
CURRICULUM STAGE 6



YEAR 11 – 2020

YEAR 12 – 2021

Course Information Book

GENERAL INFORMATION

YEAR 11 & YEAR 12 COURSES

Your HSC studies are divided into 2 parts: **The Year 11 Course** and **The Year 12 Course**.

Most Year 11 courses finish with a Yearly examination at the end of Term 3 and students commence their Year 12 courses at the beginning of Term 4, provided they have satisfactorily completed Year 11.

UNITS

All courses offered for the Higher School Certificate have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 units.

A unit of study comprises 60 hours indicative time (time expected for a student to achieve the objectives and outcomes of course).

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has value of 100 marks.

SATISFACTORY COMPLETION OF A COURSE

Teaching and Learning is the core of our business and students are required to make a serious attempt at all courses and participate in the course. Students who fail to demonstrate satisfactory participation in learning, e.g. a documented pattern of non-satisfactory participation, non-serious attempts to meet course outcomes and noncompliance with NESA requirements can be expelled from the school. Students can also be given "N" awards for subjects in Year 11 and therefore be ineligible to complete the HSC in that subject.

SCHOOL TIMETABLE

All courses offered are organized into a timetable that is made up of 6 lines. The school operates on a 2 week cyclical timetable – Week A and Week B.

We do our best to provide students with all of the courses they want but it is not possible to include ALL courses named in the course selection form, and a number of students may have to change some of their choices.

Students wishing to study a course that cannot be offered on our timetable may consider the following options:

- Enroll in a single course distance education subject or
- Study this course at another school or at a TAFE.

CAREERS ADVISER

- It is crucial to consult with your Careers Adviser. Many tertiary institutions require minimum standards in specified courses and this may be assumed knowledge or compulsory prerequisites.

COURSE SELECTION SHEET

Please ensure you complete the following tasks:

- Consult with your parents, teachers and careers adviser: and
- Follow the steps in the Course Selection Sheet

FEES

Costs associated with each subject are printed on the subject information page.

All Course Selection Sheets will be collected when students enter their subject online during the subject selection process

HIGHER SCHOOL CERTIFICATE (HSC)

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

- 12 units of Year 11 courses; and
- 10 units of Year 12 courses.

In Year 12 the majority of students choose to study only 10 units.

Both the Year 11 course pattern and the Year 12 course pattern must include:

- at least six units of Board Developed Courses;
- at least two units of English;
- at least three courses of two units value (or greater); and
- at least four subjects.
- The NESA has agreed to recognise satisfactory completion of English Studies as fulfillment of English requirements for the HSC.

COURSES

There are different types of courses that you select in Years 11 and 12.

BOARD DEVELOPED COURSES

These courses are developed by the NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes;
- specific course requirements;
- assessment requirements;
- sample examination papers and marking guidelines;
- the performance scale (except for Vocational Educational Education and Training Courses).

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Academic Ranking (**ATAR**). If you plan any further studies at a tertiary institution after you leave school, you should make sure you study at least 10 units of these subjects.

Australian Tertiary Academic Ranking (ATAR)

To be eligible for an ATAR a student must complete at least ten units of Board Developed Courses including at least two units of English. The Board Developed Courses must include at least three courses of two units or greater, and at the least four subjects.

If you are a reasonably capable student you need to keep all your options open. Although you may not be considering a university course now, by the end of Year 12 this may be your preferred option. **It is important that you meet the requirements of the ATAR. This is one decision that cannot be reversed, however entry to university can be achieved in other ways after Year 12.** For example the University of Newcastle runs the Newstep program, as well as mature age entry.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

The **Category A subjects** offered as HSHS are:

English, Mathematics, Biology, Chemistry, Physics, Investigating Science, Ancient History, Business Studies, Economics, Geography, Legal Studies, Modern History, Society & Culture, Design & Technology, Community & Family Studies, Food Technology, Industrial Technology Timber Products and Furniture Technologies, Information Processing & Technology, PDHPE, French, Music, Visual Art, Aboriginal Studies.

The **Category B (ICF Framework) subjects** offered at HSHS are:

- English Studies*
- Mathematics Standard 1*
- Construction (240 hours)*
- Hospitality Operations (240 hours)*
- Retail Services (240 hours) *
- Information Technology(240 hours) *
- Metals and Engineering (240 hours)*
- Sport Coaching (240 hours)*
- Cert III Fitness

Subjects marked with an * have an optional examination for the HSC. This must be undertaken if you wish this subject to contribute to the ATAR. **REMINDER → Only 1 category B subject contributes to your ATAR**

BOARD ENDORSED COURSES (BEC)

There are two main types of Board Endorsed Courses: - Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses (CEC)

These have syllabuses endorsed by the NESA to cater for areas of Special interest not covered in the board Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are content Endorsed Course.

School Designed Courses

Schools may also design special courses to meet student needs. The NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the HSC.

There is no external examination for any Content Endorsed Course or School Designed Course, but all board Endorsed Courses count towards the Higher School Certificate and appear on your record of Achievement.

Board Endorsed Courses do not count in the calculation of the ATAR.

EXTENSION COURSES

Extension courses are available in English, Mathematics, History and some VET courses. To be accepted into an extension course students must have demonstrated above average ability in prior work and gained approval from the Head Teacher.

VET and HSC

VOCATIONAL EDUCATION and TRAINING (VET) COURSES (refer to VET booklet)

Either Board Developed or Board Endorsed

- VET courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post – school destinations;
- These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The National Framework is recognized across Australia and helps students to move easily between the various education and training sectors and employment;
- Each course has a specific workplace component and a minimum number of hours students spent in the workplace or a simulated workplace at a school. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

Industry Curriculum Framework (ICF)

The Board has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. At least one designated 240 hour course in each framework contributes towards an ATAR. You must undertake a work placement to complete these courses successfully.

Accredited teachers at the school deliver six of the Frameworks:-

- Sport Coaching
- Construction
- Hospitality Operations
- Retail Services
- Information Technology
- Metals and Engineering
- Cert III Fitness

PATTERN OF STUDY

FULL-TIME

A full-time student is required to study a minimum of 12 units in Year 11. In Year 12 students must study a minimum of 10 units in total.

PART-TIME

Most students complete their HSC studies over two years, however you may take up to five years to complete your HSC course. This Pathways option appeals to students with commitments outside school such as sporting representation or part time employment. Students can opt to move to Pathways option at any stage during Stage 6. If you are considering pathways, you need to consult with the Careers Adviser and the Deputy Principal Curriculum.

HSC REPORT

On satisfactory completion of your HSC you will receive a portfolio containing:

The HSC Testamur (the official certificate confirming your achievement of all requirements for the award).

The Record of Achievement (this document lists the courses you have studied and reports the marks and bands you have achieved).

Course Reports (for every HSC board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown).

You will also receive four school reports during the Preliminary and HSC courses. Employers often request to see all four reports.

WILL I MEET THE REQUIREMENTS FOR A HSC / ATAR ?

Am I satisfactorily completing my Preliminary Course?

Taking into account any Year 11 courses that I may have previously completed, along with any Year 11 Courses that I am now currently studying, do I:

	Tick the Appropriate Box	
→have at least 12 units of Year 11 courses?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
→have at least 2 units of BDC English	<input type="checkbox"/> Yes	<input type="checkbox"/> No
→have at least 4 Subjects?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
→have at least 6 units of BDC	<input type="checkbox"/> Yes	<input type="checkbox"/> No
→have at least 3 courses of 2 units value or greater?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If you intend qualifying for the Award of a HSC, you will need to have answered **Yes** to all of the above questions!

Remember: The English Studies CEC course does count towards a HSC but only an ATAR if a student sits the HSC Examination. Speak to Head Teacher English if you would like to clarify information on the English Studies Exam.

If you have any queries, see the Deputy Principal.

Will I meet the requirements for an ATAR?

