



Picnic Point
High School
Knowledge is Life

Subject Selection 2022

**SUBJECT SELECTION
YEAR 11, 2022**

COURSE INFORMATION



Picnic Point High School *Knowledge is Life*

Subject Selection 2022

Course Types	Faculty	Category A Courses – ATAR ELIGIBLE					Year 12 Extension Courses
Board Developed Courses ATAR ELIGIBLE	English	English Advanced	English Extension	English Standard			
	CAPA	Dance	Music 1	Music 2		Visual Arts	Music Extension
	History	Aboriginal Studies	Ancient History	Modern History	Society and Culture		History Extension
	Languages	Japanese Continuers					
	Mathematics	Maths Advanced	Maths Extension 1	Maths Standard 2			Maths Extension 2
	PDHPE	Community and Family Studies	PD Health PE				
	Science	Biology	Chemistry	Earth Environment Science	Investigating Science	Physics	Science Extension
	Social Sciences	Business Studies	Economics	Geography	Legal Studies		
	TAS	Food Technology	Industrial Tech Timber	Industrial Tech Multimedia		Can study ONE Industrial Technology Course only	

Course Types	Faculty	Category B Courses – ATAR Eligible if only 2 Units studied			
Board Developed Category B Courses 2 UNITS are ATAR Eligible	English	English Studies			
	Mathematics	Mathematics Standard 1 (Yr11 MS2, Year 12 MS1)			
	VET	VET Construction	VET Entertainment	VET Hospitality	
	TVET - TAFE	Some Industry Curriculum Framework courses delivered through TAFE are Category B Courses. See Ms Waibel if interested in TVET.			



Course Types	Faculty	Content Endorsed Courses – NON ATAR	
Content Endorsed Courses NON-ATAR	CAPA	Photography, Video and Digital Media	Visual Design
	Mathematics	Mathematics Standard 1	Stage 6 Numeracy
	PDHPE	Sport, Lifestyle and Recreation	
	Science	Marine Studies	
	Social Sciences	Work Studies	
	VET	VET Sport Coaching	

HSC ELIGIBILITY REQUIREMENTS

- 6 Units of Board Developed Courses (from yellow and green table)
- At least three courses of 2 units value or greater.

At least four ~~subjects~~ subjects.

At most 6 units of courses in Science can contribute to the HSC



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English Faculty

English Extension

English Advanced

English Standard

English Studies



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English Faculty

English is a compulsory subject.

English provides students with essential skills in critical thinking, communication and creativity, and forms a part of a well-rounded education.

Students are advised to think about their interests, abilities and their plans for the future, be they entering the workforce or engaging with further education, prior to selecting their English course.



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English Faculty

We offer the range of English course experience. Most ATAR seeking students will enrol in either Advanced or Standard. Both are rigorous courses.

Advanced is recommended for students that are passionate about English, and are avid readers of both classic and contemporary texts.

Standard is recommended for students who want to maximise their post-schooling options, and are dedicated to completing the required readings and written responses throughout the course.



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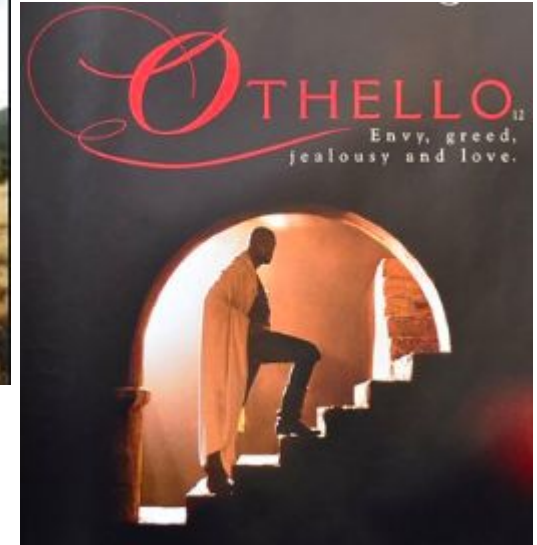
English Faculty

ENGLISH ADVANCED

Common Module: Reading
to Write

Module A: Narratives that
Shape our World

Module B: Critical Study of
Literature





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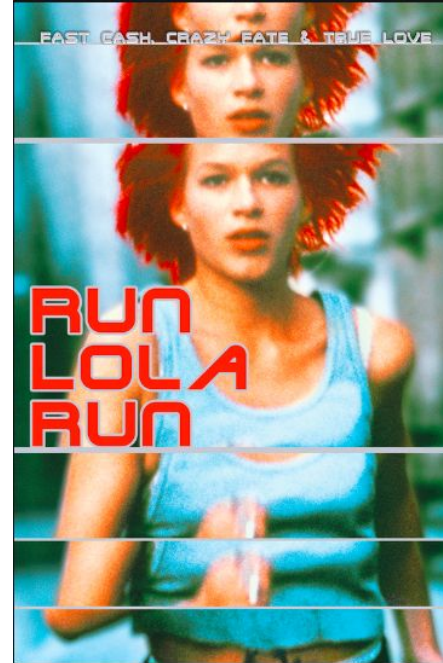
English Faculty

ENGLISH STANDARD

Common Module: Reading to Write

Module A: Contemporary Possibilities

Module B: Close Study of Literature





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English Faculty

English Extension

If you are looking to maximise your HSC marks and extend yourself further, English Extension is a separate course and will provide you with an extra unit. This course is recommended for students who enjoy a challenge and are self-motivated.





