 11 Mathematics Standard
<b>Exclusions</b>	Mathematics
<b>Main Areas Covered</b>	<b>Year 12</b> includes - <ul style="list-style-type: none"> <li>• Financial Analysis,</li> <li>• Data Analysis,</li> <li>• Measurement</li> <li>• Probability and</li> <li>• Algebraic modeling</li> </ul>
<b>Special Requirements</b>	This non-ATAR option allows students to continue their studies without sitting the HSC Examination (or associated Year 12 assessment tasks). Students study Mathematics standard in Year 11 and can opt to move to this subject in Year 12.  Students will be able to demonstrate to employers the currency of their mathematics skills.
<b>Assessment</b>	Project work and examinations

<b>Course</b>	<b>Photography, Video &amp; Digital Imaging</b>
<b>No. of units</b>	Offered as a 2 Unit course in Years 11 and 12
<b>Category</b>	Content Endorsed Course Does not count for an ATAR
<b>Prerequisite</b>	Nil
<b>Exclusions</b>	Projects developed for assessment in this subject cannot be used in full or part for assessment in another subject.
<b>Main areas covered</b>	<p>Photography, Video and Digital Imaging (PVDI) offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging.</p> <p>PVDI acknowledges that traditionally accepted boundaries of photography are changing as a consequence of digital technologies.</p> <p>The course is predominantly practical and incorporates the traditional aspects of wet photography and exploration of contemporary video, film making and digital imaging.</p> <p>The course structure is flexible, providing modules that build upon students' knowledge, understanding and interests. PVDI will support students in developing a commitment to and capacity for lifelong learning. This may lead to post-school study at university or TAFE, or vocational training.</p> <p>Studies in PVDI will involve critical and historical investigations linked to the students' image making practice. PVDI complements studies undertaken in 2 Unit Visual Arts. Students will maintain a portfolio that records their skill and knowledge development in both practical and written forms.</p>
<b>Special Requirements</b>	Students will be encouraged to enter competitions, exhibit their work in the gallery space and participate in competitions.
<b>Assessment</b>	Student assessment is based on coursework, research tasks and a journal of still and moving images.
<b>Fees</b>	Fees apply to this subject. See schedule attached.

<b>Course</b>	<b>Sport, Lifestyle and Recreation Studies</b>
<b>Number of units</b>	Offered as a 2 Unit course in Years 11 and 12
<b>Category</b>	Content Endorsed Course Does not count towards an ATAR
<b>Prerequisite</b>	None
<b>Exclusions</b>	Students studying NESA Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
<b>Main Areas Covered</b>	<p>This course is based predominately in practical activity but also includes a theory component. It enables students to further develop their understanding of, and competencies in, a range of sporting and recreational pursuits.</p> <p>Students will study a range of modules including; fitness, aquatics, athletics, coaching, resistance training and a variety of specific team and individual games (catering to group interest, ability, available facilities)</p> <p>As a part of the course, students will be involved in planning and running a number of school and zone sporting carnivals.</p>
<b>Special Requirements</b>	None
<b>Assessment</b>	Students will be assessed in all modules and by a variety of methods including; carnival planning and participation, practical performance, group presentations, written examination and research projects.
<b>Fees</b>	Fees apply to this subject. See schedule attached.

<b>Course</b>	<b>Visual Design</b>
<b>Number of units</b>	Offered as a 2 Unit course in Years 11 and 12.
<b>Category</b>	Content Endorsed Course Does not count towards an ATAR
<b>Prerequisite</b>	Nil
<b>Exclusions</b>	Projects developed for assessment in this subject cannot be used in full or part for assessment in another subject.
<b>Main Areas Covered</b>	<p>Visual design provides opportunities for students to pursue their skill development, abilities and interests in the Design fields that offer a wide range of tertiary courses and work opportunities.</p> <p>This course encourages students to exploit the links between Art and Design.</p> <p>The difference lies in the function of the designed works: we sit in them, wear them, live in them, drink out of them and interact with them- functions the designer must take into account.</p> <p>The modules which can be explored in this course are: Publications, Illustration, cartooning, interactive media, clothing and Textiles, jewellery and accessories, packaging, furniture, industrial design, structures and environments, theatre design, digital media, filmmaking and animation and Health and Safety issues.</p>
<b>Special Requirements</b>	Students will be required to assist in designing and constructing sets and props for school productions and participate in an exhibition.
<b>Assessment</b>	Students will work on individual and collaborative design projects, maintain a design portfolio and investigate designers and the world through research tasks.
<b>Fees</b>	Fees apply to this subject. See schedule attached.

