FOREWORD

Thank you for choosing to complete your senior secondary education at Taminmin College. Your needs and concerns are very important to us and you may be assured that we will do our best to ensure that your final years of schooling are as rewarding as possible.

Please note the following:

• While every effort will be made to provide the subjects you select, the final range of offerings will depend on student demand; subjects which attract very limited student interest cannot be provided because of our staffing constraints
• Students who wish to study subjects other than those offered by the school may study them through the Northern Territory Open Education Centre; and will have to pay any costs associated with correspondence study
• You will be allocated an appointment with Taminmin Career Counsellors to assist you in selecting courses according to your vocational / career needs, interests, and abilities
• Parents and guardians are welcome to discuss course selection with the Career Counsellor or a senior member of staff; please contact the school for an appointment.

In order to be successful and achieve your goals, you must:

• Attend all classes regularly and complete work by the due dates
• Be positive in your approach to class work and study
• Strike a sensible balance between school, recreation and employment
• Allow a minimum of 10 hours per week for homework/study for a complete Stage 1 program and 15 hours for Stage 2.
COURSES AT TAMINMIN COLLEGE FOR YEARS 10, 11 AND 12

Taminmin College provides a range of flexible options for students to achieve success in their secondary education. All students are counselled to ensure that they will meet the NTCET requirements relating to their career aspirations. Details of all courses listed are outlined in this handbook. Details of information evenings and other course selection requirements are available on the school website http://www.taminmin.nt.edu.au/

Year 10
Students in year 10 undertake the core subjects of: English, Maths, Science, History, Health/PE and PLP (Personal Learning Plan). Elective classes are available including a comprehensive selection of VET courses. Students are also able to undertake Stage 1 (Yr 11) subjects to assist their NTCET completion. Students in year 10 undertake a full day program on Thursday which is either a VET, a year 10 or Stage 1 subject. In some cases students can study a language through the NTOEC. (Northern Territory Open Education College).

Year 11
Students in year 11 choose either a mainstream or Vocational program. To complete their NTCET students must undertake the compulsory English and Maths subjects.

Year 12
Students in year 12 can choose a mainstream or continue with the Vocational program.
What is the Centre for Excellence?
The Centre for Excellence in Business and Enterprise at Taminmin College provides innovative and challenging learning programs for high ability students who have an interest in and aptitude for business and enterprise learning.

The Program
The Centre for Excellence program allows high ability students to achieve excellence in specialist subjects related to their career aspirations, while having the opportunity to engage in an individualised, differentiated curriculum designed to develop their business and entrepreneurial skills.

Year 10
In Year 10 students undertake their PLP and a specialist subject where they can develop and apply their enterprise learning skills. They will also engage in an accelerated learning program in business enterprise.

Stage 1 & 2
Throughout Stage 1 and Stage 2 students may take specialist studies in business enterprise, economics, accounting and law as well as specialist learning relevant to their future university and career pathways.

Excellence in teaching
Teachers at the Centre for Excellence are creative and engaging in their practice and are confident in their delivery of a differentiated curriculum to meet the individual learning needs of students. Importantly, they establish and maintain strong links with industry and business to ensure currency and relevance of teaching and learning programs.

Partnerships
Partnerships with Charles Darwin University, industry and business provide opportunities for rich learning directly related to career pathways.

Enrichment
From Year 10 to Stage 2 students are provided with opportunities designed to extend and enrich their learning.

Who should apply?
Year 9 and 10 students who aspire to excel in business and wish to develop their entrepreneurial skills are encouraged to apply. Students may be prospective accountants, economists, lawyers, architects, builders, chefs and automotive mechanics or engaged in learning other relevant professions and trades.

Selection
Entry into the program is selective as there are a limited number of places. Year 9 and 10 applicants

- undertake a selection test
- write a short statement

Some students may be required to attend an interview.
Teacher assessments of students’ aptitude for enterprise learning will also be used for selection.
LEADING LEARNER PROGRAM
Taminmin’s Leading Learner Program supports and challenges our most academically gifted students as they develop their talents for successful professional careers. The Leading Learner Program creates an environment where it is normal for students to excel and develop their higher order thinking skills. The program operates in the core subject areas from years 7 through to 10.

Program Objectives
- To develop higher order thinking skills.
- To develop academic and social resilience.
- To promote a learning culture which values high academic outcomes.
- To develop independent learning skills.
- To prepare students to reach their potential at year 12 exit.
- To provide pathways to university.
- To develop support networks that will last through tertiary studies and into their professional careers.

Entry and Membership of the Program
Entry into the Leading Learner Program in the middle years is by teacher recommendation and use of an ACER online placement instrument testing numeracy and literacy test. Students wanting to gain entry into the Leading Learner program in the senior years will require teacher recommendation and a high-level pass on an aptitude test in English-History, Maths or Science. Testing is carried out in second semester for year 6 going into year 7 and for students applying for entry in years 8 9 and 10. Students may also be identified and tested throughout the year.

Membership in the program can change throughout the year if a student is struggling to meet the academic or behaviour demands of the program. Students are also able to move into a class when vacancies become available if their results in his/her mainstream class and OPI testing indicate that this would benefit them.

Testing For 2015
Leading Learner testing for years 9 and 10 will take place during term 4, and is an integral part of the selection procedures. Application forms are available from reception and must be returned prior to the testing.

SPORTS ACADEMY PROGRAM
The Taminmin College Sports Academy is a well-established program. We have active teams in the local school sporting competitions and all are strong competitors in the Darwin, Palmerston and Rural regions. The Sports Academy is set up as elite sports focused classes which aim to help improve students educational outcomes and to provide them with opportunities to learn and train in more depth in their specific sport. This helps students bridge the gap between them and elite level performers and hopefully make for a smoother transition from club level to State/Territory level.

Throughout the year the Sports Academy is involved in many sporting programs; some of which include running a primary school competition coaching individual teams, running specific skills sessions and health sessions. Students also participate in development programs for umpiring, administration and sports medicine. Furthermore, our program is about developing personal fitness and improving leadership skills, which can enhance local sporting teams.

For students to be accepted into the Sports Academy program they must be active members of a sporting organisation outside of school and gain teacher approval.
VOCATIONAL AND TRANSITION TO WORK PROGRAMS

Students who are interested in pursuing a non-academic career through a trade or traineeship can access Taminmin’s Vocational Programs. The aim of these programs is to provide students with the opportunity to be involved in work programs, school-based apprenticeships and/or VET courses while completing the compulsory academic requirements of the NTCET.

Year 10 Vocational
This program is for students who want to complete an alternative pathway in Year 10. The Program requires students to have on-going permanent work or work experience and provides the opportunity for students to gradually transition into full time work whilst completing the compulsory requirements of year 10. This program is available to students in the following format:
• one or two days per week school based academic program – Maths, English and PLP/Health
• two or three days in the workplace as determined by the school
• a certificate I can be undertaken on Thursdays in lieu of one of the work days

Year 11 Vocational
This program builds on the successes of Certificate I VET courses that students undertook in year 10, and encourages them to transition into full time work or School Based Apprenticeships. This program is available to students in the following format:
• One, two or three days per week school based academic program
• two to four days Certificate II VET program and
• 1 day industry work placement/or school based Stage 2 Integrated Learning

Year 12 Vocational
This program is available to students in the following format:
• two days per week school based academic program
• 3 day industry work placement, School Based Apprenticeship or Paid work
• Students must have a minimum of 1 day per week work.

School Based Apprenticeships Vocational
The main aim of the Vocational Program is to enable students to transition into the work force either through the gaining of full time or school based apprenticeships or traineeships. The school based apprenticeship involves a student signing up through the Australian Apprenticeship Centre into an apprenticeship with an employer. Taminmin College has an ongoing relationship with various stakeholders who help in placing students in structured work placements with the view to gaining paid employment through an apprenticeship or traineeship. When a student gains a School Based Apprenticeship, they transition out of their Certificate II into the required study for the apprenticeship. Vocational students are also able to work towards their NTCET gaining credit points through VET (trade school).

Northern Territory Certificate of Education and Training (NTCET)
Vocational students are able to use credits obtained through studying VET competencies either through the VET Certificate course they are enrolled in or through the certificate III apprenticeship competencies completed to obtain their NTCET. After two or three years in the Vocational program it is anticipated that students will leave Taminmin College with both an NTCET and at least a Certificate II in their chosen VET area. Compulsory academic subjects such as English, Maths and at least one other studied at the College, will fulfil the other necessary NTCET pattern requirements. Students that use the Vocational stream to gain their NTCET are unable to obtain an ATAR (Australian Tertiary Admissions Rank). Should the student wish to undertake higher education university courses later in life they are able to utilise alternative pathways including the Tertiary Enabling Program (TEP) run by various tertiary institutions.
How to apply for the Vocational Program

Fill in the specific Vocational registration form that includes important questions regarding career goals and aspirations, subject completion and intentions for next year. Students enrolling in VET must also complete a VET Enrolment form (available from the VET office). If students intend to apply to CDU or other RTO to enrol in one of their VET courses an Expression of Interest form must be completed (available from the VET office). Certificate courses offered at Taminmin are listed below.

Certificate I VET courses available at Taminmin
- Automotive
- Business
- Construction
- Engineering (Welding)
- Hospitality
- Racing (Stable hand)
- Agrifoods/Rural Operations

Certificate II VET courses available at Taminmin
- Automotive
- Construction
- Business
- Engineering Pathways
- Hospitality
- Agrifoods/Rural Operations

Certificate III VET courses available at Taminmin
- Agriculture

Refer to VET Course pages at the end of this handbook for detailed descriptors for each course. It may be possible to access courses offered by other Registered Training Organisations.
NORTHERN TERRITORY CERTIFICATE OF EDUCATION AND TRAINING (NTCET)

What is the NTCET?
The Northern Territory Certificate of Education and Training (NTCET) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

By completing the NTCET, students prepare for further learning, work and life, by:
Building essential skills and knowledge
Making informed choices about future study and work, based on their strengths and interests
Gaining a certificate that gives them a head-start on their pathway beyond school.

Students who successfully complete the NTCET requirements are awarded the NTCET certificate.

What subjects can students study?
The South Australia Certificate of Education (SACE) curriculum is taught and assessed to gain an NTCET. For a full list of SACE subjects for use in curriculum handbooks, including subject summaries, visit: www.sace.sa.edu.au/subjects

How do students get the NTCET?
Students gain their NTCET in two stages:
• Stage 1, which most students complete in Year 11
• Stage 2, which most students complete in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the NTCET, with a minimum of 200 credits required to gain the certificate.

Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2.

To achieve the NTCET, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2:
• Personal Learning Plan (10 credits at Stage 1)
• Literacy – from a range of English subjects or courses (20 credits at Stage 1 or Stage 2)
• Numeracy – from a range of mathematics subjects or courses (10 credits at Stage 1 or Stage 2)
• Other Stage 2 subjects and/or courses totalling at least 60 credits.