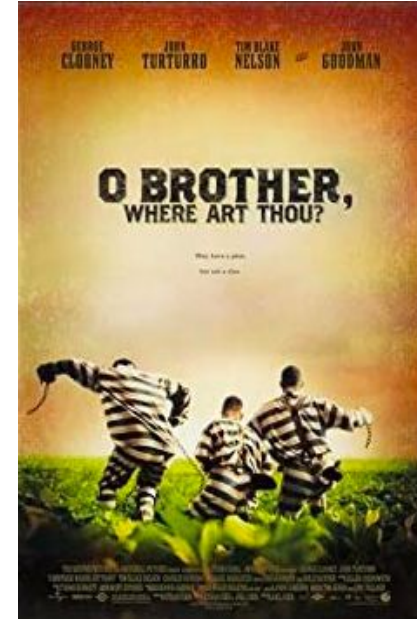
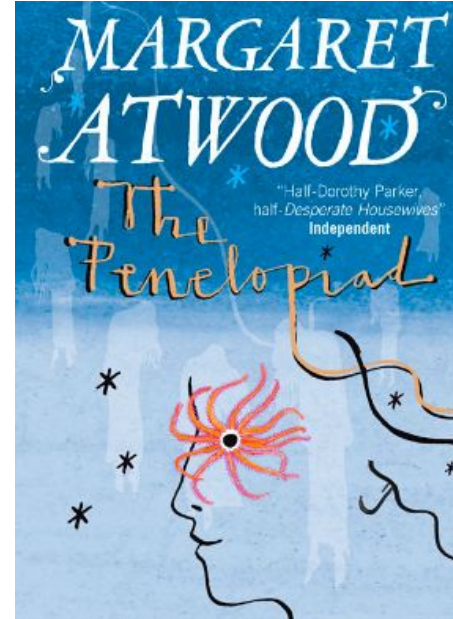
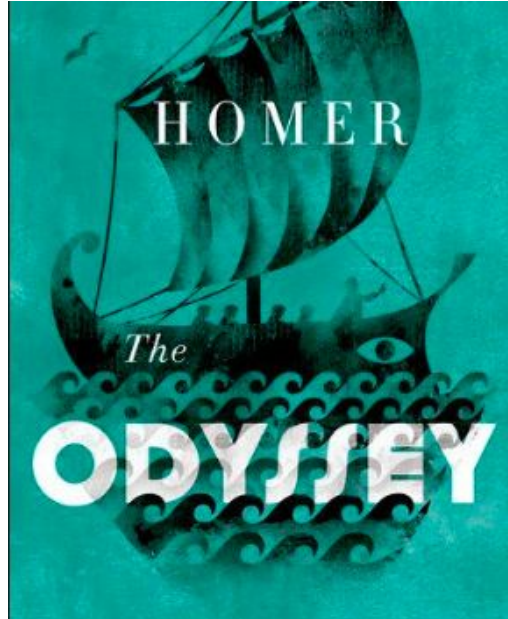
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English Faculty

ENGLISH EXTENSION

Texts, Culture,
and Values

Related Project





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English Faculty

English Studies

If you are interested in a hands on, practical English course, we offer English Studies. We recommend that this course is considered only if you are certain that you are not applying to University at the end of your studies. This course, like its counterparts, requires you to read and view sustained texts and compose sustained responses.





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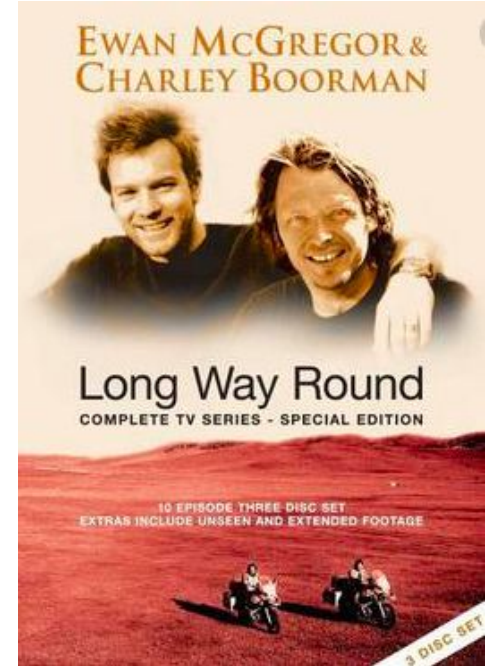
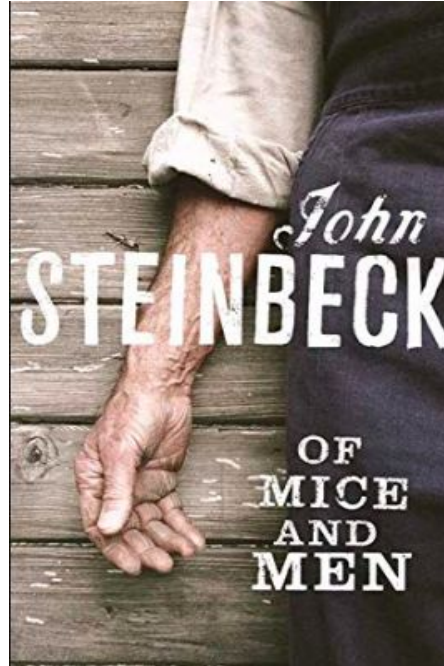
English Faculty