**Vocational Education and Training (VET) Courses  
offered at Bulli High School**

Construction Pathways

Entertainment Industry (Live Production and Services)

Hospitality (Kitchen Operations)

**A list of TAFE delivered courses is available from the Careers Adviser.**

**All VET courses are Dual Accredited courses having both competency based assessment and an external HSC examination which is optional.**

**Competency-based Assessment**

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. When a student achieves a unit of competency it is signed off and recorded by the assessor. Competency-based assessment determines the vocational qualification that a student will receive.

**Qualifications**

In Hospitality, a Certificate II is the qualification achieved if students successfully complete all competencies.

In Entertainment, a Statement of Attainment towards Certificate III is the qualification achieved if students successfully complete all competencies.

In Construction Pathways students will receive a Certificate II.

**External Assessment (optional HSC examination)**

Students have the option of sitting for the Higher School Certificate written examination consisting of multiple-choice items, short answers and extended response items. The examination mark can then be used to count towards an ATAR.

The questions will be based on the compulsory units of competency and *HSC Requirements and Advice* detailed in the syllabus.

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.

**FEES APPLY TO ALL VET COURSES  
SEE THE ATTACHED FEE SCHEDULE**

## **VET Industry Curriculum Frameworks**

**The VET courses offered at Bulli High School are:**

### **Construction Pathways**

Construction (240 indicative hours)

### **Entertainment Industry**

Entertainment (240 indicative hours)

### **Hospitality – Kitchen Operations**

Hospitality (240 indicative hours)

The following pages contain detailed descriptions of each course.

## **Information for Students Undertaking School Delivered VET Courses**

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

Refer to the NSW Education Standards Authority website (NESA) for VET, any exclusions, rules and procedures.

### **Optional External HSC Examination**

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

### **Assessment Procedures**

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations. Students are deemed either competent or not competent following an assessment.

No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

### **Student Selection, enrolment and induction procedures**

Stage 6 VET courses are available to all students in years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake “early commencement/acceleration” of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and

responsibilities. Students are able to refer to the RTO's Student Guide for VET process and procedure information.

### **Fees and charges**

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

### **VET Enrolment**

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated in the pre-enrolment process.

### **Freedom of Information and Privacy**

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

### **Credit Transfer and Recognition of Prior Learning (RPL)**

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

### **Work Placement**

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

### **School Based Apprenticeships and Traineeships (SBATs)**

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs:

[www.sbatnsw.info](http://www.sbatnsw.info)

### **Unique Student Identifier**

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.

The USI provides easy access through an online account to all VET training records and results throughout life.



Education

Wagga Wagga RTO 90333

## CPC20211 Certificate II in Construction Pathways

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this

**Course: Construction** (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

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

**Course Description** This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

### Core Units of Competency

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

### Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)

One of the 2 options below will be delivered as electives in the HSC course.

Option 1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

Option 2

- CPCCBL2001A Handle and prepare bricklaying & blocklaying materials
- CPCCBL2002A Use bricklaying and blocklaying tools and equipment

This course contains two additional units above the qualification to meet NESA HSC requirements.

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

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

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

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

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** Course Fee of \$55, plus costs for a White Card course, (Sourced from external providers).

Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** This course is integrated into the normal school timetable at Bulli High School.

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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



## CUA30415 Certificate III in Live Production and Services

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

### Course: Entertainment Industry

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

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

**Qualification: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 indicative hours)**

4 Preliminary and/or HSC units in total.

### Course Description

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

### Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 hour course)

CPCCOHS1001A Work Safely in the construction industry  
CUAIND301 Work effectively in the creative arts industry  
CUAWHS302 Apply work health and safety practices  
BSBWOR301 Organise personal work priorities & development  
SITXCCS006 Provide service to customers  
CUVPRP30A Participate in collaborative creative projects  
CUALGT301 Operate basic lighting  
CUASOU301 Undertake live audio operations  
CUAVSS302 Operate vision systems  
CUASMT301 Work effectively backstage during performances  
CUASTA202 Assist with bump in and bump out of shows  
CUASTA301 Assist with production operations for live performance

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet the needs of individual student.**

### Qualifications

#### Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Students who undertake the 240 hour course and achieve at least one unit of competency will be eligible for a Statement of Attainment towards Certificate III in Live Production and Services for all competencies.