Students must also choose from a range of Stage 1 or Stage 2 subjects or courses worth 100 credits, and achieve a grade in these, to gain the NTCET. Students are required to gain 140 credits at a C- grade or higher.

What is the Personal Learning Plan?
The Personal Learning Plan is a SACE Stage 1 subject that all students undertake at the start of their NTCET, in Year 10 or 11. The subject is worth 10 credits and students need to achieve a C grade or higher.

The Personal Learning Plan helps students to:
• Identify strengths and interests
• Set personal and learning goals
• Choose the right SACE subjects and study options for their future plans
• Look at different career paths and choices
• Gain skills for future study and employment, such as planning and research

What is VET and how can I do it?
VET stands for Vocational Education and Training.
VET gives students skills for work, particularly in the trades and industry. VET options in the NTCET encourage students to complete, or make significant progress towards completing, VET qualifications while completing the NTCET.

To complete the NTCET, students must achieve at least 200 credits, 160 of which can be gained through VET. The remaining 40 credits are derived from the Personal Learning Plan (10 credits), the literacy requirement (20 credits) and the numeracy requirement (10 credits). Students can use a vocational context in completing these subjects.

The SACE Board determines whether the NTCET credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2. [www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace](http://www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace)

**What is community learning?**
Students are able to earn NTCET credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning. Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh’s Award and St John Ambulance Australia. Program details are updated as new course information becomes available. Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. [www.sace.sa.edu.au/subjects/recognised-learning](http://www.sace.sa.edu.au/subjects/recognised-learning)

**University entry**
Gaining the NTCET is the main method used by Northern Territory students to gain admission into university.

Students who complete the NTCET are eligible for university entry, provided they meet certain requirements.

Applications for university are handled by the South Australian Tertiary Admissions Centre (SATAC).

Details of university entry requirements for 2016 onwards will be included in the SATAC booklet Tertiary Entrance 2015, 2016, 2017 to be published by the South Australian Tertiary Admissions Centre in August 2014.

Visit the SATAC website at [www.satac.edu.au](http://www.satac.edu.au) for more information about tertiary entry.

**Students with disabilities**
The NTCET offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student’s achievement in a modified subject will be reported as ‘Completed’, with the appropriate number of NTCET credits. The NTCET certificate will indicate that the student has achieved the NTCET using one or more modified subjects. [www.sace.sa.edu.au/web/modified-subjects](http://www.sace.sa.edu.au/web/modified-subjects)

**Special Provisions**
Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.

For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student’s eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.).
If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions. [www.sace.sa.edu.au/the-sace/teachers-schools/special-provisions](http://www.sace.sa.edu.au/the-sace/teachers-schools/special-provisions)

**Interstate, overseas and adult students**
The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. [www.sace.sa.edu.au/the-sace/students-families/interstate-overseas-adult-students](http://www.sace.sa.edu.au/the-sace/students-families/interstate-overseas-adult-students)

**Students Online**
Students Online is a one-stop shop for information about an individual student’s NTCET. It can help students:
- plan their NTCET and look at different subjects, or subject and course, combinations
- check their progress towards completing the NTCET access their results
Students can log in to Students Online using their SACE registration number and PIN at: [www.sace.sa.edu.au/students-online](http://www.sace.sa.edu.au/students-online)

**Achieve handbook**
A copy of the Stage 2 edition of Achieve, the SACE Board’s magazine for students and families, is being provided to all Year 11 students.

This edition focuses on the choices of subjects and study options that Year 11 students will be making. It is designed to be used as a resource during course counselling. [www.sace.sa.edu.au/news/achieve](http://www.sace.sa.edu.au/news/achieve)

**Further information**
Visit the SACE website, particularly the Students and Families and Subjects sections. Students are encouraged to read a copy of the Achieve handbook, and to talk with their teachers about their study options. [www.sace.sa.edu.au](http://www.sace.sa.edu.au) or [www.ntcet.net](http://www.ntcet.net)


Phone (08) 8944 9251 to speak to the NT Department of Education Senior Years Curriculum 10-12 team.
STUDENTS’ RESPONSIBILITIES TOWARDS ACHIEVING NTCET

Students’ Commitment
NTCET is a two year program of study for most students. It is essential that students make a serious effort to fulfill tasks set from the beginning of the year, as each unit undertaken each year counts towards the final certificate. Some students, for personal reasons, may choose to take longer than two years to complete the program. Students may also choose to complete Stage 2 requirements over two years.

Previous Qualifications from another Educational Institution
Students who have studied elsewhere may be eligible for some credit towards their NTCET qualifications and, where possible, an application for credit for previous study should be submitted at the time of enrolment.

Students must complete an application form stating the qualification(s) on which the request is being based. A transcript or certified copy of any qualification claimed is required.

The processed application is forwarded to the Northern Territory Board of Studies for a decision on what credit, if any, will be granted. The applicant will be informed of the Board’s decision by the school’s NTCET Coordinator.

Recognition of Prior Learning (RPL)
Students enrolling in VET courses at Taminmin College may be eligible for credit for prior learning, based on skills and knowledge as a result of formal training, work experience and/or life experience. Prior learning can encompass learning by informal, non-formal and/or formal means.

Recognition of Prior Learning (RPL) can be claimed for any VET course or unit of competency for which the student believes he/she can demonstrate all the learning outcomes or competencies. If possible, an application for RPL should be submitted to the Assistant Principal (VET) at the time of enrolment.

The RPL process involves an interview of the applicant by one of the school’s RPL assessors and an assessment of the information provided by the student, together with any accompanying evidence (references, reports, work samples). If necessary, further evidence such as practical demonstrations or oral evidence and an additional meeting may be required before a decision on the granting of RPL credit is made. All students applying for RPL will be given suitable advice and support to assist them in providing the most appropriate evidence.

If RPL is granted for a VET competency, the student receives the same recognition of competency attained as students who complete the course.

A cost is charged for RPL assessments.

Subject Change Procedures
1. Collect subject change form from Careers Counsellor or Assistant Principal & ensure you discuss the reasoning/ consequences and get a NTCET pattern check done
2. Take the form to the specific subject teacher to get signed
3. Take the form to the head of department to discuss & approve.
4. Take home to get parents/guardians signature.
5. Bring back to Careers Counsellor or Assistant Principal and they will send onto SAMS operator for changes.
6. SAMS operator will email teachers concerned with a cc to the Assistant Principal.
Meaning of NTCET terms

**N**  
No demonstration of learning is evident

**P**  
Results are pending

**Grades A to E**  
A grade of A to E will be awarded for varying levels of achievement based on performance standards

**Sequence of 2 units**  
A 2-unit sequence means any 2 units of study that are taken from the same Stage 2 curriculum statement. Some 2-unit sequences are offered only as full-year subject and must be completed in one order calendar year. Other 2-unit sequences may be completed over more than one calendar year.

**Units**  
An NTCET unit is equivalent to 10 points or 60 hours of programmed school time, usually taken as a semester of study.

Glossary of NTCET terms

**NTCET**  
Northern Territory Certificate of Education and Training  
(Equivalent to SACE)

**NTBOS**  
Northern Territory Board of Studies

**SACE**  
South Australian Certificate of Education

**SACE Board of SA**  
Formerly was the Senior Secondary Assessment Board of South Australia.

**Semester 1**  
Terms 1 and 2 (January – June)

**Semester 2**  
Terms 3 and 4 (July - December)

**VET**  
Vocational, Education and Training – assessment is competency base

**ATAR**  
Australia Tertiary Admission Rank

<table>
<thead>
<tr>
<th>NTCET</th>
<th>ATAR</th>
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<tbody>
<tr>
<td>Certificate of completion</td>
<td>To get an ATAR you need to have NTCET</td>
</tr>
<tr>
<td>Not a university entrance qualification</td>
<td>University entrance qualification</td>
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**VET Assessment Scale**

Competency Achieved  
CA

Competency Failed  
CF

Continuing Enrolment  
CE

Withdrawn  
W
**UMAT (Undergraduate Medical Admissions Test)**
**TEST REQUIREMENTS FOR HEALTH SCIENCE UNI COURSES**

Students who may be considering undertaking further study in Medicine and other Health Science areas should be aware that many universities have a conditional Year 12 entry requirement of the UMAT (Undergraduate Medical Admissions Test). This test is conducted in Darwin only once each year in July. If students do not enrol and take this test, they are ineligible for consideration in those courses.

**What is UMAT?**

UMAT is developed by the Australian Council for Educational Research (ACER) on behalf of the UMAT Consortium universities. The test is used specifically to assist with the selection of students into the medicine, dentistry and health science degree programs at undergraduate level at the universities listed on this website.

Prospective applicants to graduate-entry programs in medicine or dentistry undertake the Graduate Australian Medical School Admissions Test (GAMSAT).

UMAT is designed to assess general attributes and abilities gained through prior experience and learning; specifically, the acquisition of skills in critical thinking and problem solving, understanding people and abstract non-verbal reasoning. These abilities are considered important to the study and later practice of professions in the health sciences.

UMAT is an aptitude test. It is not a personality or IQ test. It is not curriculum-based and presupposes no particular subjects of study at secondary level. It does not require any knowledge or skills in mathematics or sciences, or in any other area of the curriculum. It is designed to complement your academic results, not to replicate them.

For a list of participating tertiary institutions and further information on the UMAT visit the following website:

Policies

Absence
Parents/guardians are requested to contact the school on 8983 7227 to notify student absence. Under current legislation an acceptable reason must be given for a student absence. The Home Liaison Officer follows up absences of 3 or more days.
In the case of students receiving financial assistance from the Federal Government, they will be required to repay money if they have unexplained absences.

Arriving Late
Students who are late to school after 8:45am must sign in at reception with a note/phone call from parents explaining why they are late. This ensures the school is able to meet its duty of care.

Behaviour Expectations
- Students are expected to be courteous towards staff and each other.
- They are expected to treat equipment, buildings and furniture with respect.
- Rudeness, failure to follow reasonable instructions, swearing, damaging or defacing equipment, furniture and buildings may lead to suspension. Students will also be required to pay for the repair/replacement of the damaged/defaced item.
- Fighting, bullying/cyber bullying, harassment and incitement are not tolerated. Students will be immediately suspended and, in the case of cyber bullying, the police will be contacted.
- Students are required to attend all classes on time with the appropriate books and equipment. Students out of class or off-campus without a valid reason will be regarded as truanting. Initially they will receive a warning. Repeat actions will result in suspension.

Car Use Policy
Car parking is available to students if they:
- Complete a vehicle registration form and lodge at reception
- Arrive and depart the school grounds taking the utmost care that all speed limits are observed.