ENGLISH STUDIES

Achieving Through English

Module A: We are
Australians

Module C: On the Road





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CAPA Faculty

Dance

Music 1

Music 2

Visual Arts

Visual Design

Photography, Video & Digital Imaging



Dance

- Dance is designed for students to experience, understand and value dance as an artform through the study of the **performance**, **composition** and **appreciation of dance**.
- Dance provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life. Key competencies are embedded in the Dance Stage 6 Syllabus to enhance student learning.





Music 1

Music 1 is the most popular HSC course. The Music 1, Stage 6 course will develop a student's knowledge and understanding of the concepts of music through;

- Performing
- Listening
- Composition
- Research

There is no prerequisite to study Music in Years 9 or 10.

All students interesting in learning music can select the Music 1 course for Years 11-12.

All abilities are welcome. Students will be required to focus on an instrument of choice (including voice).





Music 2

- This course is suited to students who have a substantial musical background. Students need to be quite confident in their musical literacy, reading scores, writing compositions using traditional notation and performing a range of repertoire on an instrument (including voice).
- Students choose to major in either Performance, Composition or Musicology.
- In Year 11, students study the topic Music from 1600-1900.
- In Year 12, study Music of the Last 25 Years and a topic of their choice.





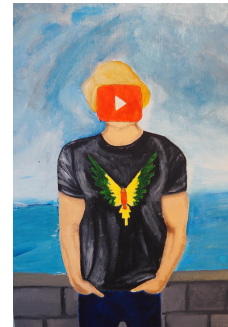
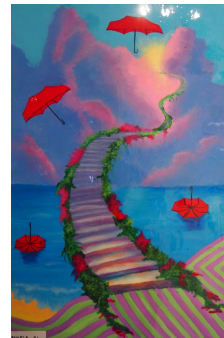
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CAPA Faculty

Visual Arts

- This course provides students with the opportunity to study artists and their artworks and develop their own artmaking practice.
- In Year 11, students will develop skills and interests with a variety of artmaking techniques.
- For the HSC, students will develop a 'Body of Work' and sit a written examination.
- Students will have the opportunity to work in a variety of expressive forms, building on their artmaking skills and developing conceptual strength and meaning in their artmaking.

You do not need to have studied Visual Arts in Year 9 or 10 to enrol in this course.





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CAPA Faculty

Visual Design

This course is a **NESA Content Endorsed Course** and contributes units towards your HSC. However, it is **not an ATAR Eligible course**.

What will students learn?

Students will complete individual and group modules within the following design fields;

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



Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.



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CAPA Faculty

Photography, Video & Digital Imaging

This course is a **NESA Content Endorsed Course** and contributes units towards your HSC. However, it is **not an ATAR Eligible course**.



What students learn in Photography, Video & Digital Imaging

- **Digital Photography:** Learn how to use a digital camera and other digital devices to take artistic photographs
- **Wet Photography:** Use the darkroom for photography, using traditional analogue techniques
- **Digital Imaging:** Learn to edit and manipulate your photography using programs such as Photoshop.
- **Video:** Learn how to edit and create films using programs such as Adobe Premiere Pro.



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History Faculty

Aboriginal Studies
Ancient History
Modern History
Society and Culture



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History Faculty

Who should I choose subjects from the History Faculty?

Students wishing to develop deep and critical understandings of past and present societies, cultures and human issues.

At PPHS, these courses have direct relevance in preparing students for the requirements of university, and have consistently performed well in the HSC.



What will I develop?