This qualification is part of the Creative Arts and Culture CUA2Training Package and provides pathways to CUA40415 Certificate IV in Live Production and Technical Services, CUA50415 Diploma of Live Production and Technical Services and other qualifications that allow for selection of these units of competency.

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

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

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$15.00. Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** During timetabled lessons the 240 hour SOA course will be delivered at Bulli High School

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>





## SIT20416 Certificate II in Kitchen Operations

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.  
Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

### Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

### Course Description

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

This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

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

### Core Units of Competency

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

### Elective Units of Competency

- SITHIND002 Source & use information on the hospitality industry
  - SITXFSA002 Participate in safe food handling practices
  - SITHCCC002 Prepare and present simple dishes
  - SITHCCC006 Prepare appetisers and salads
  - SITCCC003 Prepare and present sandwiches
  - BSBSUS201 Participate in environmentally sustainable work practices
- This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations.  
Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.

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

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

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** Year 11 fee \$265 (includes uniform) Year 12 fee is \$135. Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** Bulli High School

**Exclusions:** Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>



## Public Schools NSW, Wagga Wagga. RTO 90333 VET ENROLMENT FORM

The Registered Training Authority (RTO) is responsible for the quality of the training and assessment in compliance with The Standards for RTOs 2015 and for the issuance of the Australian Qualifications Framework (AQF) certification documentation, <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>.

Prior to enrolment the RTO provides accurate information that enables the learner to make informed decisions about undertaking training with the RTO. Every student is provided with a specific site VET Course Information sheet that provides qualification information.

### Privacy Notice

Under the **Data Provision Requirements 2012**, Public Schools NSW Wagga Wagga, RTO 90333, is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by **Public Schools NSW Wagga Wagga, RTO 90333**, for statistical, administrative, regulatory and research purposes. **Public Schools NSW Wagga Wagga, RTO 90333**, may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and NCVER
- Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes
- populating authenticated VET transcripts
- facilitating statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information and
- administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).

### Study reason

Select the main reason you are undertaking this course (Tick ONE box only)

To gain extra skills to apply for a job	<input type="checkbox"/>
For personal interest or self-development	<input type="checkbox"/>
To gain skills for community/voluntary work	<input type="checkbox"/>
To learn about the requirements for work	<input type="checkbox"/>
Other reason	<input type="checkbox"/>

### Personal details

Full Name \_\_\_\_\_

Date of Birth \_\_\_\_ / \_\_\_\_ / \_\_\_\_

If you have a disability, impairment or long-term condition ensure your school is informed.

### Delivery details

This qualification will be delivered at school over one or two years.

### Unique Student Identifier (USI)

Detailed course information is provided on each Course Information Sheet.

From 1 January 2015, we Wagga Wagga RTO can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <https://www.usi.gov.au/students/create-your-usi/> on computer or mobile device.

Each student must provide the school with their USI number before enrolment in a VET course.

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**Training Product (Qualification) Details**

Your school site has the Authority to Deliver (ATD) the following courses.

Select the course(s) below in which you are requesting to enrol.

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CPC20211 Certificate II in Construction Pathways	<input type="checkbox"/>
SIT20416 Certificate II in Kitchen Operations	<input type="checkbox"/>
Statement of Attainment towards CUA30415 Certificate III in Live Production and Services	<input type="checkbox"/>

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**Fees and refunds**

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet

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**Parent / Carer declaration:**

I declare that the personal information provided to the school about my son/daughter, named below, is true and correct to the best of my knowledge.

STUDENT NAME .....

PARENT NAME ..... PARENT SIGNATURE ..... DATE .....

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**Complaints and appeals statement**

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

[For specific RTO procedures please contact your VET coordinator.](#)

**PLEASE RETURN TO** Mr Trenaman

Original copy to be filed in the school student folder.

Digital copies for the VET cohort to be filed in the Enrolment Folder within the School folder on QMS.