Taking into account any Year 11 Courses that I may have previously completed, along with any Year 11 Courses that I am now currently studying, do I:

	Tick the Appropriate Box	
→have at least 2 units of English?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
→have at least 4 BDC Subjects	<input type="checkbox"/> Yes	<input type="checkbox"/> No
→have at least 10 units of BDC's	<input type="checkbox"/> Yes	<input type="checkbox"/> No
→have at least 3 BDC courses of 2 unit or greater?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If you intend qualifying for an ATAR, you will need to have answered **Yes to all of the above questions!**

If you have any queries, see the Deputy Principal

Year 11 Course Selection – School Delivered Courses

English Faculty	Units	Cat	TAS Faculty	Units	Cat
English Advanced	2	A	Food Technology	2	A
English Standard	2	A	Industrial Technology-Timber Products	2	A
English Extension 1	1	A	Design and Technology	2	A
English Studies	2	B	Information Processes and Information	2	A
			Computing Applications	2	BE
Mathematics Faculty	Units	Cat	PD Health PD Faculty	Units	Cat
Mathematics Advanced	2	A	PD/H/PE	2	A
Mathematics Standard 1	2	B	Sport Lifestyle & Recreation	2	BE
Mathematics Standard 2	2	A	Community & Family Studies	2	A
Mathematics Extension 1	1	A			
Science Faculty	Units	Cat	CAPAL Faculty	Units	Cat
Biology	2	A	Japanese Beginners Course	2	A
Chemistry	2	A	Music	2	A
Physics	2	A	Visual Arts	2	A
Investigating Science	2	A	Japanese Continuers	2	A
HSIE Faculty	Units	Cat	VET Courses	Units	Cat
Aboriginal Studies	2	A	VET Construction	2	B
Ancient History	2	A	VET Hospitality	2	B
Business Studies	2	A	VET Metal & Engineering	2	B
Geography	2	A	VET Skills for Work and Vocational	3	BE
Legal Studies	2	A	VET Furniture Making Pathways	3	BE
Modern History	2	A	VET Sport (Coaching)	2	BE
Studies in Religion	2	A	VET Retail	2	B
			VET Fitness Cert III	2	BE
			TAFE Courses		
			Choose from TVET Courses		

Checklist for Higher School Certificate

At least 12 Year 11 and 10 Year 12 units of study

At least 2 units of English

At least 4 subjects

At least 6 units of Board Developed Courses

At least 3 courses of 2 unit value or greater Board Developed and/or Board Endorsed Courses

Checklist for ATAR

At least 10 units of Board Developed Courses including 2 units of English

At least 8 units of Category A Courses

At least 3 Board Developed Courses of 2 units or greater and at least 4 subjects.

Note: Board Endorsed and Content Endorsed Courses do not satisfy requirements for a ATAR – BEC

ENGLISH ADVANCED COURSE

2 UNITS

INTRODUCTION

Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students will further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

TEXTS STUDIED

Across Stage 6 the selection of texts will give students experience of:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

PRE-REQUISITES

Stage 5 English and Faculty recommendation.

As a guide, students should receive an 'A' or 'B' Grade in Year 10 English

EXCLUSIONS

Standard English, English Studies

COSTS

Texts (to be advised) costing approximately \$40

CONTENT

Year 11 Course Content:	Year 12 (HSC) Course Content
Common Module: Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature	Common Module: Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing

ASSESSMENT

Year 11	Year 12 (HSC)
THREE formal assessment tasks	A maximum of FOUR Formal Assessment Tasks
Tasks may include written, spoken, visual, listening or project based assessment	

CONTACT PERSON

Ms N Roberts - Head Teacher English

ENGLISH STANDARD COURSE

2 UNITS

INTRODUCTION

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. Students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

TEXTS STUDIED

Across Stage 6 the selection of texts will give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

PRE-REQUISITES

Stage 5 English and Faculty recommendations.

As a guide, students should receive an 'A', 'B' or 'C' Grade in Year 10 English

EXCLUSIONS

Advanced English, English Studies

COSTS

Texts (to be advised) costing approximately \$40

CONTENT

Year 11 Course Content:	Year 12 (HSC) Course Content
Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Literature	Common Module: Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing

ASSESSMENT

Year 11	Year 12 (HSC)
THREE formal assessment tasks	A maximum of FOUR Formal Assessment Tasks
Tasks may include written, spoken, visual, listening or project based assessment	

CONTACT PERSON

Ms N Roberts- Head Teacher English

ENGLISH EXTENSION COURSE

1 UNIT

INTRODUCTION

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

The English (Extension) Courses are designed for students to explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. Students will learn to consider how and why cultural values are maintained and changed, and they will be able to create and analyse increasingly sophisticated literary works.

PRE-REQUISITES

Stage 5 English, Year 11 Advanced English and Faculty recommendations.
As a guide, students should receive an 'A' Grade in Year 10 English

CO-REQUISITES

Advanced English

EXCLUSIONS

Standard English, English Studies.

COSTS

Texts (to be advised) costing approximately \$40

TEXTS STUDIED

Across Stage 6 the selection of texts will give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

CONTENT

Preliminary Course Content:	HSC Course Content
Module: Texts, Culture and Value Related research project	Common module: Literary Worlds with ONE elective option

ASSESSMENT

Year 11	Year 12 (HSC)
A minimum of TWO formal assessment tasks	A maximum of THREE Formal Assessment Tasks
Tasks may include written, spoken, visual, listening or project based assessment	

CONTACT PERSON

Ms N Roberts - Head Teacher English

ENGLISH STUDIES

INTRODUCTION

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. .

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Profile of the English Studies student:

- Wants or needs to gain an HSC
- Recent performance indicates difficulty coping with the demands of the Standard course, not necessarily because of low ability.

PRE-REQUISITES

Stage 5 English, Year 11 Advanced English and Faculty recommendations.

As a guide, students who receive a 'D' or 'E' Grade in Year 10 English

CONTENT – YEAR 11 AND YEAR 12 COURSES

Preliminary Course Content:	HSC Course Content
Mandatory module – Achieving through English: English in education, work and community An additional 2–4 modules	Mandatory Common Module: Texts and Human Experiences An additional 2–4 modules

ASSESSMENT

Year 11	Year 12 (HSC)
THREE formal assessment tasks	A maximum of FOUR Formal Assessment Tasks
Tasks may include written, spoken, visual, listening or project based assessment	

CONTACT PERSON

Ms N Roberts - Head Teacher English

MATHEMATICS ADVANCED

2 UNITS

INTRODUCTION

This is a calculus based course and is intended to give students an understanding of, and competence in aspects of Mathematics, which are applicable to the real world. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty. It has general educational merit and is useful for concurrent studies in Science, Commerce and Technology & Engineering.

STUDENTS WHO WOULD BENEFIT FROM THIS COURSE?

The course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as Science, Commerce and Technology & Engineering.

PRE-REQUISITES

The course is intended for students who have demonstrated competence in the skills in the Stage 5.3 Course.

CONTENTS

YEAR 11	YEAR 12
<ul style="list-style-type: none">Algebraic TechniquesFunctionsTrigonometric FunctionsCalculus – introductionExponential and Logarithmic FunctionsStatistical Analysis – Probability	<ul style="list-style-type: none">Statistical Analysis – Descriptive statistics and random variablesFinancial Mathematics – Modelling situationsCalculus – continuedTrigonometric FunctionsFunctions – Graphing techniques

ASSESSMENT – Internal

Assessment Components
<ul style="list-style-type: none">Component A {Understanding, fluency and communication}Component B {Problem-solving, reasoning and justification}
Tasks: A number of tasks will be used to determine the school-based assessments and any one task may contribute to measuring attainments in both components.

For the Year 12 Course up to 30% of the Internal assessment in Mathematics Stage 6 may be based on the Preliminary Course.

ASSESSMENT – External (HSC Exam)

Students will sit for one 3 hour examination.

COSTS

Students will need to purchase a textbook (approximately \$60) and will need a Scientific Calculator.

CONTACT PERSON

Mr S Love - Head Teacher Mathematics

MATHEMATICS STANDARD 1

2 UNITS – YEAR 12

INTRODUCTION

This is a non –Calculus based course which provides the Mathematical background for students who do not wish to continue the formal study of Mathematics or Mathematics – based courses beyond Year 12. The course focuses on Mathematical skills, use of technology (computers and calculators) and techniques which have direct application to everyday activities.

STUDENTS WHO WOULD BENEFIT FROM THIS COURSE?

This course provides a strong foundation for vocational pathways, either in the workforce or in further vocational studies, and for university study in the areas of business, humanities, nursing and paramedical studies.

PRE-REQUISITES

This course is constructed to cater for students who have studied the Stage 5.1 Course in Mathematics.

EXCLUSIONS

Students may NOT study any other Stage 6 mathematics course in conjunction with General 1 Mathematics.

CONTENT

Year 11	Year 12
<ul style="list-style-type: none">• Financial Mathematics	<ul style="list-style-type: none">• Financial Mathematics
<ul style="list-style-type: none">• Statistical Analysis	<ul style="list-style-type: none">• Statistical Analysis
<ul style="list-style-type: none">• Measurement	<ul style="list-style-type: none">• Measurement
<ul style="list-style-type: none">• Algebra	<ul style="list-style-type: none">• Algebra
	<ul style="list-style-type: none">• Networks

ASSESSMENT – Internal

Assessment Components
<ul style="list-style-type: none">• Understanding, fluency and communication• Problem-solving, reasoning and justification
Tasks may include: Examination – style questions, assignments, oral or written reports, samples of students work, practical investigations or projects, students written explanation of problem solutions, practical tasks.

For the Year 12 course up to 30% of the internal assessment in General Mathematics Stage 6 may be based on the Year 11 course.

This course may count towards an ATAR if the elective HSC examination is completed.

COSTS

Students will need to purchase a textbook (approximately \$60) and will need a Scientific Calculator.

CONTACT PERSON

Mr S Love - Head Teacher Mathematics

MATHEMATICS STANDARD 2

2 UNITS – YEAR 12

Students must complete the Year 11 General Mathematics Course to qualify.

INTRODUCTION

This is a non –Calculus based course which provides the Mathematical background for students who do not wish to continue the formal study of Mathematics or Mathematics – based courses beyond Year 12. The course focuses on Mathematical skills, use of technology (computers and calculators) and techniques which have direct application to everyday activities.