Cheating and Plagiarism
Students who are shown to have cheated in assessed work or in examinations/tests will not receive a mark for that task.
Plagiarism is when students copy work and submit it as their own. If this is found to be the case then no marks will be awarded for that assessment. Students need to be aware they are also breaching the Copyright Act and that this could lead to further repercussions.

Contact Details
Students and parents/guardians need to ensure the school has up-to-date contact details for emergency purposes, Contact reception on 8983 7000.

Deodorant
Students using deodorants may only use pump or roll-on deodorants. Aerosols are banned as their use may affect students/staff with breathing difficulties. Students using aerosols will have them permanently confiscated.

Drug Policy
Alcohol, cigarettes and illegal non-prescribed drugs are banned. Consequences of their use are immediate suspension and, in the case of drugs, police are contacted.

Exit Form
Students need to complete an exit form when they leave for employment or another school. This ensures locker keys are returned and the Resource Scheme is acquitted so that all refunds are made.
Expectations - Work and Behaviour
Taminmin College values and promotes high achievement in a safe and disciplined environment to allow students to achieve their full potential.

To ensure all students have appropriate learning opportunities staff are able to exercise their legal duty of care as well as appropriate instructional opportunities, all students are required to:

- Arrive at class on time and in school uniform
- Have the appropriate educational materials for all lessons
- Conduct themselves appropriately during lesson and break time
- Complete all assignments to an acceptable standard
- Be courteous toward peers and school staff.

Medication at School
Students who need to take medication during the day must hand it in at senior school reception in block 20. This ensures that the medication is not lost and the school is aware of the situation and is therefore able to fulfil its duty of care.

Mobile phones/ Music Devices
These are not to be used during class time. Inappropriate use will result in immediate confiscation.

Non-Submission of Work
Students are required to complete drafts by the set date. They are then required to complete the final copy of the set work by the due date. Failure to meet this requirement will result in detentions being taken by the classroom teacher who will also phone home and inform the parent/guardian. If the student refuses to attend, the matter will be dealt with by an assistant principal who will also be in contact with the parent. The student will then be withdrawn from classes or complete after school detention until the assessment piece is completed.

Sign In/Sign Out
Students who need to leave the school must have a note from their parents/guardians giving the reason. The students must sign out at reception in block 4. The parent or guardian needs to sign the student in and out if there is no note. If they return to school that day they must also sign back in at senior student reception in block 4. This ensures the school is able to meet its duty of care.

Uniform Policy
At Taminmin College the wearing of school uniform is mandatory.

The uniform for years 10 to 12 consists of:

- A senior school shirt
- Black pants, shorts
- Covered shoes

Students are also required to have available an appropriate change of clothing if they participate in physical education/sports classes. Students who fail to wear the correct uniform are issued a detention unless they have a note from parents/guardians.

Year 12
Year 12 students are permitted, as a privilege, to leave the school grounds during recess and lunch but must follow the same sign in/sign out procedures. This ensures the school is able to meet its duty of care.
YEAR 10 COURSES
### English

**Code:** 10ENG  
**Course Length:** Full year

**Course Outline**

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**Assessment:**

Students enrolled in this subject are required to complete a single text study, paired text study, oral construction, creative construction and either a language study or connected texts study. A ‘C’ grade or higher is required to pass the course.

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### Literacy

**Code:** 10ENG  
**Course Length:** Full year

**Course Outline**

The Literacy curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Year 10 for Literacy programs is offered to cater for students needs and move them towards year 10 achievement.

**Assessment:**

Students enrolled in this subject are required to complete a single text study, paired text study, oral construction, creative construction and either a language study or connected texts study. A ‘C’ grade or higher is required to pass the course. Students doing Year 10 Literacy are not assessed using the Year 10 achievement standards.
**Mathematics**

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<th>Code: 10MAT</th>
<th>Course Length: Full Year</th>
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**Prerequisite:** A solid grounding in number, algebra and geometry

**Course Outline**

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability* of the Australian Curriculum. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

*At this year level:*

*Understanding* includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments

*Fluency* includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigating the shape of data sets

*Problem Solving* includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events

*Reasoning* includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

**Assessment:**

Students will be expected to present a folio of their work at the end of the semester.

There are two assessment components:

Skills and Applications Tasks including an exam; Folio Tasks where students investigate an area of mathematics using modelling techniques.

This course may require additional materials and will be advised by the subject teacher. A Graphics calculator is essential.

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**Numeracy**

<table>
<thead>
<tr>
<th>Code: 10MAT</th>
<th>Course Length: Full Year</th>
</tr>
</thead>
</table>

**Course Outline:**

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability* of the Australian Curriculum. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Year 10 for Numeracy programs is offered to cater for students needs and move them towards year 10 achievement. Students

**Assessment:**

There are two assessment components:

Skills and Applications tasks and Folio tasks where students investigate an area of mathematics using modelling techniques. Students doing Year 10 Numeracy are not assessed using the Year 10 achievement standards.

This course may require additional materials and will be advised by the subject teacher. A Scientific or graphics calculator is essential.
### Personal Learning Plan (PLP) - Stage 1

<table>
<thead>
<tr>
<th>Code: 10PLP</th>
<th>Course Length: 1 Semester</th>
<th>NTCET Credits: 10</th>
</tr>
</thead>
</table>

**Course Outline**
The Personal Learning Plan (PLP) is a compulsory subject of the NTCET. The PLP assists students plan for their future by helping them to make informed decisions about the subjects they will study in Years 11 and 12, as well as any courses outside of school; investigating possible career choices and ideas for community service and how best to prepare for their career options and other goals.

Students complete the PLP in Year 10 so that they can plan for successful NTCET learning in Years 11 and 12.

**Topics:**

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Portfolio, Investigations, Presentations. Students must achieve a C grade or better for the subject to satisfy the PLP requirement for the NTCET.

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### History

<table>
<thead>
<tr>
<th>Code: 10HSY</th>
<th>Course Length: 1 Semester</th>
</tr>
</thead>
</table>

**Course Outline**
Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students will learn about cause and effect, change and continuity in Australia, and its place in modern world history (from 1918 onwards). Skills will focus on research, source analysis and extended writing.

**Topics:**
Using the Australian Curriculum for History, areas of study include key world events after 1918 (e.g. Treaty of Versailles, the Great Depression and World War II) as well as two depth studies with an explicit focus on Australia (e.g. Rights and Freedoms, World War II and the Globalising World).

**Assessment:**
Students enrolled in this subject will complete oral presentations, source analysis tasks, extended writing activities and an investigation. Students need a ‘C’ grade or higher to pass the subject.
<table>
<thead>
<tr>
<th>Physical Education</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Code:</strong> 10PEF</td>
<td><strong>Course Length:</strong> 1 Semester</td>
</tr>
</tbody>
</table>

**Course Outline**
In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

**Topics:**
Fitness; Training principles and methods; Body systems; Human physical performance; Sports injuries; Participation in physical activity

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Practical; Folio

*This course may require additional materials and will be advised by the subject teachers.*

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Code:</strong> 10SCI</td>
<td><strong>Course Length:</strong> Full Year</td>
</tr>
</tbody>
</table>

**Course Outline**
This course focuses on the development of science concepts in Chemistry, Physics, Earth Science and Biology, Science Inquiry Skills, and Science as a Human Endeavour, with a view to preparing students for all Stage 1 Science courses.

Students in the Leading Learner program will also be expected to participate in Science competitions and challenges throughout the year. This includes the Australian Brain Bee Challenge, the Royal Australian Chemical Institute Chemistry Quiz, The CDU Science and Engineering Challenge and the Conoco-Philips Challenge.

**Topics:**
The class will study a selection of topics from:

**Assessment:**
Students will be assessed on their achievement of course outcomes in the Year 10 Science Curriculum Statement.

*This course may require additional materials and will be advised by the subject teacher.*
### Economics, Legal, Financial (ELF)

**Code:** 10ELF  
**Course Length:** 1 Semester

**Course Outline**
ELF is an introductory subject which leads to further studies in the areas of Business Enterprise, Economics, Legal Studies and Accounting. Students will gain an understanding of the practical skills needed to manage their own affairs and those needed for the operation of a small business, within the legal and technical world in which we live in.

This is a core elective.

**Topics:**
- Small Business and Enterprise, Finance and Taxation, The Laws, Economics and Australia

**Assessment:**
- Skills and Application Assessments, Reports and Plans, Projects

### Geography and Tourism (GAT)

**Code:** 10GAT  
**Course Length:** 1 Semester

**Course Outline**
This combined subject studies Geography and Tourism. Through the study of Geography students develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints on, such interactions. In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. They investigate tourism locally, nationally, and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people’s lives and on the environment.

**Topics:**
- Students develop an appreciation of the interdependencies of physical and human environments and an understanding of the sustainable management of tourism. Students come to understand the interconnections between environmental and human systems.

This is a core elective.

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Inquiry, Fieldwork, Investigation.

**This course may require additional materials and will be advised by the subject teachers.**
### Art

**Code:** 10ART  
**Course Length:** 1 Semester

**Course Outline**

The program caters to the learning needs of students with a variety of interests, cultural backgrounds, abilities and future aspirations. It aims to develop new, as well as to build upon existing skills and knowledge in a variety of areas encompassed within three-dimensional and two-dimensional art and design, or disciplines within craft.

The program aims to prepare students for further studies in art, craft or design and allows for students to choose and negotiate areas of study within the broad sphere of ‘art’ which are specifically suited to them and their interests. It aims to deepen their appreciation of their chosen disciplines as art forms, and how these relate to the broader community.

The course will involve the critical study of aspects of contemporary practice, investigation into a variety of methods and materials used by artists and will require students to experience the creativity, skill and perception of artists, by working as artists in their chosen discipline.

This is an elective subject.

**Assessment:**

Practical work, supporting notes and models, working drawings and theory exercises.

*This course may require additional materials and will be advised by the subject teacher.*

### Child Studies

**Code:** 10CSD  
**Course length:** 1 Semester

**Course Outline**

The subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

**Topics:**

Students study topics within one or more of the following three areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety.

This is an elective subject.

**Assessment**

Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity, Investigation.

*This course may require additional materials and will be advised by the subject teacher.*
### Digital Media

**Code:** 10DM  
**Course Length:** 1 Semester

**Course Outline**
Students investigate the work of contemporary and historical photographers and develop a portfolio of their own photographs. They learn to use materials, equipment, processes and creative digital techniques safely and competently. Students explore photographic genres and technologies, and use images to communicate information and creative concepts.

**Topics**
Photography; Photographic Composition; How the camera works; Understanding Light; Digital Workflow; Creative Digital Techniques; Genres of photography

This is an elective subject.

**Assessment**
Students demonstrate evidence of their learning through three assessment types:
Skills and Applications; Product; Folio

This course may require additional materials and will be advised by the subject teacher.