- A broad, rich and deep historical knowledge
- Research skills
- More advanced skills in writing
- Critical, sophisticated and complex ways of thinking
- An ability to construct and deconstruct meaning
- Significant conceptual and philosophical thinking skills
- A broader social and cultural literacy
- Effective speaking skills
- Broader and enduring reading skills
- Awareness, empathy and discernment of the perspectives of others
- An ability to apply and synthesise more advanced ideas
- An ability to make insightful judgements through ongoing analysis and evaluation
- Stronger independent and group work skills



In these courses, students will be expected to

- Actively and verbally participate in lessons
- Read large amounts of information
- Make judgements and substantiate them
- Research extensively
- Write lengthy and developed essays

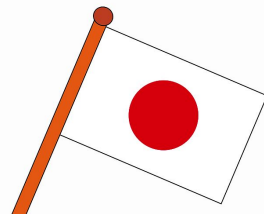
***Students who choose Society and Culture** will also be required to complete a major project worth 40% of their HSC, in the form of a research report on a subject of their choosing.

****Students who choose Aboriginal Studies** will also be required to complete a major project as part of their HSC program of study.



Why study Japanese Continuers?

- Japanese is a priority language in the Asia-Pacific region and there are strong cultural and economic ties between Japan and Australia
- Japanese is one of the most widely studied languages in NSW for the HSC
- To connect with Japanese people around the world and deepen understanding of the Japanese culture
- To develop and broaden perspectives of the world
- To support travel opportunities beyond school
- To support career aspirations and vocational opportunities, such as: trade, tourism and hospitality, banking and finance, technology, business, education and translation





What will students learn?

- The ability to communicate effectively in Japanese
- The ability to reflect on their own culture, have a greater appreciation of the Japanese culture and deepen their understanding of Japanese values and attitudes
- An understanding of the Japanese language as a system and the ability to make connections between English, Japanese and other languages
- Cognitive, learning and social skills
- Improved literacy skills
- Perseverance, the ability to move beyond their comfort zone, how to open their mind to new ideas and ways of thinking and strategies to engage with learning opportunities outside the classroom



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Languages Faculty

What will students be expected to do?

- Learn vocabulary, grammar and kanji related to the following themes: the individual, the Japanese-speaking community and the changing world
- Write responses in Japanese, using the following text types: article, diary entry, or speech
- Listen to texts in Japanese to identify, analyse and evaluate key details
- Read texts in Japanese to identify, analyse and evaluate key details
- Conduct conversations about themselves in Japanese





Who is able to study this course?

- Students who wish to study Japanese Continuers for the HSC must have studied Japanese as an elective in Stage 5.
- Students who only studied Japanese in Stage 4 may enrol in Japanese Beginners





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Languages Faculty

What about other languages?

- The Languages Faculty at Picnic Point High School supports students who wish to study a language course other than Japanese Continuers
- Study of other languages is undertaken at the Saturday School of Community Languages or the New South Wales School of Languages



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Mathematics Faculty

Mathematics Extension 1

Mathematics Advanced

Mathematics Standard 2

Mathematics Standard 1

Numeracy Stage 6 (CEC)



- Mathematics is not compulsory in Years 11 and 12
- The Board Developed Courses that are ATAR eligible include:

Mathematics Extension 1 (1 unit)	ATAR
Mathematics Advanced (2 unit)	
Mathematics Standard 2 (2 unit)	
Mathematics Standard 1 (2 unit) (Year 12 only)	Category B ATAR Course
CEC Numeracy	Non ATAR



Mathematics Faculty

- Student should choose a level of Mathematics appropriate to their ability.
- Students should consult the table below if they would like to study Mathematics in Years 11-12.

Class	Extension 1	Advanced	Standard 2	Standard 1	CEC
10R Maths 5.3	✓	✓	✓		
10O Maths 5.2		✓	✓		
10Y Maths 5.2			✓	✓	✓
10G Maths 5.1			✓	✓	✓
10B Maths 5.1			✓	✓	✓
10I Maths 5.1				✓	✓



What skills does studying mathematics develop?

- Ability to understand both concrete and abstract problems
- Proficient in communicating mathematical ideas
- Adept at solving quantitative problems
- Detail-oriented
- Ability to make critical observations
- Accurately organise, analyse, and interpret data
- Extract important information and patterns
- Assess and solve complex problems
- Able to work independently and on a team



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Mathematics Faculty

Who should choose subjects from the Mathematics Faculty?

Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. It can provide you with the opportunity to understand real world problems and help to make the world a better place through mathematical and statistical modelling and reasoning. In addition, mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, social studies, and even music and art



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Mathematics Faculty

In these courses, students are expected to

- Be prepared for class each day. Come prepared with all materials necessary.
- Actively and verbally participate in lessons.
- Regularly revise covered content.
- Regularly complete a large amount of homework on time.



Other considerations:

- Students studying Extension 1 must also study the Advanced course.
- Movement to a higher level of Maths is not possible. Eg. from Maths Standard 2 to Advanced. However, students may have the option of changing to a lower level course if the timetable permits and there is availability. There is no guarantee that a change can be accommodated once courses have commenced.
- Year 11 Mathematics Standard 1 course content is exactly the same as Mathematics Standard 2 in the Preliminary Course. Mathematics Standard 1 content is different to Mathematics Standard 2 for the HSC.
- Students studying Mathematics Standard 2 are able to change to Standard 1 at any time during the course dependent on
 - i) student numbers
 - ii) subject lines.