STUDENTS WHO WOULD BENEFIT FROM THIS COURSE?

This course provides a strong foundation for vocational pathways, either in the workforce or in further vocational studies, and for university study in the areas of business, humanities, nursing and paramedical studies.

PRE-REQUISITES

This course is constructed on the assumption that students have achieved the outcomes of either the Stage 5.3, Stage 5.2 or Stage 5.1 Courses in Mathematics for the School Certificate.

EXCLUSIONS

Students may NOT study any other Stage 6 mathematics course in conjunction with General Mathematics.

CONTENT

Year 11	Year 12
<ul style="list-style-type: none">Financial Mathematics	<ul style="list-style-type: none">Financial Mathematics
<ul style="list-style-type: none">Statistical Analysis	<ul style="list-style-type: none">Statistical Analysis
<ul style="list-style-type: none">Measurement	<ul style="list-style-type: none">Measurement
<ul style="list-style-type: none">Algebra	<ul style="list-style-type: none">Algebra
	<ul style="list-style-type: none">Networks

ASSESSMENT – Internal

Assessment Components
<ul style="list-style-type: none">Understanding, fluency and communicationProblem-solving, reasoning and justification
Tasks may include: Examination – style questions, assignments, oral or written reports, samples of students work, practical investigations or projects, students written explanation of problem solutions, practical tasks.

For the Year 12 course up to 30% of the internal assessment in General Mathematics Stage 6 may be based on the Preliminary course.

This course does count to an ATAR.

COSTS

Students will need to purchase a textbook (approximately \$60) and will need a Scientific Calculator

CONTACT PERSON

Mr S Love - Head Teacher Mathematics

MATHEMATICS EXTENSION 1

1 UNIT

INTRODUCTION

This course is intended to give students a thorough understanding of, and competence in, further aspects of Mathematics including many which are applicable to the real world. It is studied in addition to the Mathematics Course and is useful for concurrent studies in Science, Industrial Arts and Commerce.

STUDENTS WHO WOULD BENEFIT FROM THIS COURSE?

The course is a basis for further studies on Mathematics as a major discipline at tertiary level and for the study of Mathematics in support of the physical and engineering sciences.

PRE—REQUISITES

The course is intended for students who have demonstrated competence in the skills in the Stage 5.3 Mathematics course. To be eligible to undertake this course students need to achieve well in the Stage 5.3 course.

CONTENT

Year 11 Course	Year 12 Course
<ul style="list-style-type: none">• Functions and Polynomials• Trigonometric Functions• Calculus (Rates of Change)• Combinatorics	<ul style="list-style-type: none">• Further Trigonometric Functions• Further Skills and Applications of Calculus• Mathematical Proof (Induction)• Vectors• Statistical Analysis (Binomial Distribution)

ASSESSMENT – Internal

Assessment Components
<ul style="list-style-type: none">• Component A {Understanding, fluency and communication}• Component B {Problem-solving, reasoning and justification}
Tasks: A number of tasks will be used to determine the school-based assessments and any one task may contribute to measuring attainments in both components.

For the Year 12 Course up to 30% of the internal assessment in Mathematics Stage 6 may be based on the Preliminary Course.

ASSESSMENT – External

Students will sit for one 2 hour examination.

COSTS

Calculator requirements.

CONTACT PERSON

Mr S Love - Head Teacher Mathematics

BIOLOGY

2 UNITS

INTRODUCTION-BIOLOGY

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

CONTENT

		Modules	Indicative hours	Depth Studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Cells as the Basis of Life	60	15 hours in Modules 1-4 Is included within the 120 hours allocated for this course
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		

		Modules	Indicative hours	Depth Studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Heredity	60	15 hours in Modules 5-8 Is included within the 120 hours allocated for the course
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

Students work scientifically by: questioning, designing investigations, conducting investigations, representing and analysing data, solve problems and communicate information in a scientific manner.

CAREERS IN BIOLOGY

PRE-REQUISITES

Satisfactory completion of Year 10 a sound, thorough or extensive grade.

- | | | |
|---|--|-------------------|
| <ul style="list-style-type: none"> • Nursing • Medical Science • Microbiologist • Dental Hygienist • Nutritionist/Dietician • Psychologist • Teacher – Science | <ul style="list-style-type: none"> • Pathology • Chiropractor • Physiotherapy • Marine Scientist • Occupational Therapy • Speech Therapist • Teacher PD/Health/PE | Science achieving |
|---|--|-------------------|

ASSESSMENT

The **Year 11 Course**- Three assessment tasks:

- one task will be a formal written examination
- one task will focus on a depth study or an aspect of a depth study

The third task will be determined later in the year and could be based on any of the following: written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork secondary source research.

The **Year 12 Course**-Four assessment tasks:

- one task will be a formal written examination
- one task will focus on a depth study or an aspect of a depth study

The third and fourth tasks will be determined later in the year and could be based on any of the following: written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork, secondary source research or a second examination.

COSTS

Nil

CONTACT PERSONS

Mr. R Jovanovski - Head Teacher Science

CHEMISTRY

2 UNITS

INTRODUCTION- CHEMISTRY

The Chemistry Stage 6 course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment and an understanding of industrial processes and their applications to life processes are central to our ability to develop future industries, human progress and sustainability.

CONTENT

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		Module 1 Properties and Structure of Matter	60	15 hours in Modules 1-4 Is included within the 120 hours allocated for the course
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reactions		

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		Module 5 Equilibrium and Acid reaction	60	15 hours in Modules 5-8 Is included within the 120 hours allocated for the course
		Module 6 Acid/Base reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

Students work scientifically by: questioning, designing investigations, conducting investigations, representing and analysing data, solve problems and communicate information in a scientific manner.

CAREERS IN CHEMISTRY

- Analytical Chemist
- Medical Science
- Chemical Engineer
- Environmental Consultant
- Research Chemist
- Psychologist
- Teacher – Science
- Nursing
- Pharmacist
- Physiotherapy
- Nutritionist
- Dietician
- Pathologist
- Forensics

PRE-REQUISITES

Satisfactory completion of Year 10 Science achieving a thorough or extensive grade.

ASSESSMENT

The **Year 11 Course**- Three assessment tasks:

- one task will be a formal written examination
- one task will focus on a depth study or an aspect of a depth study

The third task will be determined later in the year and could be based on any of the following: written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork secondary source research.

The **Year 12 Course**-Four assessment tasks:

- one task will be a formal written examination
- one task will focus on a depth study or an aspect of a depth study

The third and fourth tasks will be determined later in the year and could be based on any of the following: written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork, secondary source research or a second examination.

COSTS

Nil.

CONTACT PERSONS

Mr R Jovanovski - Head Teacher Science

PHYSICS

2 UNITS

INTRODUCTION- PHYSICS

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

CONTENT

		Modules	Indicative hours	Depth Studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Kinematics	60	15 hours in Modules 1-4 Is included within the 120 hours allocated for the course
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Advance Mechanics	60	15 hours in Modules 5-8 Is included within the 120 hours allocated for the course
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

Students work scientifically by: questioning, designing investigations, conducting investigations, representing and analysing data, solve problems and communicate information in a scientific manner.

PRE-REQUISITES

Satisfactory completion of Year 10 Science achieving a thorough or extensive grade.

ASSESSMENT

The **Year 11 Course**- Three assessment tasks:

- one task will be a formal written examination
- one task will focus on a depth study or an aspect of a depth study

The third task will be determined later in the year and could be based on any of the following: written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork secondary source research.

The **Year 12 Course** - Four assessment tasks:

- task will be a formal written examination
- one task will focus on a depth study or an aspect of a depth study

The third and fourth tasks will be determined later in the year and could be based on any of the following: written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork, secondary source research or a second examination.

COSTS

Nil

CONTACT PERSONS

Mr. R Jovanovski - Head Teacher Science

CAREERS IN PHYSICS

- Medicine
- Applied science
- Electrical
- Mining Industries
- Radiographer
- Nuclear medicine
- Teacher - Science
- Engineering
- Dentist
- Civil engineer
- Surveying
- Forensics
- Nanotechnologist

INVESTIGATING SCIENCE

2 UNITS

INTRODUCTION – (Formerly Senior Science)

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. The course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

CONTENT

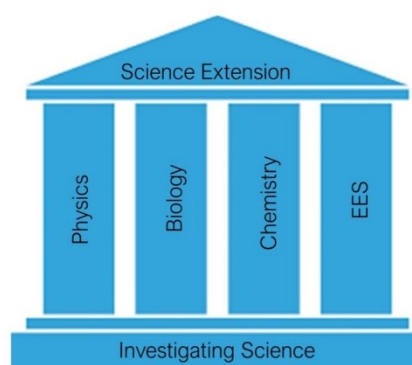
Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		Module 1 Cause and Effect- Observing	60	30 hours in Modules 1-4 Is included within the 120 hours allocated for this course
		Module 2 Cause and Effect- Inferences and Generalisations		
		Module 3 Scientific Models	60	
		Module 4 Theories and Laws		

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		Module 5 Scientific Investigations	60	30 hours in Modules 5-8 Is included within the 120 hours allocated for this course
		Module 6 Technologies		
		Module 7 Fact or Fallacy?	60	
		Module 8 Science and Society		

Students work scientifically by: questioning, designing investigations, conducting investigations, representing and analysing data, solve problems and communicate information in a scientific manner.