### Eat, Grow Learn

**Code:** 10EGL  
**Course Length:** 1 Semester

**Course Outline**
Students focus on developing skills and knowledge of nutrition, where food comes from and the psychology of marketing. As part of the course, students will plant and grow their own food and participate in excursions and/or work experience.

**Topics:**
Students will study a range of topics including macro/micro nutrients of foods, food safety, sustainable foods including growing your own foods and farming, fresh verses processed foods, food labelling including packaging and marketing and local and global issues in food.

This is an elective subject.

**Assessment:**
Practical Activity, Group Activity, Investigation
## Food and Hospitality

**Code:** 10FHA  
**Course Length:** 1 Semester

### Course Outline

In Food Studies, students focus on the dynamic nature of the food and hospitality industry. They develop an understanding of the contemporary issues related to food and hospitality. Students identify factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

### Topics:

Students will study topics within one or more of the following three areas of study:

- Food, the Individual and the family
- Local and Global Issues in food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

This is an elective subject.

### Assessment:

Practical Activity, Group Activity, Investigation

## Musical - Performing Arts (Stage 1)

**Code:** 10PA  
**Course Length:** 1 Semester  
**NTCET Credits:** 10

**Prerequisite:** Experience in music or drama is preferred but not essential. A committed and mature attitude towards the production and Teacher recommendation

### Course Outline

The course is designed for students who wish to learn through the real life experience of producing a staged performance - the annual school musical production. Attendance at some after school rehearsals and “the musical camp” will be required.

### Topics:

Students will be required to participate in one or more of the Core Concepts in Arts Disciplines through:

- sequenced dance movements
- singing
- backdrop and prop design
- sound and lighting
- acting in both minor and major roles

This is an elective subject.

### Assessment:

Students will be required to perform to the best of their ability in the musical. They will produce as formal assessment, the Performance as a **Product** and **Folio** pieces including ongoing journal reflections.

This course may require additional materials and will be advised by the subject teachers.
## Outdoor Education

**Code:** 10OE  
**Course Length:** 1 Semester

### Course Outline
Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians' perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

This is an elective subject.

**Topics:**  
Environment and Conservation, Planning and Management, Outdoor Activities, and Outdoor Journey.

### Assessment
Students demonstrate evidence of their learning through the following assessment types: Practical; Folio; Report.

This course may require additional materials and will be advised by the subject teachers.

## Physical Education (Fitness)

**Code:** 10PE  
**Course Length:** 1 Semester

### Course Outline
In Physical Education (fitness) students will focus on improving their personal fitness and well-being through a range of exercise techniques and sports. Students will explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations. Students will also critically analyses and evaluate issues related to physical activity relevant to local, regional, national, or global communities.

**Topics:**  
Fitness; Training principles and methods; Body systems; Human physical performance; Sports injuries; Participation in physical activity

### Assessment
Students demonstrate evidence of their learning through the following assessment types: Practical; Folio.

This course may require additional materials and will be advised by the subject teachers.
<table>
<thead>
<tr>
<th>Sports Academy (Physical Education) Year 10</th>
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<tbody>
<tr>
<td><strong>Course Length:</strong> 1 Semester</td>
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</table>

**Course Outline**
In Sports Academy students will focus on improving the skills, knowledge and understanding of either Australian Rules Football or Ruby (mixed codes). Students will explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations. Students will also critically analyses and evaluate issues related to physical activity relevant to local, regional, national, or global communities.

**Topics:**
Fitness; Training principles and methods; Body systems; Human physical performance; Sports injuries; Participation in physical activity.

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Practical; Folio.

This course may require additional materials and will be advised by the subject teachers.
STAGE 1 COURSES
### Biology Stage 1  1BIG10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

#### Course Outline
In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

#### Topics:
Examples of areas of study include: Cellular Biology, physiology and ecology.

#### Assessment
Students demonstrate evidence of their learning through the following assessment types: Investigations Folio, skills and Applications Tasks.

This course may require additional materials at a cost.

### Business and Enterprise Stage 1  1BUE10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

#### Course Outline
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

#### Topics:
Stage 1 Business and Enterprise comprises two core topics and nine option topics.
- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice

**Option Topics**

#### Assessment
Students demonstrate evidence of their learning through the following assessment types: Folio, Practical, Issues Study.
### C4E Business and Enterprise – Research Practices – 1RPP10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**  
The Stage 1 Research Practices subject provides students with opportunities to:  
- examine the purpose of research  
- explore a range of research approaches  
- develop their investigative and inquiry skills  

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

**Topics**  
*Exploring Research Approaches:* The Purpose of Research, Research Methods, Research & 21\textsuperscript{st} Century Skills, and Researchers in Society.  
*Exploring Research Skills:* Planning, Development, Synthesis, Review & Evaluation,

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types: Folio & Source Analysis.

### Chemistry Stage 1  1CME10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**  
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.  

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

**Topics:**  

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types: Investigations Folio, Skills and Applications Tasks.

**This course may require additional materials at a cost.**
### Child Studies Stage 1 – 1CSD10

<table>
<thead>
<tr>
<th>Credits: 10 per Semester</th>
<th>Prerequisite: Teacher Recommendation</th>
</tr>
</thead>
</table>

**Course Outline**
The stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

**Topics:**
Students study topics within one or more of the following three areas of study:

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity, Investigation.

*This course may require additional materials at a cost.*

### Creative Arts Stage 1 – 1CVA10

<table>
<thead>
<tr>
<th>Credits: 10 per Semester</th>
<th>Prerequisite: Teacher Recommendation</th>
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</table>

**Course Outline**
In Creative Arts, students have opportunities to specialise in study within the arts disciplines of the visual arts. Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, presentations and installations.

**Topics:**
Creative Arts Process, Development and Production, Core Concepts in Arts Disciplines, Creative Arts in Practice.

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Product, Folio.

*This course may require additional materials at a cost.*

### Digital Media (Communications Products) Stage 1 – 1CCP10

<table>
<thead>
<tr>
<th>Credits: 10 per semester</th>
<th>Prerequisite: Teacher Recommendation</th>
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</thead>
</table>

**Course Outline**
Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products or systems for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

**Topics**
Photography; Photographic Composition; How the camera works; Understanding Light; Digital Workflow; Creative Digital Techniques; Genres of photography

**Assessment**
Students demonstrate evidence of their learning through three assessment types: Skills and Applications; Product; Folio

*This course may require additional materials at a cost.*
### English Stage 1 - 1EGH10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**  
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. The specific texts and tasks selected will vary according to students’ ability levels. While all Stage 1 English students will respond to and produce a rich selection of literary and non-literary texts, Leading Learner students will encounter texts and tasks of greater complexity.

**Topics:**  
Reading and responding to texts; Producing texts

**Extended Study**  
- Option 1: Language Study  
- Option 2: Connected Texts Study

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types: Text Analysis, Text Production, Extended Study

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### English Literacy for Work and the Community Life Stage 1 - 1LWC10

**Credits:** 10 per Semester  
**Prerequisite:** 10 English

**Course Outline**  
This subject provides opportunities for students to meet the literacy requirement of the SACE and to gain additional literacy support for their studies and future pathways. Students who complete 20 credits of Stage 1 Literacy for Work and Community Life with a C grade or better will meet the literacy requirement of the SACE. Credits gained from this subject can be combined with credits from other subjects in the English Learning Area, for example, Stage 1 English as a Second Language or Stage 2 English Pathways.

Literacy for Work and Community Life engages students in the study of written, oral, visual, and multimedia texts in everyday contexts. Students learn to critically analyse and understand the meanings, structures, purposes, and audiences of these texts, and to build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the written and oral language skills needed to interact effectively with others in their learning, work, and community life.

**Topics:**  
There are five contexts for study: Literacy for Work, Literacy for Community Life, Literacy for Daily Life, Literacy for Leisure & Negotiated Study.

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types: Text Analysis & Text Production.
### Food and Hospitality Stage 1  1BUE10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**
The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

**Topics:**
- Food, the individual, and the family
- Local and Global issues in food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Practical activity, Group activity, and Investigation.

*This course may require additional materials at a cost.*

### Health Stage 1  1HEH10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**
Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. Students develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

**Topics:**
- Option Studies

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Issues Response, Group Activity, Investigation.

*This course may require additional materials at a cost.*
### History Stage 1  1HSY10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**
A thematic approach encourages students to develop a breadth of understanding of people, places, events, and ideas in history. This approach examines particular historical aspects within a society or across a number of societies in one or more regions of the world in a period or selected periods.

A depth approach focuses on one society/event/period/movement. The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry. This is also known as depth-in-discipline analysis.

The selection and development of historical studies with a thematic and/or a depth approach should cater for the needs and interests of students.

**Topics:**
- skills of historical inquiry
- a minimum of two to four historical studies

**Assessment**
Students demonstrate evidence of their learning through the following assessment types:
- Folio Tasks
- Source Analysis
- Investigation

### Information Processing and Publishing Stage 1  1IPR10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**
Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

**Topics:**

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Practical Skills, Product and Documentation, Issues Analysis.

This course may require additional materials at a cost.
Integrated Learning Stage 1: Physical Education or Independent Living (Food) – 1ILG

Credits: 10 per Semester
Prerequisite: Teacher Recommendation

Course Outline
This course relies heavily on practical skills and the production of written and visual materials together with working with others to foster communication. Either of these subjects would help students understand the importance of a healthy lifestyle with a balance of practical activities, healthy eating and independent living.

Costs:
Physical Education - Nil
Independent Living (Food) - $30 per semester

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30-60% Students are assessed on a variety of different practical activities and their ability to work as part of a team.</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20-40% Students are to work in groups to develop a task and reach a common goal.</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20-25% Students are to research, gather information and analyse a topic in order to gain information for future use.</td>
</tr>
</tbody>
</table>

Legal Studies Stage 1  1LEG10

Credits: 10 per Semester
Prerequisite: Teacher Recommendation

Course Outline
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Topics
- Topic 1: Law and Society
- Topic 2: People, Structures, and Processes
- Topic 3: Law-making
- Topic 4: Justice and Society
- Topic 5: Young People and the Law
- Topic 6: Victims and the Law
- Topic 7: Motorists and the Law
- Topic 8: Young Workers and the Law
- Topic 9: Relationships and the Law

Assessment
Students demonstrate evidence of their learning through the following assessment types: Folio, Issues Study, Presentation.
### Mathematics Stage 1  **1MAT10**

<table>
<thead>
<tr>
<th>Credits:</th>
<th>10 per Semester</th>
<th>Prerequisite:</th>
<th>Teacher Recommendation</th>
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</table>

Mathematics provides a background for students proceeding to Stage 2 Mathematical Methods, Mathematical Studies, and Specialist Mathematics subjects.