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PDHPE Faculty

- Personal Development, Health, Physical Education (**PDHPE**)
- Community and Family Studies (**CAFS**)
- Sport, Lifestyle, Recreation (**SLR**)





PDHPE:

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the social, emotional and physical development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential. This is a theory based course, with no practical component. There is a three hour examination for the HSC.



PDHPE: *Preliminary Course* -

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



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PDHPE Faculty

PDHPE: HSC Course -

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect the physical performance by both individuals and teams. Students also focus on improved performance and safe participation by learning about advanced approaches to training and sports medicine concepts.



CAFS:

The Community and Family Studies (CAFS) 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. This is a theory based course with no practical component. There is a three hour examination for the HSC.



CAFS: *Preliminary Course* -

Community and Family Studies (CAFS) is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, as well as families and communities and individuals and groups.



CAFS: HSC Course -

Community and Family Studies (CAFS) explores life issues that are important to all young people and of equal relevance to female and male students. An emphasis on research methodology through an Individual Research Project (IRP) ensures that students are challenged and extended in areas of study that are relevant to them. Other topics studied include groups in context, parenting and caring and the social impact of technology.



SLR:

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course 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. SLR is a theory and practical based course. It **does not** count towards a student's ATAR and there is **no HSC examination**.



SLR: *Preliminary Course* -

Sport, Lifestyle and Recreation (SLR) enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education (PDHPE). Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.



SLR: Senior Course -

Sport, Lifestyle and Recreation (SLR) makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.



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PDHPE Faculty

Why should I choose subjects from the PDHPE Faculty?

Students who generally enjoy or have done well in Stage 4 and 5 subjects such as PDHPE or PASS are encouraged to undertake Stage 6 study within our faculty area to build upon the knowledge they have already acquired.



Future career opportunities?

Students who undertake any of the PDHPE faculty subjects could follow any of these potential career opportunities:

- *Teaching, Personal Training, Nutritionist, Dietician, Massage Therapy, Coaching, Training, Physiotherapy, Sport Marketing, Management, Journalism, Photography, Refereeing, Occupational Therapy, Fitness Instructor, Chiropractor, Sport Psychologist, Drug-testing, Sport Technology, Exercise Physiology, Health Promotion Officer, Social work, Counselling, Psychology, Childcare, Nursing, Youth Work, Babysitting, Resource Management*



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Science Faculty

Biology

Chemistry

Earth and Environmental Science

Investigating Science

Marine Studies Content Endorsed Course (CEC)

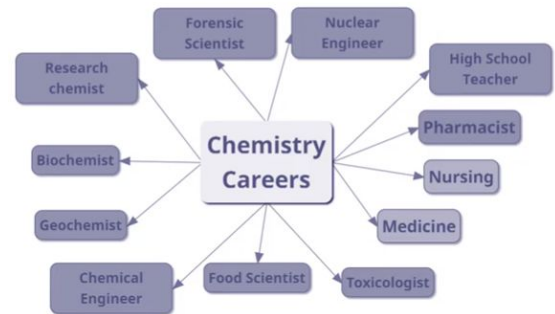
Physics









Science Faculty

Why should I choosing subjects from the Science Faculty?

Increase your overall understanding of how and why things work.
Instil the ability to think logically and solve problems.

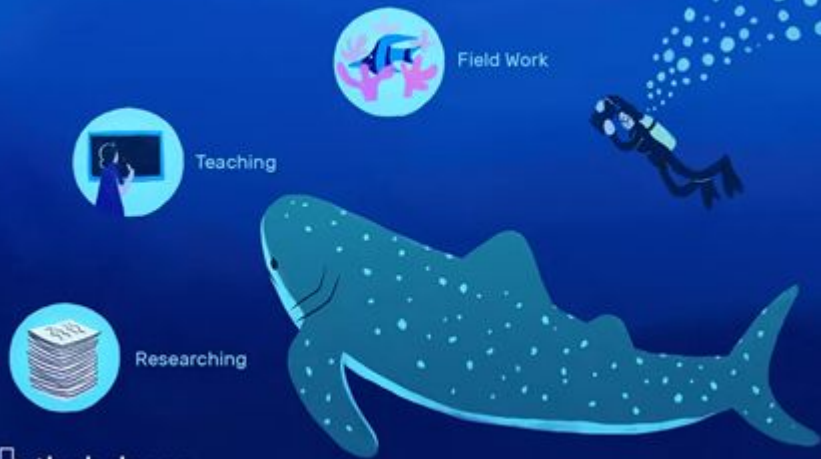



Careers in Biology

 ENGINEERING Electronic Mechanical/Civil Mechatronics Aeronautical	 COMPUTER & IT Games developer Software designer Network engineer Web designer	 ENERGY & UTILITIES Electrician Plumber Geoscientist
 SCIENCE & RESEARCH Research scientist Robotics Physicist Statistician	 TRANSPORT & LOGISTICS Mechanic Air traffic controller Pilot Transport planner	 CONSTRUCTION Architect Trades person Construction Manager

Careers in Physics

A Day in the Life of a Marine Biologist



 the balance

STEM Career Explorers: Earth and Environment

Learn about careers to study, protect, and conserve our beautiful planet.