CAREERS IN INVESTIGATING SCIENCE

- Laboratory Technician
- Applied science
- Electrician
- Mining Industries
- Surveyor
- Mechanic
- Engineering
- Plumbing
- Civil engineer
- Surveying
- Forensics
- Teacher-Science



PRE-REQUISITES

Satisfactory completion of Year 10 Science achieving a sound, thorough or extensive grade.

ASSESSMENT

The **Year 11 Course**- Three assessment tasks:

- one task will be a formal written examination
- one task will focus on a depth study or an aspect of a depth study

The third task will be determined later in the year and could be based on any of the following: written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork secondary source research.

The **Year 12 Course** -Four assessment tasks:

- one task will be a formal written examination
- one task will focus on a depth study or an aspect of a depth study

The third and fourth tasks will be determined later in the year and could be based on any of the following: written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork, secondary source research or a second examination.

COSTS

Nil

CONTACT PERSONS

Mr. R Jovanovski - Head Teacher Science

EARTH & ENVIRONMENTAL SCIENCE

2 UNITS

INTRODUCTION

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

CONTENT

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Earth's Resources	60	15 hours in Modules 1-4 is included within the 120 hours allocated for this course
		Module 2 Plate Tectonics		
		Module 3 Energy Transformations	60	
		Module 4 Human Impacts		

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Earth's Processes	60	15 hours in Modules 1-4 is included within the 120 hours allocated for this course
		Module 2 Hazards		
		Module 3 Climate Science	60	
		Module 4 Resource Management		

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems.

CAREERS IN EARTH AND ENVIRONMENTAL SCIENCE

- Petroleum Geologist
- Environmental Geologist
- Environmental Scientist
- Geophysicist
- Government
- Engineering Geologist
- Hydrologist
- Land Use Technician
- Mining Industry
- Surveying
- Museums
- Consulting Firms

ASSESSMENT

The Year 11 Course – Three assessment tasks.

- One task will be a formal written examination
- One task will focus on a Depth Study or an aspect of a Depth
- The third task will be determined later in the year that could be based on any of the following: a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations, presentations, research assignments or fieldwork reports.
- One fieldwork exercise is mandatory in Year 11

The Year 12 Course – Four assessment tasks.

- One task will be a formal written examination
- One task will focus on a Depth Study or an aspect of a Depth
- The third and fourth tasks will be determined later in the year that could be based on any of the following: a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations, presentations, research assignments or fieldwork reports.
- One fieldwork exercise is mandatory in Year 12.

COSTS

NIL

CONTACT PERSON

Mr. R Jovanovski – Head Teacher Science

ABORIGINAL STUDIES

2 UNITS

INTRODUCTION

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities.

CAREERS RELATED TO ABORIGINAL STUDIES

For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.

PREREQUISITES

No prerequisites for this course.

CONTENT

Year 11	Year 12
Pre-contact to 1960s Part I – Aboriginality and the Land Part II – Heritage and Identity Part III – International Indigenous Community: Comparative Study Part IV – Research and Inquiry Methods: Local Community Case Study	1960s onwards Part I – Social Justice and Human Rights Issues Part II – Aboriginality and the Land OR Heritage and Identity Part III – Research and Inquiry Methods – Major Project

ASSESSMENT

Students will undertake three school based assessment tasks in Year 11 and four school based assessment tasks and a HSC examination in Year 12.

Students will be assessed on:

- Knowledge and understanding of course content
- Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives
- Research and inquiry methods, including aspects of the local community case study
- Communication of information, ideas and issues in appropriate forms

ASSESSMENT COSTS

Nil

CONTACT PERSON

Mr M Harrison – Head Teacher HSIE

ANCIENT HISTORY

2 UNITS

INTRODUCTION

Ancient History consists of a 2 Unit course in both Year 11 & 12. There is an Extension Course (1 Unit) available in Year 12 for those students who display high interest and outstanding ability, especially in relation to research skills. Students can do both Ancient and Modern History. The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world.

CAREERS RELATED TO ANCIENT HISTORY

Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. History is an asset for any student contemplating university and it helps in careers such as archaeology, journalism, law, education and the diplomatic service. It is also of value for those with a real interest in History.



PREREQUISITES

No prerequisites for this course.

CONTENT

YEAR 11	YEAR 12
Students will complete the following studies: Part I – Investigating Ancient History - The Nature of Ancient History - Case Studies - Tutankhamun's Tomb & Teotihuacan Part II - Features of Ancient Societies – Egypt and Celtic Europe: - Weapons and Warfare - Death and Funerary Customs Part III – Historical Investigation	Students complete four studies: Part I – Core: Cities of Vesuvius – Pompeii and Herculaneum Part II – Ancient Societies: Persian Society at the time of Darius and Xerxes Part III – Personalities in their Times: The Near East – Xerxes Part IV – Historical Periods: The Greek World 500-440BC

ASSESSMENT

Students will undertake three school based assessment tasks in Year 11 and four school based assessment tasks and a HSC examination in Year 12.

Students will be assessed on:

- Knowledge and understanding of course content
- Historical skills in the analysis and evaluation of sources and information
- Historical inquiry and research
- Communication of historical understanding in appropriate forms

ASSESSMENT COSTS

Nil, however study days may be offered which could include some costs for those students who wish to attend them. Excursions relevant to course content may also be held.

CONTACT PERSON

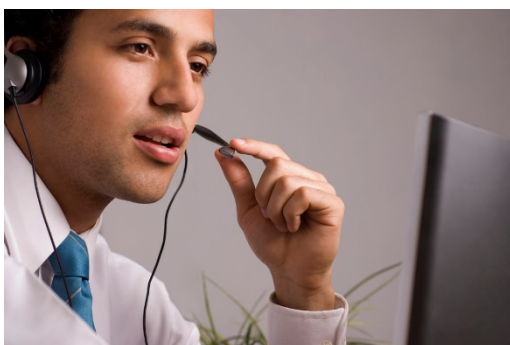
Mr M Harrison - Head Teacher HSIE

BUSINESS STUDIES

2 UNITS

INTRODUCTION

The Business Studies course gives students the theoretical knowledge, practical skills and flexibility to be employed in a number of fields especially those which are business related. The course prepares students with the background knowledge for what is required to own and operate a small business. It will help them determine the feasibility of a small business idea and how to develop an operational plan. Students will acquire communication skills and learn to work as part of a team. Students will develop a better understanding of the dynamics of the current business environment. The course can help students to improve their research and reporting skills and may appeal to students interested in observing how individuals and business function in the commercial environment.



CAREERS IN BUSINESS

Students interested in accounting, banking and finance, credit management, insurance, marketing, entrepreneurship, personnel management, purchasing, warehousing and distribution, community organisations, retailing, market research and information, media and communications, hospitality and tourism will benefit from this course. The course is also useful for those students interested in running their own business.

PREREQUISITES

There are no formal prerequisites for the study of this subject.

CONTENT

Year 11 Course	Year 12 Course
Nature of Business Business Management Business Planning	Operations Marketing Finance Human Resources

ASSESSMENT

Students will undertake three school based assessment tasks in Year 11 and four school based assessment tasks and a HSC examination in Year 12.

Students will be assessed on:

- Knowledge and understanding of course content
- Stimulus based skills
- Inquiry and research
- Communication of business information, ideas and issues in appropriate forms

COSTS

Costs associated with excursions and study days may be incurred.

CONTACT PERSON

Mr M Harrison - Head Teacher HSIE

GEOGRAPHY

2 UNITS

INTRODUCTION

Geography is a unique subject because it enables students to look at the world from a number of different perspectives and to consider interactions between the natural and human environments. Geography seeks to investigate the world, including the natural and built environment and the role of people in shaping it. Geographers study the physical environment, natural resources, urban living, industrial and economic processes. Students will be involved in undertaking studies in the processes shaping our natural world, the forces that are currently controlling our economic development and the quality of life.



CAREERS IN GEOGRAPHY

The skills developed in Geography are transferable to many types of employment. It provides an important grounding for employment in local, state and federal government planning departments, environmental management organisations, national and state mapping authorities, CSIRO, tourism bodies and a variety of options in government and non-government organisations and educational institutions. Geography provides many of the elements of the Environmental Science course without the Chemistry component. It could be used to supplement work studied in that course. Students with a real interest in Geography and in travel would benefit from this course. Students with an interest in practical & field work would also benefit from enrolment in Geography.

PREREQUISITES

There are no prerequisites for this course.

CONTENT

Year 11 Course	Year 12 Course
<ul style="list-style-type: none">• Biophysical Interactions• Global Challenges• Senior Geography Project (SGP)	<ul style="list-style-type: none">• Ecosystems At Risk• Urban Places• People and Economic Activity

PREREQUISITES

There are no prerequisites.