**Course Outline**

In the study of mathematics students participate in a wide variety of problem-solving activities. The study of Mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges. In this subject students learn how to approach these challenges by investigating, modeling, reasoning, visualizing, and problem-solving, with the goal of communicating to others the relationships observed and problems solved.

**Topics:**
- Networks and Matrices; Statistics; Trigonometry; Models of Growth; Quadratic and Other Polynomials; Coordinate Geometry; Functions and Graphs; Planar Geometry; Periodic Phenomena

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks and Folio Tasks where students investigate an area of mathematics using modelling techniques.

This course may require additional materials at a cost. A graphics calculator is essential.

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### Mathematical Applications Stage 1  **1MCN10**

<table>
<thead>
<tr>
<th>Credits:</th>
<th>10 per Semester</th>
<th>Prerequisite:</th>
<th>Teacher Recommendation</th>
</tr>
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</table>

**Course Outline**

In the study of mathematical Applications students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others relationships observed and the problems solved.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come, so they can more fully understand the world and be knowledgeable participants in it.

**Topics**
- Measurement; Data in Context; Networks and Matrices; Saving and Borrowing; Statistics; Trigonometry; Functions and Graphs.

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks and Folio Tasks where students investigate an area of mathematics using modelling techniques.

This course may require additional materials at a cost. A graphics calculator is essential.
Mathematics Pathways Stage 1  1MPW10

Credits: 10 per Semester  Prerequisite: Teacher Recommendation

Course Outline
In the study of Mathematical Pathways students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand their world and be knowledgeable participants in it.

Topics
Measurement; Data in Context; Networks and Matrices; Statistics; Trigonometry

Assessment Weighting
Investigations Folio 25-40%
Skills and Applications Tasks 60-75%

Materials
Scientific calculator, workbook, pen, ruler, pencil

Media Studies – 1MES10

Credits: 10 per Semester  Prerequisite: Teacher Recommendation

Course Outline
Students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity.

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

This course may require additional materials at a cost.

Musical - Performing Arts (Stage 1)

Code: 10PA  Materials: $100

Prerequisite: Experience in music or drama is preferred but not essential. A committed and mature attitude towards the production and Teacher recommendation

Course Outline
This course will be run as a whole day option once a week as an alternative to a VET or an elective pathway. The course is designed for students who wish to learn through the real life experience of producing a staged performance - the annual school musical production. Attendance at some after school rehearsals and “the musical camp” will be required.

The Course will give students a Stage1 Credit towards their NTCET.

Topics:
Students will be required to participate in one or more of the Core Concepts in Arts Disciplines through: sequenced dance movements; singing; backdrop and prop design; sound and lighting; acting in both minor and major roles.

Assessment:
Students will be required to perform to the best of their ability in the musical. They will produce as formal assessment, the Performance as a Product and Folio pieces including ongoing journal reflections.
**Numeracy for Work & Community Life (Stage 1)**

**Credits:** 10 per Semester  
**Prerequisites:** Teacher Recommendation

**Course Outline**
Numeracy is essential to be able to live successfully in today's world and contribute fully at work. Students undertaking this subject have had limited success in Mathematics during their earlier years of schooling. The aim of this program is to first develop student capacity in basic number skills, then develop further to measurement and geometry which has direct relevance to many of our students looking at trade related careers.

This subject is aimed solely at those students that need to develop basic skills to survive in their working lives.

The course covers:
- Non-calculator skills in addition, subtraction, multiplication and division.
- Understanding percentages, fractions and ratios.
- Converting units of measurement
- Calculating perimeter, area and volume in applies situations
- Pythagoras’ theorem
- Right Angled trigonometry.

**Assessment Weighting**
Investigations Folio 25%  
Skills and Applications Tasks 75%

**Materials**
workbook, calculator, ruler, pen, pencil

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**Physics Stage 1  1PYS10**

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**
The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

**Topics:**
Waves, Astronomy, Electricity and magnetism.

**Assessment**
Students demonstrate evidence of their learning through the following assessment types:  
Investigations Folio, Skills and Applications Tasks.

This course may require additional materials at a cost.
### Psychology Stage 1 – 1PSC10

<table>
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<tr>
<th>Credits: 10 per Semester</th>
<th>Prerequisite: Teacher Recommendation</th>
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</table>

#### Course Outline
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

#### Topics:
- Introduction to Psychology (compulsory), Social Behaviour, Intelligence, Cognition, Brain and Behaviour, Human Psychological Development, Emotion.

#### Assessment
Students demonstrate evidence of their learning through the following assessment types: Investigations Folio, Skills and Applications Tasks.

*This course may require additional materials at a cost.*

### Physical Education 1 – Stage 1 – 1PHE10

<table>
<thead>
<tr>
<th>Credits: 10 per Semester</th>
<th>Prerequisite: Teacher Recommendation</th>
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</table>

#### Course Outline
In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

#### Topics:
- Fitness, training principles and methods, body systems, human physical performance, sports injuries, participation in physical activity.

#### Assessment
Students demonstrate evidence of their learning through the following assessment types: Practical, Folio.

*This course may require additional materials at a cost.*
### Scientific Studies Stage 1 - 1SCF10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**  
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

**Topics:**  
*The importance of science in contemporary Australia*  
Climate change, Water conservation, Recycling, Air quality, Sustainability, Carbon trading

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

### Scientific Studies (Vocational) Stage 1 - 1SCF10

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

**Course Outline**  
This course aims to provide the scientific and technical knowledge relevant to underpinning the students chosen vocational pathway. Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathway.

**Topics:**  
*Apprenticeship Physics & Nursing Science*  
Electromagnetism, Chemistry of Metals, Infectious microbes, Sterilisation and Disinfection.

**Assessment**  
Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio
- Skills and Applications Tasks
### Sports Academy – Physical Education 2 – Sports Specific Learning and Application

<table>
<thead>
<tr>
<th>Credits: 10 per Semester</th>
<th>Prerequisite: Teacher Recommendation</th>
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</table>

**Course Outline**
In Sports Specific students will explore their own physical capacities and analyse performance in their sport areas. They develop skills in communication, investigation and the ability to apply knowledge to practical situations. The focus capabilities for this subject are communication, learning and personal development.

**Topics:**
- Anaerobic and Aerobic training, Nutrition for Physical Performance, Training Principles and Training Methods in student specific sports

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Practical, Folio.

*This course may require additional materials at a cost.*

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### Tourism – 1TOS10

<table>
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<tr>
<th>Credits: 10 per Semester</th>
<th>Prerequisite: Teacher Recommendation</th>
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</table>

**Course Outline**
Tourism has developed from interdisciplinary origins for the purpose of meeting a range of practical and strategic needs of individuals, industry, and communities. It has a maturing body of knowledge, discourse, and skills, with a growing basis of published research.

Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. For example, as a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. At the same time it may have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage. Students identify and investigate tourism trends, developments, or contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

**Topics:**
- Investigating the History of Tourism, Exploring Tourism in the Local Area, Examining Local Impacts of Tourism, Preparing for International Travel, Understanding the Role of Organisations and Government in Tourism, Examining Tourism and Technological Change, Appreciating Tourism in Australia, Investigating Tourism Markets, Understanding Tourism and Natural Environments, Tourism Industry Skills, Negotiated Topic

**Assessment**
Students demonstrate evidence of their learning through the following assessment types: Case Study, Source Analysis, Practical Activity and Investigation.

*This course may require additional materials at a cost.*
Visual Art Stage 1 – 1VAA10

| Credits: 10 per Semester | Prerequisite: Teacher Recommendation |

Course Outline
In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, Photographs and/or audio visual techniques leading to final pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts - Art and/or Visual Arts - Design.

Topics:
With a focus on either art or design, the following three areas of study are covered: Visual Thinking, Practical Resolution, Visual Arts in Context.

Assessment
Students demonstrate evidence of their learning through the following assessment types: Folio, Practical, Visual study.

This course may require additional materials at a cost.
Biology Stage 2 – 2BIG20

Credits: 20  
Course Length: Full Year  
Course Materials: Recommended Course Workbook and Study Guide

Prerequisite: Teacher Recommendation and Stage 1 Biology

Course Outline
In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Topics:
Stage 2 Biology is organised around the following four themes:
Macromolecules, Cells, Organisms, Ecosystems.

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<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
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<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
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<tr>
<td>External Assessment</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
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</table>

Business and Enterprise Stage 2 – 2BUE20

Credits: 20  
Course length: Full Year  
Course Materials: Workbook

Prerequisite: Teacher Recommendation

Course Outline
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

Topics:

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<th>School-based Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
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<tr>
<td>Practical</td>
<td>20%</td>
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<td>Issues Study</td>
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<td>External Assessment</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
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</tbody>
</table>
### C4E Business and Enterprise RPP

**Credits:** 10 per Semester  
**Prerequisite:** Teacher Recommendation

#### Course Outline
The Research Project B provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop planning, research, synthesis, evaluation and project management skills. The Research project enables students to explore an area of interest in-depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

#### Topics
Semester 1: Foundations in Business
C4e students will create a project that is student-run. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful businesses and/or entrepreneurs.

Semester 2: Entrepreneurial Skills Development
This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a project plan that capitalizes on a business potential. Students will research and identify an opportunity for a project.

#### Assessment

<table>
<thead>
<tr>
<th>School assessment (70%)</th>
<th>1. Folio (proposal, research development and discussion (30%)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. Research outcome (40%)</td>
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<tr>
<td>External assessment (30%)</td>
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</tbody>
</table>

**External assessment: Research Project B**

- A 150- to 200-word written summary of the research project, research processes used, and research outcome.
- A written assessment: 2000 words maximum (excluding the written summary) or 12 minute oral.
- Contributes to the student’s ATAR.

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### Chemistry Stage 2  2CME20

**Credits:** 20  
**Course Length:** Full Year  
**Course Materials:** Recommended Workbook and Study guide  
**Prerequisite:** Teacher Recommendation

#### Course Outline
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

#### Topics:

#### School-based Assessment

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<thead>
<tr>
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<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
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<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
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<tr>
<td>External Assessment</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
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</tbody>
</table>
Creative Art. 2CVA20

Credits: 20  
Course Length: Full Year  
Course Materials: As required

Prerequisite: Teacher Recommendation

Course Outline
In Creative Arts, students have opportunities for specialised study within those arts disciplines that are in Visual Arts. Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, visual artefacts, digital media, film and video, public arts projects and installations. Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
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<tr>
<td>External Assessment</td>
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<tr>
<td>Practical Skills</td>
<td>30%</td>
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</tbody>
</table>

Digital Media (Communication Products) – 2C

Credits: 10  
Course Length: Full Year  
Course Materials: $50

Prerequisite: Teacher Recommendation

Course Outline
Students investigate the work of contemporary and historical photographers and develop a portfolio of their own photographs. They learn to use materials, equipment, processes and creative digital techniques safely and competently. Students explore photographic genres and technologies, and analyse their impact in social, political and environmental contexts. In this focus area, students use images to communicate information and creative concepts.