Here's a glimpse...

-  Contribute to a Citizen Science project
-  Learn how to dig for fossils
-  Create your own weather forecast and broadcast it to a real audience
-  Track down wildfires
-  Model and earthquake

Featured Careers:

- meteorologist
- geologist
- forester
- seismologist
- hydrologist



You won't just learn it, you will DO it!





What skills do you learn in science

- Information retrieval
- Listening and observing
- Extracting information from secondary sources
- Tabulating and graphing data
- Writing reports, case studies, papers and bibliographies
- Presenting knowledge by oral presentation, posters and multimedia
- Viewing information from multiple perspectives
- Examining and evaluating evidence
- Think logically
- Problem solving



What is expected of students who study this course?

- Strive to work to the best of your ability.
- Strive toward being accountable for their own learning and scientific work by practising independent, self-directed learning
- Attend and fully participate in class.
- Meet expectations communicated by your teacher with respect to work to be completed.
- Persevere and review work constantly to develop a deep understanding of content.



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Social Sciences Faculty

Business Studies

Economics

Geography

Legal Studies

Work Studies



Why should I study Social Sciences courses?

- To develop an awareness and understanding of the world we live in.
- Contribute to and make sense of our finances, education, health, society and your well-being.
- Develop a wide range of transferable skills and open up many career options.
- Change the world for the better and imagine your future.



What skills will students develop?

- Critical Thinking & Problem-solving
- Research, Inquiry, Analysing
- Communication
- Empathy, Reflective & Perspective on local and global issues



What is expected of students who study this course?

- Commitment
- Curiosity driven
- Focused on success & achievement
- Creative & Adaptability
- Collaborative & team work
- Organisational & time management skills



Other considerations about this course

Develop the ability to independently plan, organise, create and execute the tasks, rather than wait for someone to do this for them.

Develop the ability to put yourself in someone else's shoes, to understand their feelings, and to help solve their problems.



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TAS Faculty

Food Technology

Industrial Technology - Furniture

Industrial Technology - Multimedia



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TAS Faculty

Industrial Technology 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.





What students learn in Industrial Technology Furniture Technologies

Preliminary course

The following sections are taught on the relevant focus area:

- **Industry Study (15%)**
- **Design (10%)**
- **Management and Communication (20%)**
- **Production (40%)**
- **Industry Related Manufacturing Technology (15%)**

HSC course

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

- **Industry Study (15%)**
- **Major Project (60%)**
 - Design, Management and Communication
 - Production
- **Industry Related Manufacturing Technology (25%)**





Industrial Technology Furniture Technologies

Course requirements

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

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



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TAS Faculty

Industrial Technology-Multimedia 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.





What students learn in Industrial Technology Multimedia Technologies

HSC – IT Multimedia Major Project

Preliminary course

The following sections are taught on the relevant focus area:

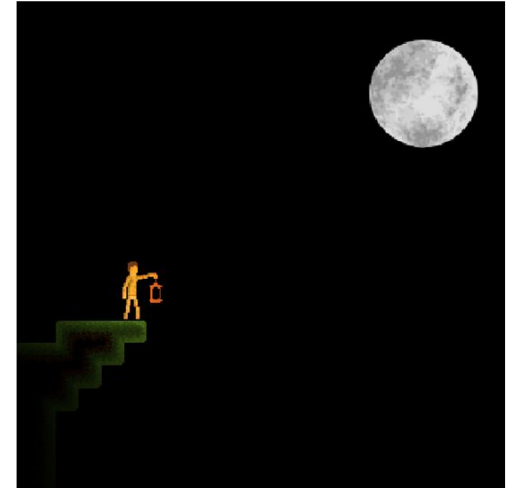
- **Industry Study (15%)**
- **Design (10%)**
- **Management and Communication (20%)**
- **Production (40%)**
- **Industry Related Manufacturing Technology (15%)**

HSC course

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

- **Industry Study (15%)**
- **Major Project (60%)**
 - Design, Management and Communication
 - Production
- **Industry Related Manufacturing Technology (25%)**

Reach for the Moon





Industrial Technology-Multimedia Technologies

Course requirements

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

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



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TAS Faculty

Food Technology

The Preliminary 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.





What students learn in Food Technology

Preliminary course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)





Food Technology

Course requirements

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.



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VET Courses

VET Construction

VET Entertainment

VET Hospitality

VET Sport Coaching



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VET Construction

CPC20220 Certificate II in Construction Pathways

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	Yes at another RTO
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours
SBAT	Opportunity to complete a School Based Apprenticeship or a Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification



ABOUT

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

JOB ROLES

Trades' assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erecting and dismantle formwork for footings and slabs on ground.

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

FURTHER STUDY

Apprenticeship, for example in

- Carpentry
- Bricklaying
- Wall and Floor Tiling
- Solid Plastering
- Builder
- Joinery

PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team.



CAREER PATHWAYS

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. It is designed to introduce learners to the trade callings in the construction industry and provide credit towards a construction apprenticeship.





Picnic Point High School

Knowledge is Life

VET Entertainment Industry

Statement of Attainment towards CUA30420 Certificate III in Live Production and Services

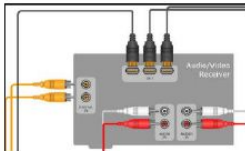
COURSE DETAILS

Hours	240 hours
Type	Board Developed Course Category B
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	Yes, check with your school if offered
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours
SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



ABOUT

This qualification is designed to reflect the role of individuals who work in technical production areas, 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.

This qualification is very flexible and designed to meet a broad range of industry needs. It includes a general option to reflect the need for multi-skilling plus specialised streams for specific job outcomes (e.g. for audio,

JOB ROLES

Possible job titles include:

- Assistant lighting technician
- Assistant prop maker
- Assistant set builder
- Assistant sound technician
- Assistant venue technician
- Assistant wardrobe technician
- Booking clerk
- Box office customer service representatives
- follow spot operator
- Fly operator
- Mechanist
- Scenic art assistant



PERSONAL REQUIREMENTS

- Good technical ability, a good ear for detail in all areas of sound
- Aptitude for working with computers and audio equipment
- Flexible attitude toward working hours and conditions
- Able to work under pressure.
- Interested in electronic sound and vision production, and recording equipment
- Enjoy communicating information
- Good eyesight and colour vision

FURTHER STUDY

- Certificate IV in Live Production and Technical Services
- Diploma of Live Production and Technical Services
- Diploma of Live Production Design
- Advanced Diploma of Live Production and Management Services

CAREER PATHWAYS

Audio Engineer, Lighting Operator, AV Design, Venue or Front of House Manager, Director, Producer



Picnic Point High School

Knowledge is Life

VET Hospitality – Food and Beverage

SIT20316 Certificate II in Hospitality

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course Category B
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	Yes, check with your school
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours
SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



ABOUT

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Skills and knowledge will prepare the students in providing effective hospitality service to customers.

FURTHER STUDY

After achieving Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism



CAREER PATHWAYS

Bar Attendant, Bottle Shop Attendant, Café Attendant, Catering Assistant, Front Office Assistant, Porter, Gaming Attendant, Food And Beverage Attendant, Room Attendant.

JOB ROLES

- Bar attendant
- Bottle shop attendant
- Café attendant
- Catering assistant
- Food and beverage attendant
- Front office assistant
- Gaming attendant
- Porter
- Room attendant.

PERSONAL REQUIREMENTS

- Neat personal appearance
- A high level of personal hygiene
- Good communication skills
- Good memory
- Polite and patient
- Friendly and efficient
- Enjoy working with people
- Able to work as part of a team
- Able to handle money
- Able to cope with the physical demands of the job



Picnic Point High School

Knowledge is Life

VET Sport Coaching

SIS30519 Certificate III in Sport Coaching

COURSE DETAILS

Hours	240 hours
Type	Board Endorsed Course
Duration	2 years
Unit Value	2 unit x 2 year
HSC Exam	No
ATAR	No
Work Placement	35 hours Mandatory
SBAT	Opportunity to complete a School Based Apprenticeship.

RECOGNITION

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

ASSESSMENT

Assessment strategies may include:

- Self-Assessment
- Observation
- Questioning
- Written tasks
- Tests
- Portfolio of Evidence



JOB ROLES

- Community Coach roles
- Sports trainer or coach
- Administration officer
- Sports Official
- Athletic Support Worker

PERSONAL REQUIREMENTS

- Good communication skills
- Adjusting coaching techniques to differences in individuals
- Able to work methodically, accurately and neatly
- Collecting and recording information
- Responding to emergency situations
- Understanding and complying with the legal and ethical responsibilities
- Work as a skilled team member
- Understand the operating capability of equipment and software that assists in sport coaching



ABOUT

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification. This qualification is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.



CAREER PATHWAYS

Skills gained in this industry transfer to other occupations. Working in the sport industry involves:

- following occupation and safety policies
- providing first aid
- following occupation and safety policies
- providing first aid
- dealing with client feedback
- organising and completing daily tasks
- teaching basic sports skills

FURTHER STUDY

Certificate IV and Diploma qualifications in coaching officials and development stream.



Choosing the right pattern of study

Pathway Options		
Completing the HSC:		Optional additional pathway:
In-School Pathway	Blended Pathway	The ATAR



University
Work
TAFE
Skills and Training



HSC units are not limited to those courses studied at school.