ASSESSMENT

Students will undertake three school based assessment tasks in Year 11 and four school based assessment tasks and a HSC examination in Year 12.

Students will be assessed on:

- Knowledge and understanding of course content
- Geographical tools and skills
- Geographical inquiry and research, including fieldwork
- Communication of geographical information, ideas and issues in appropriate forms

COSTS

Costs associated with excursions and study days may be incurred.

CONTACT PERSON

Mr M Harrison - Head Teacher HSIE

LEGAL STUDIES

2 UNITS

INTRODUCTION

Everyone should have an understanding of their rights and responsibilities under our legal system. This course introduces students to the basic structure and operation of the legal system. Students will learn about the personnel and process of courts and parliament and the differences between criminal and civil law, courts and tribunals, solicitors and barristers. A major focus in the HSC course is Crime, and there is the opportunity to choose from a number of focus studies. Students are also given the opportunity to evaluate the legal system's treatment of disadvantaged groups.



CAREERS IN LEGAL STUDIES

Legal Studies is for all students as all of us need to have a basic understanding of the Australian legal system and how it impacts upon us. All students need to know their rights and responsibilities in relation to such areas as:-crime, the workplace, consumer law, family law, the global environment, technological change, world order and shelter.

The knowledge and skills gained from this subject will also lend themselves to particular occupations and tertiary courses. Some of these areas include: police and law enforcement, lawyer, para-legal services, law clerk, court officer, social work, teaching and retail worker.

PREREQUISITES

There are no prerequisites for this course.

CONTENT

Year 11 Course	Year 12 Course
The Year 12 Course consists of three sections: Core Part I – The Legal System Core Part II – The Individual and the Law Core Part III – The Law in Practice	The Year 12 Course consists of three sections: Core Part I – Crime Core Part II – Human Rights Part III – Two options chosen from Consumers, Family, Indigenous Peoples, World Order, Workplace, Global Environment and Protection Shelter

ASSESSMENT

Students will undertake three school based assessment tasks in Year 11 and four school based assessment tasks and a HSC examination in Year 12.

Students will be assessed on:

- Knowledge and understanding of course content
- Analysis and evaluation
- Inquiry and research
- Communication of Legal Studies information, issues and ideas in appropriate forms

COSTS

Costs associated with excursions and study days may be incurred.

CONTACT PERSON

Mr M Harrison - Head Teacher HSIE

MODERN HISTORY

2 UNITS

INTRODUCTION

Modern History consists of a 2 Unit course in both Year 11 & 12. There is an Extension Course (1 Unit) available in Year 12 for those students who display high interest and outstanding ability, especially in research skills. Students can do both Modern and Ancient History. The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially.

CAREERS RELATED TO MODERN HISTORY

The course suits students who are interested in historical studies and want to understand today's world. It develops communication skills, research skills and logical thinking skills. History is an asset for any student contemplating university study and helps in careers like, archaeology, anthropology, journalism, law, education, sociology and the diplomatic service, politics. It is also of value for students with a real interest in History.



PRE-REQUISITES

There are no pre-requisites for this course

CONTENT

YEAR 11	YEAR 12
Part I – Investigating Modern History - The Nature of Modern History: The investigation of historic sites and sources - Case Studies: JFK and The Cuban Revolution	Part I – Core: Power and Authority in the Modern World 1919-1946
Part II – Historical Investigation	Part II – National Studies: Russia and the Soviet Union 1917 – 1941
Part III – Shaping the Modern World: World War I	Part III – Peace and Conflict: Conflict in the Pacific 1937 – 1951
	Part IV – Change in the Modern World: Changing World Order 1945 - 2011

ASSESSMENT

Students will undertake three school based assessment tasks in Year 11 and four school based assessment tasks and a HSC examination in Year 12.

Students will be assessed on:

- Knowledge and understanding of course content
- Historical skills in the analysis and evaluation of sources and interpretations
- Historical inquiry and research
- Communication of historical understanding in appropriate forms

COSTS

Students will be informed of study days, excursions and their costs as they arise. All students are encouraged to attend as they provide excellent support for the HSC.

CONTACT PERSON

Mr M Harrison - Head Teacher HSIE

STUDIES IN RELIGION

2 UNITS

INTRODUCTION

Studies of Religion consists of a 2 unit course in both Year 11 and Year 12. The course provides an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society. Students will develop knowledge and understanding about the nature of religion and belief systems in local and global contexts, the influence and expression of religion and belief systems in Australia and religious traditions and their adherents.

CAREERS RELATING TO STUDIES IN RELIGION

Studies of Religion provides a context within which to develop competencies essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life. During the course students develop the ability to research and analyse information, discuss and explain issues in written and oral form, develop competence to work with others and in a team and develop, implement and evaluate solutions to problems, developing competence in solving problems.

PRE-REQUISITES

There are no formal pre-requisites for this course.

CONTENT

Year 11 Course	Year 12 Course
Topics Studied: <ul style="list-style-type: none">• Nature of Religion and Beliefs• Religious Tradition Study 1• Religious Tradition Study 2• Religious Tradition Study 3• Religions of Ancient Origin• Religion in Australia pre 1945	Topics Studied: <ul style="list-style-type: none">• Religion and Belief Systems in Australia post 1945• Religious Tradition Depth Study 1• Religious Tradition Depth Study 2• Religious Tradition Depth Study 3• Religion and Peace• Religion and Non Religion

ASSESSMENT

Students will undertake three school based assessment tasks in Year 11 and four school based assessment tasks and a HSC examination in Year 12.

Students will be assessed on:

- Knowledge and understanding of course content
- Source-based skills
- Investigation and research
- Communication of information, ideas and issues in appropriate forms

COSTS

Costs associated with excursions and study days may be incurred.

CONTACT PERSON

Mr M Harrison – Head Teacher HSIE

DESIGN & TECHNOLOGY

2 UNITS

INTRODUCTION

Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production. Students will be given the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology. They will articulate arguments on issues and consequences including environmental and social impacts. They will develop skills that are transferable and which lead to lifelong learning.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply these to specific technological endeavors through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment. It provides opportunities for students to develop design projects in areas of individual interest, to discuss equity issues related to design, production and manufacturing in the Australian society and to consider careers in the fields of design and manufacturing.

CONTENT

Year 11 Preliminary Course	Year 12 HSC Course
Designing and Producing As part of this study, students will complete a minimum of two design projects.	Innovation and Emerging Technologies As part of this study, students will complete a major design project.

ASSESSMENT

- Knowledge and understanding of course content 40%
- Knowledge and skills in designing, managing, producing and evaluating design projects 60%

The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">▪ three assessment tasks▪ the minimum weighting for an individual task is 20%▪ the maximum weighting for an individual task is 40%▪ only one task may be a formal written examination.	The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">▪ a maximum of four assessment tasks▪ the minimum weighting for an individual task is 10%▪ the maximum weighting for an individual task is 40%▪ only one task may be a formal written examination with a maximum weighting of 30%▪ one task must be a case study of an innovation with a weighting of 20%.
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COSTS

Year 11 course \$80.00

Year 12 course \$80.00

Excursions may be organized throughout the course depending on industry facilities.

CONTACT PERSON

Mrs Karen Hines - Head Teacher TAS (Relieving)

FOOD TECHNOLOGY

2 UNITS

INTRODUCTION

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

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

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course

CONTENT

Year 11

Food Availability & Selection	(30%)
Food Quality	(40%)
Nutrition	(30%)

Year 12

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

ASSESSMENT

- Knowledge and understanding of course content 40%
- Knowledge and skills in designing, researching, analysing and evaluating 30%

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

COSTS

Year 11	\$100.00
Year 12	\$80.00

Excursions may be organized throughout the course depending on industry facilities.

CONTACT PERSON

Mrs Karen Hines - Head Teacher TAS (Relieving)

INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

2 UNITS

INTRODUCTION

This subject offers students the opportunity to study technologies, equipment and materials used by the timber and furniture industries and to develop skills through planning and constructing projects related to the industry.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Students who are interested in acquiring practical skills related to the timber & furniture industry. Students who have an interest in furniture design and assembly technologies. Students seeking a future in the furniture industry or timber related industries.