Topics
Photography; Photographic Composition; How the camera works; Understanding Light; Digital Workflow; Creative Digital Techniques; Genres of photography

Assessment
Students demonstrate evidence of their learning through three assessment types: Skills and Applications; Product; Folio

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<thead>
<tr>
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<tbody>
<tr>
<td>Investigations Folio</td>
<td>50%</td>
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<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
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<tr>
<td>External Assessment</td>
<td>30%</td>
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</table>
### English Communications Stage 2  2ECS20

<table>
<thead>
<tr>
<th>Credits: 20</th>
<th>Course Length: Full Year</th>
<th>Course Materials: Nil</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: Teacher Recommendation</td>
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</table>

**Course Outline**

English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise and apply the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

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<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Text Analysis</td>
<td>20%</td>
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<td>Text Production</td>
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<tr>
<td>Communication Study</td>
<td>30%</td>
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<td>External Assessment</td>
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<tr>
<td>Folio</td>
<td>30%</td>
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### English Studies Stage 2  2END20

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<thead>
<tr>
<th>Credits: 20</th>
<th>Course Length: Full Year</th>
<th>Course Materials: Workbook &amp; study guide- cost to be advised</th>
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<tbody>
<tr>
<td>Prerequisite: Teacher Recommendation and Stage 1 English Studies</td>
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</table>

**Course Outline**

In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

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<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
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<tr>
<td>Individual Study</td>
<td>20%</td>
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<tr>
<td>Text Production</td>
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<tr>
<td>External Assessment</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
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</tbody>
</table>
Health Stage 2  2HEH20

Credits: 20  Course Length: Full Year  Course Materials: As Required
Prerequisite: Teacher Recommendation

Course Outline
In this course students recognise the various factors that shape the behavior and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. Students develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

Topics:
Students complete the study of:
at least one core concept and three option studies

Core Concepts

Option Studies
Option Study 1: Health promotion in the community, Option Study 2: Health and environment, Option Study 3: Sexuality and health, Option Study 4: Health and relationships.

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<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Group Investigation and Presentation</td>
<td>30%</td>
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<tr>
<td>Sources Analysis</td>
<td>20%</td>
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<tr>
<td>Practical Activity</td>
<td>20%</td>
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<tr>
<td><strong>External Assessment</strong></td>
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<tr>
<td>Investigation</td>
<td>30%</td>
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</table>

History Modern Stage 2  2MOH20

Credits: 20  Course Length: Full Year  Course Materials: Workbook & Sources Analysis guide
Prerequisite: Teacher Recommendation

Course Outline
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Student’s research and review sources within a framework of inquiry and critical analysis.

Students study:
one topic of thematic studies; one topic of depth studies and an individual history essay

Thematic Study Topics:
Revolutions and Turmoil: Social and Political Upheavals since c. 1500.

Depth Study Topics:
An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45.

Individual History Essay
Students choose a key area for inquiry from one of eleven topics.

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<tr>
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<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
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<tr>
<td>Individual Study</td>
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<td>Text Production</td>
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<td><strong>External Assessment</strong></td>
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<td>Examinations</td>
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</table>
Integrated Learning Stage 2  2ILG20

Credits: 20  Course Length: Full Year  Course Materials: Nil

Prerequisite: Teacher Recommendation

Course Outline
Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students’ lives and their learning and is undertaken by a group of students involved in a community group.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others. The focus capabilities for this subject are communication, citizenship, personal development, learning, and work.

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<tr>
<th>School-based Assessment</th>
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<tr>
<td>Practical</td>
<td>30%</td>
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<tr>
<td>Group Activity</td>
<td>20%</td>
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<tr>
<td>Folio and Discussion</td>
<td>20%</td>
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<tr>
<td><strong>External Assessment</strong></td>
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</table>

Information Processing and Publishing Stage 2  2IPR20

Credits: 20  Course Length: Full Year  Course Materials: $50

Prerequisite: Teacher Recommendation

Course Outline
Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Topics:
Stage 2 Information Processing and Publishing consists of the following two focus areas:

- Desktop Publishing
- Business Documents

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<th>School-based Assessment</th>
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<tr>
<td>Practical Skills</td>
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<tr>
<td>Issues Analysis</td>
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<td><strong>External Assessment</strong></td>
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<td>Practical Skills</td>
<td>40%</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>30%</td>
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<tr>
<td><strong>External Assessment</strong></td>
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</table>
Legal Studies. 2LEG20

**Credits:** 20  
**Course Length:** Full Year  
**Course Materials:** Nil  
**Prerequisite:** Teacher Recommendation

**Course Outline**  
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within the global context. Students who participate in the subject will have a sound understanding of the structures of the Australian legal system, law-making and the processes of dispute resolution and the administration of justice. Students will evaluate the merits of the adversary system of trial and other resolution systems and processes and will also investigate legal perspectives.

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<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
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<tr>
<td>Inquiry</td>
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<table>
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<tr>
<th>External Assessment</th>
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<tr>
<td>Exam</td>
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Mathematical Applications Stage 2  2MCN20

**Credits:** 20  
**Course Length:** Full Year  
**Course Materials:** Graphics Calculator Essential  
**Prerequisite:** Teacher Recommendation

**Course Outline**  
Stage 2 Mathematical Applications enables students to appreciate experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

**Topics:**  
Students study Four of the topics listed below (two topics in each semester):
- Applied Geometry  
- Investment and Loans  
- Mathematics and Small Business  
- Matrices  
- Optimisation  
- Share Investments  
- Statistics and Working with Data

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<tr>
<td>Practical Skills</td>
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</tr>
<tr>
<td>Issues Analysis</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product and Documentation</td>
</tr>
</tbody>
</table>
### Mathematical Methods Stage 2  2MHD20

<table>
<thead>
<tr>
<th>Credits: 20</th>
<th>Course Length: Full Year</th>
<th>Course Materials: Revision Guide $20 + Graphics Calculator essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Teacher Recommendation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Outline**

Through the study of Mathematical Methods students participate in a wide variety of problem-solving activities. They express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

**Topics:**


<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>45%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>25%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Examinations</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Mathematical Studies Stage 2  2MDS20

<table>
<thead>
<tr>
<th>Credits: 20</th>
<th>Course Length: Full Year</th>
<th>Course Materials: Revision Guide $20 + Graphics Calculator essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Teacher Recommendation</td>
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<td></td>
</tr>
</tbody>
</table>

**Course Outline**

Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

**Topics:**


<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
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<tr>
<td>External Assessment</td>
<td>30%</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
</tr>
</tbody>
</table>
The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Topics:
Motion in Two Dimensions, Electricity and Magnetism, Light and Matter, Atoms and Nuclei.

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</thead>
<tbody>
<tr>
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<tr>
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<td>30%</td>
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<tr>
<td>External Assessment</td>
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</table>

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Topics:
Motion in Two Dimensions, Electricity and Magnetism, Light and Matter, Atoms and Nuclei.

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<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>
### Psychology Stage 2 – 2PCS20

<table>
<thead>
<tr>
<th>Credits: 20</th>
<th>Course Length: Full Year</th>
<th>Course Materials: Recommended Workbook &amp; Study guide $66</th>
</tr>
</thead>
</table>

**Prerequisite:** Teacher Recommendation and Stage 1 Science subject

**Course Outline**

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasizing evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

**Topics**

Introduction to Psychology (compulsory), Social Cognition, Learning, Personality, Psychobiology of Altered States of Awareness, Healthy Minds.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Investigation Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Examinations               | 30%       |

### Scientific Studies Stage 2 – 2SCF20

<table>
<thead>
<tr>
<th>Credits: 20</th>
<th>Course Length: Full Year</th>
<th>Course Materials: As required</th>
</tr>
</thead>
</table>

**Prerequisite:** Teacher Recommendation

**Course Outline**

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

**Topics:**

An example of a theme and topics could be:

*The implications of human intervention through science*

- Clean energy production
- Resources
- Environmental Studies
- Communication Technology

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

| Examinations               | 30%       |
**Visual Art Stage 2  2VAA20/2VAD20**

**Credits:** 20  
**Course Length:** Full Year  
**Course Materials:** As required  
**Prerequisite:** Teacher Recommendation

**Course Outline**
Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Through the initiation and development of ideas, problem-solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities. By analysing other practitioners’ works of art or design, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures and contexts is used to explore the messages and meanings that these works communicate.

**Topics:**
With a focus on either art or design, the following three areas of study are covered:

Visual Thinking, Practical Resolution, Visual Arts in Context:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Study (externally assessed)</td>
<td>30%</td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Practical works &amp; practitioners statements</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Workplace Practices Stage 2 – 2WPC20**

**Credits:** 20  
**Course Length:** Full Year  
**Course Materials:** Nil  
**Prerequisite:** Must have a work place or work experience

**Course Outline**

Workplace Practises provides opportunities for students to apply what they have learnt about themselves and the skills they have developed in a work-related context. Through participating in both workplace and classroom activities this subject specifically develops the students personal development, work and learning capabilities. The Workplace Practise learning program focuses on Industry and Work Knowledge, On the Job Learning and/or Vocation and Education Training (VET).

To be successful in this learning program students but undertake a minimum of 50 hours in a workplace. It is highly recommended that students have at least 1 day a week of permanent or regular work. Work can either be paid or work experience.

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio Tasks x3</td>
<td>25%</td>
</tr>
<tr>
<td>Reflections of learning &amp; the workplace x2</td>
<td>20%</td>
</tr>
<tr>
<td>Performance (50 hours of work plus knowledge responses)</td>
<td>25%</td>
</tr>
<tr>
<td>External</td>
<td></td>
</tr>
<tr>
<td>Investigation (Practical or Issue)</td>
<td>30%</td>
</tr>
</tbody>
</table>
VET COURSES
VET COURSES

Students who are interested in participating in a VET course for 2015 must have filled out a ‘VET Enrolment form’ which is available from VET reception. Positions are limited in all VET courses and all courses entail an interview of the students with parents. All interviews are undertaken by the industry trainer and students will be notified if they have been successful before the end of this year. Waiting lists are kept as students are able to change out of VET courses in the first 3 weeks which may allow those on waiting lists the opportunity to get into the VET course.

### Certificate I in Automotive Vocational Preparation

<table>
<thead>
<tr>
<th>Code: AUR10112</th>
<th>Course Length: 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: N/A</td>
<td>VET Uniform: $100.00</td>
</tr>
</tbody>
</table>

#### Qualification Outline
The Certificate I in Automotive provides learners with basic skills and knowledge in automotive theory and workshop practice. The course offers a pathway for students interested in training and working in a range of fields including light vehicle and heavy vehicle mechanical. Skills learned may also be applicable in related industries such as engineering, electrical, refrigeration, auto electrical and auto body.