There are a variety of units offered by other institutions like TAFE, NSW Health and more that contribute to the HSC (and some also contribute to the ATAR)

There are two pathways students can take when choosing HSC units:

1. In School Pathway - a combination of standard board developed courses
2. Blended Pathway - a mix of board developed courses and VET Courses



TVET (TAFE-delivered Vocational Education and Training)

EVET (Externally-delivered Vocational Education and Training)

Courses are delivered off-site at diverse locations such as TAFE, NSW hospitals, Taronga Zoo and more.

There are two categories of EVET courses available for school students:

- Industry Curriculum Frameworks (ICFs)
- VET Board Endorsed Courses (BECs)

Courses include: *Animal Studies, Automotive, Aeroskills, Aviation, Baking, Beauty Services, Business Services, Community Services, Dance/Theatre/Events, Design Fundamentals, Childcare, Electrotechnology, Engineering, Fashion Design, Financial Services, Fitness, Floristry, Human Services (Nursing), IT (networking or software), Laboratory Skills, Maritime Operations, Music Industry, Plumbing, Primary Industries, Real Estate, Retail, Salon Assistant, Screen and Media, Signs and Graphics, Tourism/Travel/Events, Warehousing.*



How is TVET/EVET different from school?

- TAFE is an adult learning environment. Students must be self-directed, self-motivated and assume responsibility for their learning. Interview process for some courses.
- Students will need to show commitment in terms of attendance and attitude to learning, and be fully involved in the learning process.
- Students will sign out from school at recess or period 3 on their allocated TAFE day and travel to their respective campus.
- TVET Courses usually run from 1pm-5pm. Some courses are 1 year, some courses are 2 years in length.

Application paperwork is due to Careers Adviser by Friday 6 August (end of Week 4, Term 3)



20 Virtual courses offered from 2022 through TAFE Launchpad

- *Accounting, Allied Health Assistant, Automotive Technology, Big Data, Business Operations, Aged Care, Cloud Computing, Conservation Management, Construction and Virtual Design, Cyber Security, Digital Supply Chain, Entrepreneurship, Events and Virtual Experiences, Game Design, Health Administration, Horticulture, Real Estate, Robotics, Social Media, Web Design and Development.*
- Students will need access to a laptop or computer with reliable internet, headset, and webcam with a search engine, printer/scanner and a smartphone to photograph and upload work
- commitment of 7-10 hours per week for certain courses is required to complete virtual classroom, homework tasks and assessments; virtual classroom is 12-3pm one day per week
- Mandatory work placement of 70-120 hours over year 11-12 (all courses)
- Workshop days held during school time or during school holidays at TAFE.
- Please speak to Careers Adviser for further information



TAFE NSW SCHOOLS LAUNCHPAD. VIRTUAL COURSES THAT LAUNCH YOU INTO AN EXCITING FUTURE.

THE WHAT

- 20 cutting edge virtual courses
- TAFE-delivered VET options in years 11 and 12
- Future-focussed skills that employers want
- Emerging and boom industries
- Contributes to your HSC and ATAR*

THE WHY

- Develop real world skills in years 11 and 12
- Get a head start in your career
- Be ready for the jobs of the future
- Try a career or ignite a passion
- Get a nationally recognised Certificate II or III qualification

THE HOW

- Teacher-led structured virtual classrooms
- Connect with students across NSW
- Chat rooms, tutorials and workshops
- Work placement in real world industries
- 24/7 access to content - anywhere, anytime
- Access to industry software and tools
- Simulated organisations

WHAT YOU'LL NEED TO LAUNCH...



GET CONNECTED WITH TECHNOLOGY

You'll need:

- Access to your own computer.
- Reliable internet connection
- Camera on the computer for video capability to engage in the virtual classroom
- Headset configuration
- Technology requirements (over)
- Access to a printer



OWN YOUR ENVIRONMENT

You'll find:

- A quiet workspace to hunker down in
- A supportive chair and suitable desktop



PLAN YOUR STUDY

You'll organise:

- Your weekly routine
- Regular study times
- Workshop attendance



COMPUTER LITERACY

You'll possess:

- A computer-savvy brain
- Knowledge to navigate for research
- Skills to produce and format a document



ACADEMIC LITERACY

You'll have:

- Good reading and comprehension
- Motivation to self-learn
- Good time management skills



WORK PLACEMENT

You'll need to:

- Attend mandatory work placement
- Start thinking about interesting opportunities
- Consider the need to travel to a work placement, so talk to your parent/carer



FACE-TO-FACE LEARNING

You may have to:

- Attend a TAFE NSW location*
- Engage with Mobile Training Unit, if required
- Consider car-pooling, if this is an option



COMMUNICATION SKILLS

You'll be expected to:

- Ask loads of questions
- Participate in group discussion
- Engage with your teacher
- Use text, chat, video or voice messages
- Seek support via email or chat outside of workshops



SELF CARE

You'll want to:

- Drink plenty of water
- Get some sunshine
- Rest and sleep well
- Seek support if needed