CONTENT

Year 11 Preliminary Course	Year 12 HSC Course
<p>Students will construct a series of practical projects. Project work will require the completion of a Project Documentation Folio as evidence of practical work and project management.</p> <p>The Year 11 course is structured as follows:</p> <ul style="list-style-type: none"> • Industry Study • Design • Management and communication • Production • Industry related Manufacturing Technologies 	<p>Students will construct a major project with supporting documentation (folio). These will be marked by external examiners and make up 60% of the HSC examination mark. A 1 ½ hour written examination will make up the remainder 40%.</p> <p>The Year 12 course is structured as follows:</p> <ul style="list-style-type: none"> • Industry Study • Major Project • Production • Industry Related Manufacturing Technologies

ASSESSMENT

<p>Knowledge and understanding of course content 40%</p> <p>Knowledge and skills in the management, communication and production of projects 60%</p> <p>The Year 11 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> ▪ three assessment tasks ▪ the minimum weighting for an individual task is 20% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination. 	<p>Knowledge and understanding of course content 40%</p> <p>Knowledge and skills in the management, communication and production of projects 60%</p> <p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> ▪ a maximum of four assessment tasks & the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%.
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COSTS

Year 11 \$40
Year 12: \$25 + cost of Major Project materials

CONTACT PERSON

Mrs Karen Hines - Head Teacher TAS (Relieving)

INFORMATION PROCESSES AND TECHNOLOGY (IPT)

INTRODUCTION

Information systems and the role they play in society have increased in significance in recent years. The raw ingredients – information, information technology and participants – combine to form information processes within information systems. The area of information systems has provided major jobs growth for both women and men in recent years. Moreover, fields which have not traditionally been associated with computers – but in which processing information is a vital function – are emerging as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

The Information Processes and Technology Stage 6 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

Students who successfully complete Information Processes and Technology will be confident, competent and discriminating users of information processes and information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. As such, they will be well prepared to pursue further education and employment across an especially wide range of contexts.

PRE-REQUISITES

There is no prerequisite study for the Year 11 course. Completion of the Year 11 course is a prerequisite to the study of the Year 12 course.

CONTENT

The arrangement and relationship between components of the Preliminary course and the HSC course for Information Processes and Technology Stage 6 are outlined below. The percentage values refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both the Preliminary and HSC courses. It is also expected that a significant proportion of time will be devoted to integrated practical activities.

Year 11 Course	Year 12 Course
<ul style="list-style-type: none">• Introduction to Information Skills and Systems (20%)• Tools for Information Processes (50%)• Developing Information Systems (30%)	<ul style="list-style-type: none">• Project Management (20%)• Information Systems and Databases (20%)• Communication Systems (20%)• Option Strands (40%)

EXCLUSIONS Nil

ASSESSMENT

Internal assessment	External examination
<ul style="list-style-type: none">• Project Management	<ul style="list-style-type: none">• Section I – Core Objective response questions
<ul style="list-style-type: none">• Information Systems and Databases	<ul style="list-style-type: none">• Section II – Core Short-answer questions
<ul style="list-style-type: none">• Communication Systems• Option Strands	<ul style="list-style-type: none">• Section III – Options Candidates answer two questions on the options they have studied

COST Nil

CONTACT PERSON

Mr J Tait – Head Teacher Technology

COMPUTING APPLICATIONS

2 UNITS

INTRODUCTION

Computer-based technology is an integral part of contemporary society. This is reflected in daily activities carried out in contexts such as the workplace, education, entertainment, recreation and the home. In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies so that they can participate confidently in these environments.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

The aim of Computing Applications Stage 6 is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.

PRE-REQUISITES Nil

CONTENT

Computing Applications consists of 12 modules which may be studied as either 15- hour or 30-hour modules. Modules should be selected to provide a course that will meet students' specific needs and interests. Modules include the following;

<ul style="list-style-type: none">• Hardware & Software Skills• Databases	<ul style="list-style-type: none">• Graphics• Graphics II	<ul style="list-style-type: none">• Spreadsheets• Spreadsheets II
<ul style="list-style-type: none">• Multimedia I• Multimedia II	<ul style="list-style-type: none">• Desktop Publishing I• Desktop Publishing II	<ul style="list-style-type: none">• Communications I• Communications II

EXCLUSIONS Nil

HSC ASSESSMENT

Internal Assessment	Weighting
Project management	20%
Problem-solving	20%
Decision-making	20%
Designing solutions	20%
Implementation	20%

COST \$30

CONTACT PERSON

Mr J Tait – Head Teacher Technology

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

2 UNITS

INTRODUCTION

The PD/H/PE course offers learning opportunities which enable students to make informed decisions about the health of individuals and communities.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course provides a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences. Related career opportunities are expanding and gaining recognition throughout the community as legitimate fields of endeavour.

The course is academically demanding and requires rigorous application to all aspects.

PRE-REQUISITES

There are no formal pre-requisites, however, interest in, and aptitude for movement analysis, human biology and health studies is desirable.

CONTENT

Year 11

Core Strands:

The Body in Motion (30%)

Better Health for Individuals (30%)

Option Modules:

Fitness Choices

Outdoor Recreation

First Aid or (Certificate offer)

Composition & Performance

} 2 to be completed
(20% time each)

Year 12

Core Strands:

Health Priorities in Australia (30% time)

Factors Affecting Performance (30% time)

Sports Medicine

Improving Performance

Equity and Health

The Health of Young People

Sport and Physical Activity in Australian Society

} 2 to be completed
(20% of time each)

EXCLUSIONS: Nil

ASSESSMENT

School Assessment: Both Year 11 and Year 12 Courses are internally assessed. Tasks include: Formal exams, Research and Lab Reports, Practical presentations.

HSC Examination: A three hour written paper (multiple choice; short answer; extended responses).

COSTS: Use of community facilities and equipment for some practical work will involve a small cost. Payment for these activities will be made at the venue. Excursions will also incur a cost and details will be given several weeks before such activities. Particular "options" will require a fee if students elect to do them, but accreditation will be provided as well (eg, First Aid is approximately \$80).

CONTACT PERSON:

Ms A Wilson– Head Teacher PD/H/PE

SPORT, LIFESTYLE AND RECREATION

2 UNITS OVER 2 YEARS (NON ATAR)

INTRODUCTION

Sport, Lifestyle and Recreation makes a positive contribution to the total well-being of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill and competence in a wide variety of sport and recreation contexts.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course caters for a wide range of student needs and interests in both practical and theoretical aspects. It can assist students in developing:

- The qualities of a discerning consumer as an intelligent critic of physical activity and sport.
- Improved performance of skill in particular sports.
- The capacity to adopt various roles in community sport and recreation (administration/coaching).

The Sport and Recreation industry is a major growth industry.

PRE-REQUISITES

- There are no pre-requisites for the course.
- The course features a highly practical focus: physical activity being both an area of study and a medium for learning.
- Students should not select the course if they are not prepared to fully involve themselves in physical activity.

CONTENT

The modules covered by students at this school include:

- Healthy Lifestyle
- Sports Administration
- First Aid Sports Injuries
- Games and Sports Application I & II
- Individual Games and Sports Applications
- Sports Coaching and Training
- Aquatics

EXCLUSIONS

Nil

ASSESSMENT

- There is no formal HSC Exam in this course.
- Assessment will be both skill and knowledge bases
- A variety of assessment tasks are set based on the modules studied.

COSTS

- Use of community facilities/equipment for some activities will involve a small cost. Payment for these activities will be weekly and payable at the venue.
- Excursions will also incur a cost and details of these activities will be given several weeks before the event.

CONTACT PERSON

Ms A Wilson– Head Teacher PD/H/PE

COMMUNITY & FAMILY STUDIES

2 UNITS

INTRODUCTION

Within this course students will develop knowledge and understanding of

- The management of resources eg, time, money
- The reasons people join groups: leadership styles; stress management and conflict resolution strategies
- The way families support individual members and the role communities play
- Methods used to conduct research
- Parenting techniques
- Three groups are studied in detail, these may be the homeless, youth, the aged, single parents or cultural groups.

Practical lessons will also enable students to implement resource management and experience the planning that is required for families and parents to prepare meals.

STUDENTS WHO BENEFIT FROM THIS COURSE?

This course is suited to students who have an interest in fields such as welfare, management positions, sociology, teaching, nursing, psychology and child care.

PRE-REQUISITES

There are no formal pre-requisites. Students require strong research and reporting skills, the ability to work as part of a team, refined organization and management skills.

CONTENT

Year 11

Resource Management (20% of course time)
Individuals & Groups (40% of course time)
Families and Communities (40% of course time)

Year 12

Research Methodology (25% of course time)
Groups in Context (25% of course time)
Parenting and Caring (25% of course time)
ONE OPTION MUST BE STUDIED from: Family and Societal Interactions } (25% of course time)
Social Impact of Technology }
Individuals and work }

PARTICULAR COURSE REQUIREMENT

As part of the HSC, students are required to complete an Independent Research Project. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. This is marked internally by the class teacher. Research work is partially completed in class.

ASSESSMENT

- Assessment may include written examinations, case studies and interviews, oral presentations, multi-media presentations and research projects.
- There is a single HSC examination of 3 hours duration, and consists of multiple choice, short answer and long answer questions.
- Candidates attempt one question from the option module studies.

COSTS

\$40.00 to cover a range of practical experiences.

CONTACT PERSON

Ms A Wilson - Head Teacher PD/H/PE

JAPANESE BEGINNERS COURSE

INTRODUCTION

Whether you are a fan of *manga* and *anime*, a Japanese film buff, a ninja wannabe or you just want to know more about the culture that brought us karaoke, karate, sushi and cool technology studying Japanese is for you. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Studying Japanese is both interesting and rewarding. It provides an insight into a country with a long history and a culture that features both traditional and modern elements. The Japanese Beginners course encourages engagement with language and culture through a variety of experiences including hands on activities, cultural incursions, research tasks, excursions and individual courses of study to ensure every student gets the most out of their studies.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is for students with an interest in the language and culture of Japan. This ability to communicate in Japanese, together with other skills, can also enhance career opportunities in many areas such as trade, tourism, diplomacy, banking, retail, technology, and education.