Students are expected to undertake structured work placement –

The Certificate I requires successful completion of five core competencies and three elective units. It is expected that students enrolled in the full year program would be able to complete the Certificate and additional elective units. A statement of attainment will be issued for additional electives attained.

#### Units of Competency

**Core:**

- AURAEA1001 | ID environmental requirements in an automotive workplace
- AURASA1001 | Apply automotive workplace safety fundamentals
- AURETR1003 | Apply automotive electrical system fundamentals
- AURLTA1001 | Apply automotive mechanical system fundamentals
- AURTTK2002 | Use and maintain workplace tools and equipment

**Electives:**

- AURAFA2001 | Use numbers in the work place
- AURTTE1002 | Carry out workshop practise activities
- AURTTE1003 | Use and maintain workplace tools and equipment

#### Assessment
Assessment is based on the candidate’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*
Certificate II in Automotive Servicing Technology

**Code:** AUR20512  
**Course Length:** Full Year  
**Prerequisite:** N/A  
**VET Uniform:** $150

**Qualification Outline**

The Certificate II in Automotive Vehicle Servicing provides learners with skills and knowledge in the Automotive theory and workshop practices. It provides a pathway for students interested in training and working in a range of fields including, manual/automatic transmissions, steering and cooling systems and light vehicle and heavy vehicle mechanical. Skills learnt may also be applicable in related industries such as engineering, electrical, auto electrical and auto body.

Training is delivered in the Automotive Skill Centre at Taminmin College. Students are expected to undertake structured work placement.

**Units of Competency**

**Core:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURAEA2002</td>
<td>Apply environmental and sustainability best practice in an automotive workplace</td>
</tr>
<tr>
<td>AURASA200</td>
<td>Apply safe working practices in an automotive workplace</td>
</tr>
<tr>
<td>AURATA2001</td>
<td>Identify basic automotive faults using troubleshooting processes</td>
</tr>
<tr>
<td>AURETR2015</td>
<td>Inspect and service batteries</td>
</tr>
<tr>
<td>AURTTA2004</td>
<td>Carry out servicing operations</td>
</tr>
<tr>
<td>AURTTB2001</td>
<td>Inspect and service braking systems</td>
</tr>
<tr>
<td>AURTTCC2001</td>
<td>Inspect and service cooling systems</td>
</tr>
<tr>
<td>AURTTD2002</td>
<td>Inspect and service steering systems</td>
</tr>
<tr>
<td>AURTTD2004</td>
<td>Inspect and service suspension systems</td>
</tr>
<tr>
<td>AURTEE2004</td>
<td>Inspect and service engines</td>
</tr>
<tr>
<td>AURTTK2002</td>
<td>Use and maintain workplace tools and equipment</td>
</tr>
<tr>
<td>AURTTQ2001</td>
<td>Service final drive assemblies</td>
</tr>
<tr>
<td>AURTTQ2003</td>
<td>Service final drive (driveline)</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURETR2012</td>
<td>Test and repair basic electrical conduits</td>
</tr>
<tr>
<td>AURTTA2009</td>
<td>Carry out pre-repair operations (mechanical)</td>
</tr>
<tr>
<td>AURTTF2001</td>
<td>Service petrol fuel systems</td>
</tr>
<tr>
<td>AURTTF2002</td>
<td>Service diesel fuel injection systems</td>
</tr>
<tr>
<td>AURTTX2002</td>
<td>Inspect and service transmissions (manual)</td>
</tr>
<tr>
<td>AURTTX2003</td>
<td>Inspect and service transmissions (automatic)</td>
</tr>
<tr>
<td>AURTTX2005</td>
<td>Inspect and service clutch systems</td>
</tr>
</tbody>
</table>

**Assessment**

Assessment is based on the candidate’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*
Certificate I in Business

<table>
<thead>
<tr>
<th>Code: BSB10112</th>
<th>Course Length: 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: N/A</td>
<td>VET Uniform: $100.00</td>
</tr>
</tbody>
</table>

Qualification Outline
Certificate I in Business provides the skills and knowledge for an individual to experience what is involved in working in a business environment. Basic skills will be developed in the use of a range of information technology, communication, organisation, keyboard operation and safety procedures. It will enable students to undertake basic ICT functions using a personal computer and to engage in fundamental online activities.

Whilst developing knowledge and skills, the students will be involved in a range of structured business activities that include the organisation and running of small school based businesses throughout the year.

Students are expected to undertake structured work placement.

Units of Competency:

**Core:**
- BSBWHS201A  Contribute to health and safety of self and others

**Electives:**
- BSBADM101A  Use business equipment and resources
- BSBADM101A  Apply basic communication skills
- BSBITU101A  Operate a personal computer
- BSBITU102A  Develop keyboard skills
- BSBWOR202A  Organise and complete daily work activities

Assessment:
Assessment is based on the student’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency. If not successful at first, there is opportunity to improve skills and be assessed again. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or satisfactory completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*
Certificate II in Business

**Code:** BSB20112  **Course Length:** Full Year

**Prerequisite:** N/A  **VET Uniform:** $150

**Qualification Outline**
The Certificate II in Business provides the opportunity to find out what is involved in working in an office environment. Skills developed include the use and maintenance of a range of office technology, communication, organise information, record keeping and processing financial documentation.

Students are expected to undertake structured work placement.

**Units of Competency:**

**Core:**
- BSBWHS201A  Contribute to health and safety of self and others

**Electives:**
- BSBCUS201B  Deliver a service to customers
- BSBIND201A  Work effectively in a business environment
- BSBINM201A  Process and maintain workplace information
- BSBINM202A  Handle mail
- BSBCM201A  Communicate in the workplace
- BSBITU201A  Produce simple word processed documents
- BSBITU202A  Create and use spread sheets
- BSBITU203A  Communicate electronically
- BSBWOR202A  Organise and complete daily work activities
- BSBWOR203B  Work effectively with others
- BSBWOR204A  Use business technology
- FNSACC301A  Process financial transactions and extract interim reports

**Assessment**
Assessment is based on the candidate’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*
Certificate I in Construction

<table>
<thead>
<tr>
<th>Code: CPC10111</th>
<th>Course Length: 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: N/A</td>
<td>VET Uniform: $100</td>
</tr>
</tbody>
</table>

Qualification Outline
Certificate I in Construction focuses on the basic methods of construction & design. From this course students will be able to enter the work force with basic construction industry knowledge.
Students are expected to undertake structured work placement.

Units of Competency
Core:
- CPCCCM1012A Work effectively and sustainably in the construction industry
- CPCCCM1013A Plan and organize work
- CPCCCM1014A Conduct workplace communication
- CPCCCM2001A Read and interpret plans and specifications
- CPCCCM2005B Use construction tools and equipment
- CPCCVE1011A Undertake a basic construction project
- CPCCOHS1001A Work safely in the construction industry
- CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives:
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2004A Handle construction materials
- CPCCCM1011A Undertake basic estimation and costing

Assessment
Assessment is based on the candidate’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.
**Certificate II in Construction**

<table>
<thead>
<tr>
<th>Code: CPC20112</th>
<th>Course Length: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: N/A</td>
<td>VET Uniform: $150</td>
</tr>
</tbody>
</table>

**Qualification Outline**
This qualification provides an occupational outcome and a range of support tasks applicable to a majority of construction work sites. Occupational titles may include:
Trades assistant, Builder’s labourer, Construction assistant, apprentice carpenter.
Students are expected to undertake structured work placement.

**Units of Competency**

**Core:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCCM2005B</td>
<td>Use construction tools and equipment</td>
</tr>
<tr>
<td>CPCCCM2006B</td>
<td>Apply basic levelling procedures</td>
</tr>
<tr>
<td>CPCCCM2010B</td>
<td>Work safely at heights</td>
</tr>
<tr>
<td>CPPCCO2013A</td>
<td>Carry out concreting to simple forms</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM2002A</td>
<td>Carry out excavation <em>(CPCCOHS2001A pre-requisite)</em></td>
</tr>
<tr>
<td>CPCCCM2007B</td>
<td>Use explosive power tools <em>(CPCCOHS2001A pre-requisite)</em></td>
</tr>
<tr>
<td>CPCCCM2008B</td>
<td>Erect and dismantle restricted height <em>(CPCCOHS2001A pre-requisite)</em></td>
</tr>
<tr>
<td>CPCCSF2004A</td>
<td>Place and fix reinforcement materials <em>(CPCCOHS2001A pre-requisite)</em></td>
</tr>
<tr>
<td>MEM05050B</td>
<td>Perform routine gas metal arc welding</td>
</tr>
<tr>
<td>RIICCM210D</td>
<td>Install trench support</td>
</tr>
</tbody>
</table>

**Assessment**
Assessment is based on the candidate’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*

59
Certificate I in Engineering

**Code:** MEM10105  
**Course Length:** 1 Semester  
**Prerequisite:** N/A  
**VET Uniform:** $100

### Qualification Outline
The program provides learners with basic skills and knowledge in metals and engineering and offers a pathway for students interested in training and working in a range of fields including welding and metal fabrication, jewellery manufacturing, automotive maintenance, refrigeration and electrical.

Students are expected to undertake structured work placement—typically 100 hours over the year.

The Certificate requires successful completion of 4 mandatory units and enough specialisation units to make up to 24 points. (The number in brackets define the number of points allocated to each specialisation unit)

### Units of Competency

**Core:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding (2)</td>
</tr>
<tr>
<td>MEM05006B</td>
<td>Perform brazing and/or silver Soldering (2)</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting (2)</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal arc welding (2)</td>
</tr>
<tr>
<td>MEM05013C</td>
<td>Perform manual production welding (2)</td>
</tr>
<tr>
<td>MEM06007C</td>
<td>Perform basic incidental heat / quenching, tempering and annealing (2)</td>
</tr>
<tr>
<td>MEM11011B</td>
<td>Undertake manual handling (2)</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements (5)</td>
</tr>
<tr>
<td>MEM12024A</td>
<td>Perform computations (3)</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools (2)</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools / hand held operations (2)</td>
</tr>
</tbody>
</table>

### Assessment
Assessment is based on the candidate's skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*
**Certificate I in Engineering (with a focus on artistic welding/jewellery production)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Nominal Hours</th>
<th>Course Length</th>
<th>Prerequisite</th>
<th>VET Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM10105</td>
<td>252</td>
<td>1 Semester</td>
<td>N/A</td>
<td>$100</td>
</tr>
</tbody>
</table>

**Qualification Outline**

The Certificate I in Engineering (with a focus on artistic welding/jewellery production) requires successful completion of four mandatory units and enough specialisation units to make up to 24 points. *(The numbers in brackets define the number of points allocated to each specialisation unit.)*

This course invites both male and female students into the creative/artistic aspects of Engineering. This qualification will cover basic engineering knowledge and jewellery making skills. Students will focus more on the creative aspects of the industry and will have the opportunity to create their own artistic masterpieces such as jewellery, wall hangings and other creative inspirations. The course offers a pathway for students interested in training and working in a range of engineering fields.

**Units of Competency**

**Core:**

- MEM13014A  Apply principles of OH&S in the Work environment
- MEM14004A  Plan to undertake a routine task
- MEM15024A  Apply quality procedures
- MEM16007A  Work with others in a manufacturing, engineering or related environment

**Electives:**

- MEM05003B  Perform soft soldering (2)
- MEM05006C  Perform brazing and/or silver soldering (2)
- MEM06007B  Perform basic incidental heat/quenching, tempering and annealing (2)
- MEM05013C  Perform manual production welding (2)
- MEM12023A  Perform engineering measurements (5)
- MEM13004B  Work safely with molten metals / glass (2)
- MEM14005A  Plan a complete activity (4)
- MEM18001C  Use hand tools (2)
- MEM18002B  Use power tools/hand held operations (2)
- MEM19017B  Fabricate jewellery items (6)

**Assessment**

Assessment is based on the candidate’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*
Certificate II in Engineering Pathways

<table>
<thead>
<tr>
<th>Code: MEM20413</th>
<th>Course Length: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: N/A</td>
<td>VET Uniform: $150</td>
</tr>
</tbody>
</table>

**Qualification Outline**

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Students are expected to undertake structured work placement.

**Units of Competency**

**Core:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy-acetylene and soldering equipment</td>
</tr>
<tr>
<td>MEMPE004A</td>
<td>Use fabrication equipment</td>
</tr>
<tr>
<td>MEMPE007A</td>
<td>Pull apart and re-assemble engineering mechanisms</td>
</tr>
<tr>
<td>MSAPCI101A</td>
<td>Adapt to work in industry</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
</tr>
</tbody>
</table>

**Assessment**

Assessment is based on the candidate’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*
Certificate I in Hospitality

<table>
<thead>
<tr>
<th>Code: SIT10213</th>
<th>Course Length: 1 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: N/A</td>
<td>VET Uniform: $150</td>
</tr>
</tbody>
</table>

Qualification Outline
The Certificate I in Hospitality reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks. This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.
Students are expected to undertake structured work placement.

Units of Competency

Core:
- BSBWOR203B Participate in safe work practices
- SITXCCS101 Provide information and assistance
- SITXWHS101 Participate in safe work practices

Electives:
- SITHCCC103 Prepare sandwiches (SITXFSA101 is a pre-requisite)
- TLIE1005A Carry out basic workplace calculations
- SITXFSA101 Use hygienic practices for food safety
- SITHCCC102 Prepare simple dishes (SITXFSA101 as a pre-requisite)
- SITHCCC101 Use food preparation equipment (SITXFSA101 as a pre-requisite)
- SITXCOM101 Source and present information
- SITHKOP101 Clean kitchen premises and equipment (SITXFSA101 as a pre-requisite)
- BSBWOR202A Organise and complete daily work activities

Assessment
Assessment is based on the candidate’s skill in carrying out tasks in a competent manner. Students are expected to demonstrate all elements of a competency over several occasions. Assessment is ongoing and may be in the form of observation, written & oral tasks, practical demonstrations or successful completion of a project.

*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.*
Certificate II in Kitchen Operations

**Code:** SIT20312  
**Course Length:** Full Year  
**Prerequisite:** N/A  
**VET Uniform:** $150

**Qualification Outline**

The Certificate II in Kitchen Operations is designed to reflect the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not reflect the skills required by commercial cooks. Those skills are reflected in SIT30812 Certificate III in Commercial Cookery.

Training is project / task based, integrating a number of units of competency to reflect operations in the industry. Training and assessment will be conducted primarily at Tamminin College's Hospitality Centre which incorporates a commercial kitchen and small restaurant area. Students will be required to work at several after-hours functions during the year. These simulated work environments will provide further opportunities for students to practice and demonstrate their skills. Students are expected to undertake structured work placement.

**Units of Competency**

**Core:**

- SITHCCC101  
  Use food preparation equipment
- SITHCCC201  
  Produce dishes using basic methods of cookery
- SITHCCC202  
  Use cookery skills effectively
- SITHKOP101  
  Clean kitchen premises and equipment
- SITXFSA101  
  Use hygienic practices for food safety
- SITXINV202  
  Maintain the quality of perishable items
- SITXWHS101  
  Participate in safe work practices
- BSBWOR203B  
  Work effectively with others
- BSBWOR203B  
  Work effectively with others

**Electives:**

- SITHCCC103  
  Prepare sandwiches (SITXFSA101 as a pre-requisite)
- SITHCCC202  
  Produce appetisers and salads (SITXFSA101 as a pre-requisite)
- SITHCCC203  
  Produce stocks, sauces and soups (SITXFSA101 as a pre-requisite)
- SITHCCC204  
  Produce vegetable, fruit, egg and farinaceous dishes (SITXFSA101 as a pre-requisite)
- SITHFAB204  
  Prepare and serve espresso coffee (SITXFSA101 as a pre-requisite)
- SITXFSA201  
  Participate in safe food handling practices
- SITH CCC102  
  Prepare simple dishes (SITXFSA101 as a pre-requisite)
- SITHIND201  
  Source and use information on the hospitality industry
- BSBCM201A  
  Communicate in the workplace
- BSBUS201A  
  Participate in environmentally sustainable work practises
- SITXCCS202  
  Interact with customers
- TLIE1005A  
  Carry out basic workplace calculations

**Assessment**

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*Recognition of Prior Learning is available to all students. If you wish to apply for RPL, please contact the VET office for further details.
### Certificate II in Rural Operations & Certificate I in Agrifood Operations

<table>
<thead>
<tr>
<th>Code: AHC21210 &amp; AHC10210</th>
<th>Course Length: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: N/A</td>
<td>VET Uniform: $150.00</td>
</tr>
</tbody>
</table>

#### Qualification Outline

The Certificate II in Rural Operations and the Certificate I in AgriFood Operations provides an occupational outcome for industries and agencies in rural and regional Australia. During the program students have the opportunity to complete structured work placement – typically on a cattle station, government research station or in a local horticultural business.

Students are expected to undertake structured work placement.

#### Units of Competency

**Core:**

<table>
<thead>
<tr>
<th>CII Rural Operations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM201A</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCCHM2001A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>AHCWHRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CI AgriFood Operations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM2001A</td>
<td>Work safely</td>
</tr>
<tr>
<td>AHCCHM101A</td>
<td>Maintain the workplace</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>CII Rural Operations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM201A</td>
<td>Provide daily care for horses</td>
</tr>
<tr>
<td>AHCCHM2001A</td>
<td>Monitor water supplies</td>
</tr>
<tr>
<td>AHCCHM2002A</td>
<td>Muster and move livestock</td>
</tr>
<tr>
<td>AHCWHRK209A</td>
<td>Collect and record production data</td>
</tr>
<tr>
<td>AHCCHM2001A</td>
<td>Operate basic machinery and equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CI AgriFood Operations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM2001A</td>
<td>Support horse work</td>
</tr>
<tr>
<td>AHCCHM2001A</td>
<td>Support extensive livestock work</td>
</tr>
<tr>
<td>AHCCHM2001A</td>
<td>Follow basic chemical safety rules</td>
</tr>
<tr>
<td>AHCWHRK209A</td>
<td>Operate basic machinery and equipment</td>
</tr>
</tbody>
</table>

#### Assessment

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Certificate III in Agriculture

<table>
<thead>
<tr>
<th>Code: AHC30110</th>
<th>Course Length: Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: N/A</td>
<td>VET Uniform: $300</td>
</tr>
</tbody>
</table>

Qualification Outline
Certificate III is dedicated to the comprehensive study of agriculture focusing on both horses and cattle. The goal of this course is to prepare students for life outside of school within the rural industry by equipping them with the skills and attitudes needed to be successful in today's workforce.

Units of Competency

**Core:**
- AHCCHM303A Contribute to OHS processes
- AHCWRK313A Implement and monitor environmentally sustainable work practices

**Electives:**
- AHCCHM303A Prepare and apply chemicals
- AHCCHM304A Transport, handle and store chemicals
- AHCCHB302A Carry out basic hoof care procedures
- AHCCHB304A Educate, ride and care for horses and equipment
- AHCCHB307A Assess suitability of horses for stock work
- AHCINF303A Plan and construct conventional fencing
- AHCCL6301A Administer medication to livestock
- AHCCL6305A Maintain livestock water supplies
- AHCCL6308A Identify and draft livestock
- AHCCL6309A Implement animal health control programs
- AHCCL6311A Implement feeding plans for livestock
- AHCCL6316A Prepare livestock for competition
- AHCCL6323A Maintain and monitor feed stocks
- AHCCL6204A Operate machinery and equipment

Assessment
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Certificate I & II in Racing (Stable hand)

Code: RGR10108 / RGR20108
Course Length: Full Year
Prerequisite: N/A
VET Uniform: $150.00

Qualification Outline
Certificate I in Racing (Stable hand) provides an avenue for pre-employment training for students in school who are contemplating employment in the entry-level occupation of stable hand. The trainee stable hand demonstrates basic practical skills and works under constant supervision with horses that are well educated, tractable and docile. A stable hand is a person who is employed in a thoroughbred or harness racing stable and whose prime function is to care for the horses and to meet their individual needs of feeding, grooming and keeping the environment safe, clean and hygienic.

Certificate II In Racing (Stable hand) reflects the rate of trainees who work under supervision and in known routines but with a defined amount of responsibility and limited judgement.
In addition to training at the school, students will undertake work placement at various racing stables.

Units of Competency

Core:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>PUACOM001B</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>RGRCMN001A</td>
<td>Comply with the rules of racing and related protocols</td>
</tr>
<tr>
<td>RGRCMN002A</td>
<td>Investigate job opportunities in racing and related industries</td>
</tr>
<tr>
<td>RGRCMN201A</td>
<td>Follow OHS procedures and observe environmental work practices</td>
</tr>
<tr>
<td>RGRCMN202A</td>
<td>Achieve requirements for industry induction</td>
</tr>
<tr>
<td>GRPSH201A</td>
<td>Handle horses</td>
</tr>
<tr>
<td>GRPSH202A</td>
<td>Assist with transportation of horses</td>
</tr>
<tr>
<td>GRPSH207A</td>
<td>Perform stable duties</td>
</tr>
<tr>
<td>GRPSH208A</td>
<td>Attend horses at track work</td>
</tr>
<tr>
<td>GRPSH209A</td>
<td>Attend horses at race meeting and trials</td>
</tr>
</tbody>
</table>

Electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td>GRPSH205A</td>
<td>Perform basic riding tasks</td>
</tr>
</tbody>
</table>

Assessment
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