PRE-REQUISITES

Nil

CONTENT

Students will develop their skills in Japanese and an insight into Japanese language and culture through a range of topics including food, leisure, sports, future and travel. They will experience a variety of learning activities including virtual tours, cultural excursions, cooking, anime studies, connecting with other schools via Adobe Connect sessions and animated video-making.

EXCLUSIONS

Students must NOT have studied it in Years 9 and 10 as an elective. For these students, Japanese Continuers is offered.

HSC ASSESSMENT

Internal Assessment	Weighting
Speaking Skills	20%
Listening Skills	30%
Reading Skills	30%
Writing Skills	20%

External Examination	Mark
Speaking Skills	20%
Listening Skills	30%
Reading Skills	30%
Writing Skills	20%

COST

Nil

BONUS POINTS

This course can be used in the calculation of the ATAR used to gain entry into university. If you study Japanese you may be eligible to receive bonus points for admission to many universities. At Newcastle University, 2 bonus points are awarded for a band 5 or 6 in Beginners Japanese for entry into a variety of degrees.

CONTACT PERSON

Mrs S Ingram

Mrs N Knight – HT CAPAL

JAPANESE CONTINUERS COURSE

INTRODUCTION

The study of Japanese languages is of particular importance to Australians, both culturally and economically. Japan is one of Australia's leading trading partners and there are significant cultural ties between Australia and Japan. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. Continuing their Japanese studies allows students greater opportunities to engage with more elaborate cultural experiences including film-making, Japan Foundation incursions, virtual reality tours and even the possibility of overseas travel through scholarships and competitions!

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is for students with an interest in the language and culture of Japan who have studied Japanese in Years 9 and 10. This ability to communicate in Japanese, together with other skills, can also enhance career opportunities in many areas such as trade, tourism, diplomacy, banking, retail, technology, and education. Studying Japanese in Stage 6 allows students the opportunity to engage in course content that differs from traditional courses of study by incorporating reading, listening, writing and speaking skills with cultural knowledge. A more in-depth knowledge of Japanese language also increases opportunities for living and working in Japan after school.

PRE-REQUISITES

Nil

CONTENT

Students will develop their skills in Japanese and an insight into Japanese culture through a range of interesting topics including Travelling and Living in Japan, Leisure and Holidays, Traditions and Culture and Eating Out. The course is well structured with excellent resources available for students both at the school and online.

EXCLUSIONS

Students must have studied Japanese in Years 9 and 10 as an elective

HSC ASSESSMENT

Internal Assessment	Weighting		External Examination	Mark
Speaking Skills	20%		Speaking Skills	20%
Listening Skills	30%		Listening Skills	30%
Reading Skills	30%		Reading Skills	30%
Writing Skills	20%		Writing Skills	20%

COST

Nil

BONUS POINTS

This course can be used in the calculation of the ATAR used to gain entry into university. If you study Japanese you may be eligible to receive bonus points for admission to many universities. At Newcastle University, 2 bonus points are awarded for a band 5 or 6 in Continuers Japanese for entry into a variety of degrees.

CONTACT PERSON

Mrs S Ingram

Mrs N Knight – HT CAPAL

MUSIC 1

2 UNITS

INTRODUCTION

Music is an art form which can be enjoyed by all. Students are given the opportunity to make music in small and large groups as well as individually and they are encouraged to appreciate the many and varied music styles which exist, through listening, composing and performing. This is a matriculation course and can be used in the calculation of the ATAR and to gain entry into music and other courses at University and TAFE.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is for students with an interest in a variety of music styles. Students may be already proficient musicians, or beginners with little knowledge. The student's musical tastes and interests may vary widely and all can be catered for in this course.

PRE-REQUISITES

You do not need to have done elective music in Years 8-10.

You do not need to be able to read and write music.

All students will be required to sing or play an instrument.

CONTENT

Year 11

Students will perform, compose, analyse and listen to a variety of musical styles through a study of 3 topics (chosen from a list of 30, e.g. Australian Music, Popular Music and Music of Another Culture).

Year 12

Students will perform, compose, analyse and listen to a variety of musical styles through a study of 3 topics, different to those already studied in Year 11 (chosen from the same list of 30, eg Rock Music, Jazz and Theatre Music).

EXCLUSIONS

Nil

ASSESSMENT

Preliminary		Internal HSC		External HSC	
Performance	25%	Performance	10%	Core Performance	10%
Musicology	25%	Musicology	10%	Aural	30%
Composition	25%	Composition	10%	Electives	60%
Aural	25%	Aural	25%		
		Electives	45%		

Electives – Any combination of Performance, Musicology or Composition

COSTS

\$30.00

CONTACT PERSON

Mrs M Ward and Mrs N Hudson

Mrs N Knight – HT CAPAL

VISUAL ARTS

2 UNITS

INTRODUCTION

This course is designed for students who enjoy the practices of art making, art criticism and art history. A Body of Work is developed for the HSC year which reflects the students knowledge and understanding of the practice and resolution of conceptually strong work.

STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This subject is suitable for any student who has the inclination to develop concepts and thoughts along a creative path. The wide variety of media allows all students to develop works to a successful end. The course counts towards the ATAR. Students interested in careers related to any Arts, Communication or Design field would benefit from this course.

PRE-REQUISITES

Nil

CONTENT

Year 11

- Making Artworks
- Art Criticism and Art History

Year 12

- Development of Body of Work
- Art Criticism and Art History

EXCLUSIONS

IU & 2U Photography students cannot include Photography in B.O.W.

IU Visual Design students cannot include Visual Design projects in the B.O.W.

ASSESSMENT

Year 11 - B.O.W. and V.A.P.D. – 50%
Research Studies & Yearly Exam – 50%

Year 12 - Development of B.O.W. – 50% (including V.A.P.D.)
Art Criticism and Art History, including 5 Case Studies = 50%

External - 1 ½ hrs written paper = 50%
Body of Work = 50%

COSTS

\$30 + cost of any specialised equipment/material.

CONTACT PERSONS

Mrs N Knight – HT CAPAL

VET

Course Information

2020

VET BROCHURES

TAFE delivered Vocational Education and Training (TVET)

There are some VET courses which are delivered at TAFE NSW Campuses, these are referred to as TVET Courses. TVET courses are offered as part of the Higher School Certificate. They enable students in Years 11 and/or 12 to study selected TAFE vocational course while still at school. These courses allow students to gain nationally recognized vocational qualification, accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). These courses each have a specific workplace component that requires students to demonstrate competencies gained.

Many of the TVET courses have no external examination and do **not contribute to the ATAR**. Examples include: Sports and Fitness, Children's Services, Community Services, Hairdressing.

Important things to consider when selecting TVET courses.

- Courses are delivered 4 hours once a week (usually 2-6pm Mondays and Wednesdays) at a local TAFE Hunter Institute Campus (Belmont, Glendale, Tighes Hill, Newcastle, Maitland, Ourimbah, Gosford)
- Transport needs to be arranged by the student. Travel to TAFE may involve several buses home and significant travel time
- Students take responsibility for their own learning in an adult learning environment
- *Attendance is required for all lessons*. One missed lesson equals one week of course content missed
- School based class work **MUST** be kept up to date
- Failure to comply with TAFE student responsibilities could render a student's ineligible for the award of Stage 6 credentials (RoSA, HSC, Cert 11, SOA)

TVET courses are dual accredited, giving both HSC and AQF qualifications and advanced standing for further study at TAFE. Refer to the TAFE Credit Transfer website at www.det.nsw.edu.au/hscsafe

CPC20211 Certificate II in Construction Pathways (CPC08 release V9.4)
Statement of Attainment towards CPC20211 Certificate II in Construction Pathways
(CPC08 release V9.4)

2020 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION

This Course is available as	2Units x 1year/120 hours	2Units x 2years/240 hours	4Units x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the construction industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</p>	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCWHS1001	Work safely in the construction industry	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2005B	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
		CPCCCO2013A	Carry out concreting to simple forms
		CPCCCA2003A	Erect and dismantle formwork for foots and slabs on ground

Course contribution (to be made directly to school): \$30.00

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **Enclosed, leather upper footwear**

Exclusions:

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

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

MEM10105 Certificate I in Engineering (Release 2)
Statement of Attainment towards MEM10105 Certificate I in Engineering
(MEM05v11.1)

2020 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING

This Course is available as	2Units x 1year/120 hours	2Units x 2years/240 hours	4Units x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Possible Elective Units – teacher will advise	
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03003B	Perform sheet and plate assembly
MEM12023A	Perform engineering measurements	MEM05004C	Perform routine oxy acetylene welding
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM05003B	Perform Soft Soldering
MEM12024A	Perform computations	MEM03001B	Perform manual production assembly
MEM14004A	Plan to undertake a routine task	MEM05007C	Perform manual heating and thermal cutting
MEM15002A	Apply quality systems	MEM05012C	Perform routine manual metal arc welding
MEM15024A	Apply quality procedures	MEM07023B	Use workshop machines for basic operations
MEM18001C	Use hand tools	MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities
MEM18002B	Use power tools/hand held operations		

Students will also complete additional HSC content to fulfil the NSW NESA syllabus/examinable requirements for this course

Course contribution (to be made directly to school): \$50.00

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.
Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **Enclosed, leather upper footwear**

Exclusions:

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

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

SIT20316 Certificate II in Hospitality (Release 2)
Statement of Attainment towards SIT20316 Certificate II in Hospitality (Release 2)
2020 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as	2 Units x 1year/120 hours	2 Units x 2years/240 hours	4 Units x 1year/240 hours	1 Unit x 60 hrs or 2 Unit x 120 hrs specialisation
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Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to **the volume of learning** and the **amount of training** for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.

Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality service industry. Students who are assessed as competent in sufficient units of competency will be eligible to receive a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/ HSC Examinable		Elective Units	
SITXFSA001	Use hygienic practices for food safety	SITHCCC001	Use food preparation equipment
SITXWHS001	Participate in safe work practices	BSBCMM201	Communicate in the workplace
BSBWOR203	Work effectively with others	SITHCCC003	Prepare sandwiches
SITHIND002	Source and use information on the hospitality industry	BSBSUS201	Participate in environmentally sustainable work practices
SITXCCS003	Interact with customers	SITHCCC002	Prepare and present simple dishes
SITHFAB004	Prepare and serve non-alcoholic beverages	SITHCCC006	Prepare appetisers and salads
SITHFAB005	Prepare and serve espresso coffee	SITXCOM001	Source and present
SITHFAB007	Serve food and beverage	HLTAID003	Provide first aid
Qualification Core			
SITXCOM002	Show social and cultural sensitivity		
SITHIND003	Use hospitality skills effectively		

Course contribution (to be made directly to school): Preliminary \$180 HSC \$120
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.
Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.
Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **Enclosed, leather upper footwear**
- **Black polo shirt and long black pants**

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

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- 1 Unit x 60 hr specialisation course additional :14 hours / 2 Unit x 120 hr specialisation course additional : 35 hours

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

SIR30216– Retail Services Training Package (Release 2.0)
Certificate III in Retail or Statement of Attainment
2020 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

This Course is available as	2Units x 1year 120 Hour	2Units x 2 years 240 Hour	4Units x 1 year 240 hour
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The course structure will be based on SIR30216			
Compulsory/Core Units	HSC Examinable*	Elective Units	
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSL002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK002	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSL001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
Course contribution (to be made directly to school): \$NIL Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> • None 	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses: 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

FSK20113 Certificate II in Skills for Work and Vocational Pathways (release 1.1)

or

Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways (release 1.1)

2020 STAGE 6 BOARD ENDORSED COURSE DESCRIPTION – SKILLS FOR WORK AND VOCATIONAL PATHWAYS

This Course is available as	2 Units x 1 year/120 hours	3 Units x 1 year/180 hours
<p>Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</p>		
<p><i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i></p>		

Board Endorsed Course	Nil status for Australian Tertiary Admission Rank (ATAR)
<p>Course description - This course is designed for individuals who require further foundation skills development in preparation for workforce entry or a vocational training pathway. Students who are assessed as competent in sufficient units of competency will be eligible to achieve the full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</p>	

<p>Course structure: The following content will be addressed as part of this Qualification.</p>			
Qualification/Core Units		Elective Units	
FSKDIG03	Use digital technology for routine workplace tasks	Elective units are available across varied vocational pathways and will need to be negotiated with each school and in consultation with Public Schools NSW Tamworth RTO 90162.	
FSKLRG09	Use strategies to respond to routine workplace problems		
FSKLRG11	Use routine strategies for work-related learning		
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work		
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work		
FSKOCM07	Interact effectively with others at work		
FSKRDG10	Read and respond to routine workplace information		
FSKWTG09	Write routine workplace texts		
<p>Course contribution (to be made directly to school): \$20 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> <p>Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>			
<p>Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> • Access to internet and computers 	

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

Competency-based assessment

Students in this course, work to achieve at level 3 as determined by The Australian Core Skills Framework, while developing the skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Work Placement

Work experience may be incorporated in this course but is not essential.

Specialisation studies

There is no specialisation study associated with this course.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

There is no SBAT pathway associated with this course.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

SIS20513 Certificate II in Sport Coaching (Release 2)
Statement of Attainment towards SIS20513 Certificate II in Sport Coaching (Release 2)

2020 STAGE 6 COURSE DESCRIPTION – SPORT COACHING

This Course is available as	2Units x 2years/240 hours	4Units x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.		
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>		

Board Endorsed Course	Nil status for Australian Tertiary Admission Rank (ATAR)
This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units		Possible Elective Units	
BSBWOR202A	Organise and complete daily work activities	SISSSPT201A	Implement sports injury prevention
HLTAID003	Provide first aid	SISXCAI101A	Provide equipment for activities
SISSSCO101	Develop and update knowledge of coaching practices	ICPDMT263	Access and use the Internet
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills	SISSSPT303A	Conduct basic warm-up and cool-down programs
SISSSDE201	Communicate effectively with others in a sport environment	SISSSOF101	Develop and update officiating knowledge
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	A range of specialisation units are available in in this course including Basketball, Rugby League, Netball, Athletics and a mixture of other sports. Consult your teacher to discuss which units are included in courses at your school.	
SISXIND211	Develop and update sport, fitness and recreation industry knowledge		
SISXWHS101	Follow work health and safety policies		

Course contribution (to be made directly to school): \$(Insert Contribution Amount) Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>	
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>	
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> • [Insert any school specific requirements and equipment] • Students must complete a registered 1st Aid course as a requirement of the Certificate II SIS20513
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete a minimum of 35hrs work placement.

Optional HSC examination

There is no HSC Examination for this course.

Specialisation studies

There are no specialisation studies associated with this course.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.


By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

SIS30315 Certificate III in Fitness (Release 1)
Statement of Attainment towards SIS30315 Certificate III in Fitness (Release1)
2020 STAGE 6 COURSE DESCRIPTIONS – Fitness

<i>This course can only be delivered as a statement of attainment</i>	<i>2 units x 2 years/240 hrs</i>
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.	
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>	

Board Endorsed Course	Nil status for Australian Tertiary Admission Rank (ATAR)
This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units		Possible Elective Units	
SISFFIT001	Provide health screening and fitness orientation	BSBRSK401(E)	Identify risk and apply risk management processes
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	HLTAID003(E)	Provide first aid
SISFFIT005	Provide healthy eating information	HLTWS001(E)	Participate in workplace health and safety
SISXCCS001	Provide quality service	SISFFT009(E)	Deliver pre-choreographed pre- prescribed community fitness
SISXFAC001	Maintain equipment for activities	SISFFIT010(E)	Deliver pre-choreographed or prescribed group exercise to music
SISXIND001	Work effectively in sport, fitness and recreation environments		
SISXCA1006(E)	Facilitate groups		
SISFFIT006(E)	Conduct fitness appraisals		
SISXFAC002 (E)	Maintain sport, fitness and recreation facilities		

Course contribution (to be made directly to school): \$nil
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> NONE
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Exclusions:

VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 2 years courses: 30 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

There is no HSC Examination for this course.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

HUNTER SPORTS HIGH SCHOOL

Year 11 Course Selections – Record of Interview

Student Name: _____ Interviewed By: _____ Date: _____

How sure are you that you will be returning to Hunter Sports High School in 2020?

Definitely I won't be returning Unsure (Please send to Careers Advisor)

Are you currently doing TSP **Yes / No** Sport _____ Are you going to continue **Yes / No**

Which senior study pathway have you chosen? **PLEASE CIRCLE STUDY PATTERN CHOSEN**

Pathway	Academic HSC and ATAR	Academic/Vocational HSC and ATAR	HSC no ATAR
Compulsory	2 Units English: Adv Stand Stud	2 Units English: Adv Stand Stud	2 Units English: Stand Stud
Requirements (tick)	5 other BDC	At least 3 other BDC	At least 2 other BDC
	12 units	12 units	12 units
	No more than 6 units of Science	No more than 6 units of Science	No more than 6 units of Science
	Only 1 Cat B Vocational subject	No more than 2 Units of Cat B/Vocational subjects	
Staff Signature			

Courses Chosen: Selections must be in preference order.

1	TSP:	Units	Reserves	
2	English:		1	
3			2	
4			3	
5				
6				
7				
8	English Extension	Yes No		
9	Maths Extension	Yes No		

Student's Signature: _____ Date: _____ Parent's Signature: _____ Date: _____

Have more than 2 VET / TVET subjects been chosen? NO YES (Must be sighted & endorsed by EBOS Supervisor Mr Curry)

Approved Signature: _____

Not Approved Reason: _____

Administration Use Only: Date entered onto Web Choice: Student sign off sheet printed: