



WHITEBRIDGE HIGH SCHOOL



*2019 Preliminary Course
2020 HSC Course*



Education

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INFORMATION ABOUT THE HSC

GENERAL INFORMATION

This is your introduction to the HSC and the many options now available. More information is contained in the NESA publication available at the link below.

https://studentsonline.bostes.nsw.edu.au/go/seniorstudy/senior_study_in_NSW/

THE HSC IN 2019-2020

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses are linked to further education and training.
- Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC fairly assesses each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance, you will receive a higher mark.
- For each course you will receive a report. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

WHAT TYPES OF COURSES CAN I SELECT?

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

BOARD DEVELOPED COURSES (BDC)

These courses are developed by the NESA. There is a syllabus for each course (and is available from the NESA web site http://www.boardofstudies.nsw.edu.au/syllabus_hsc/) 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 Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR)

BOARD ENDORSED COURSE (BEC)

There is no external examination for any Board Endorsed Course, but **they 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.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES (EITHER BOARD DEVELOPED OR BOARD ENDORSED)

Vocational Education and Training (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 recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

Further information about VET courses appears in the section listing the HSC Courses available.

LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY.

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

The Board expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

UNITS

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

At Whitebridge High School each 2 unit course involves class time of 8 periods per fortnight. Teaching periods at WHS vary from 60 to 63 minutes in length. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

This is the basic structure for all courses. It has a value of 100 marks.

EXTENSION COURSE

- Extension study is available in a number of subjects.
- Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Science, Music, some Languages and VET.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

1 unit equals 4 periods per fortnight.

CHANGES TO SYLLABUSES AND ASSESSMENT FROM 2018

Which Stage 6 syllabuses have changed?

New syllabuses for Stage 6 (Years 11–12) English, Mathematics, Science and History have been developed using the established NSW Education Standards Authority (NESA) syllabus development process. These syllabuses include Australian curriculum content and reflect the new directions of the Stronger HSC Standards reforms.

The Stronger HSC Standards reforms include:

- supporting the achievement of high minimum standards for all students
- ensuring the flexibility and versatility of the Higher School Certificate (HSC) to cater for the full range of students
- encouraging every student to achieve at their highest possible level
- a focus on the acquisition of deep knowledge, understanding and skills for students.

New Stage 6 syllabuses

English	Mathematics	Science	History
English Standard	Mathematics Standard	Biology	Ancient History
English Advanced	Mathematics Advanced	Chemistry	Modern History
English Extension	Mathematics Extension 1	Earth and Environmental Science	History Extension
English Studies	Mathematics Extension 2	Physics	

There are also new life skills syllabuses for English, Mathematics, Science, Ancient History and Modern History

What are the features of the new syllabuses?

Many features of current syllabuses have been retained. Some new features include:

- Australian curriculum content identified by codes
- opportunities for depth over breadth of learning, including new technologies and contemporary approaches to learning
- Learning across the curriculum content, including cross-curriculum priorities and general capabilities
- publication in an interactive online format
- an interactive glossary.

How do Stage 6 syllabuses cater for all students?

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. The syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D).

What are the changes to assessment?

The *Stronger HSC Standards* reforms provide new directions for assessment practices in all Stage 6 courses to:

- rebalance the emphasis on assessment to allow more time for teaching and learning
- maintain rigorous standards
- provide opportunities to assess students' depth of knowledge and their conceptual, analytical and problem-solving skills.

School-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses) will change for Year 11 from 2018 and Year 12 from Term 4, 2018.

These changes include:

- mandated components and weightings for Year 11 and Year 12
- capping the number of school-based assessment tasks to three in Year 11 and four in Year 12
- specified minimum and maximum weightings for formal tasks
- a variety of tasks to assess student knowledge, understanding and skills.

Students will continue to undertake:

- course-specific formal school-based assessment programs
- a range of assessment task types such as tests, written assignments, oral presentations, digital submissions, practical activities, fieldwork and projects
- course-specific external assessment, such as the HSC examinations or submitted works.

What is informal assessment?

Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. Informal assessment can provide evidence for teachers and inform feedback to students in relation to improving their learning. Informal assessment may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

What is formal assessment?

Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. School-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to HSC examinations. Evidence gathered through formal assessment assists teachers to report on student achievement at a point in time, and is often used for grading or ranking purposes.

It is important that students are familiar with the course requirements and school policies and procedures for formal assessment.

How does the formal assessment program contribute to the Record of School Achievement (RoSA)?

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their *Students Online* account.

How does the formal assessment program contribute to the HSC credential?

At the conclusion of the Year 12 course, the school will submit an assessment mark to NESA for each student's performance in a course. This mark is based on the formal schoolbased assessment program. The mark is adjusted (moderated) by NESA to produce the assessment mark that appears on HSC results. For each course, the final HSC mark is a 50:50 combination of the HSC examination and school-based assessment mark.

REQUIREMENTS FOR THE AWARD OF THE HSC

To be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the **practical, oral or project works** required for specific courses and the **assessment requirements** for each course.
- you must have **sat for** and **made a serious attempt** at the Higher School Certificate examinations.
- you must study a **minimum of 12 units** in the Preliminary course and a **minimum of 10 units** in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English (NESA recognises that English Studies meets this requirement)
 - at least three courses of 2 units value or greater
 - at least four subjects.

At most 7 units of courses in Science can contribute to Higher School Certificate eligibility.

<p>Each student must successfully achieve 12 Preliminary Units of study to be awarded the Preliminary Certificate.</p>

- The NESA website, NSW Students online (see link below), contains all the HSC rules and requirements you will need to know.
https://studentonline.bostes.nsw.edu.au/go/seniorstudy/senior_study_in_NSW/
- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, [University Entry Requirements 2018 Year 10 Booklet](#), published by UAC and available from the Careers Adviser, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
- TWO (2) units from a Category B subject can be counted in an ATAR

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The majority of university courses require an ATAR (Australian Tertiary Admission Rank) for entrance.

To receive an ATAR a student must complete:

- At least 10 units of Board Developed courses
- At least 8 units of Category A courses

WHAT HAPPENS IF YOU DO NOT MEET NESA REQUIREMENTS?

In order to meet NESA requirements you must:

- Have a satisfactory attendance rate.
- Attend classes regularly and work with diligence and sustained effort (this includes completing all classwork to a satisfactory standard).
- Meet all or most of NESA course requirements.
- If you do not meet the requirements in any subject a warning letter will be sent advising you that you are at risk of not achieving.
- If you meet the requirements set out in the letter you will be able to continue the course.
- If you do not meet the requirements of the letter and/or the course you will get a second warning letter.
- After the second letter if you do not meet requirements you will awarded a non-completion determination (N-award) for the course.
- Students who do not fulfill requirements in courses will be required to attend an interview with the NESA coordinator.
- If improvements do not occur following that meeting they will then be required to meet with the principal and may be asked to leave the school.

BOARD DEVELOPED COURSES AT WHITEBRIDGE HIGH SCHOOL

Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)	ATAR Cat
Ancient History		HSC History Extension	A
Biology		HSC Science Extension	A
Business Studies			A
Chemistry		HSC Science Extension	A
Chinese Beginners			A
Chinese Continuers			A
Chinese Background Speakers			A
Community and Family Studies			A
Dance			A
Drama			A
Earth and Environmental Science		HSC Science Extension	A
Engineering Studies			A
Economics			A
English Standard English Advanced	Preliminary English Extension 1	HSC English Extension 1 HSC English Extension 2	A
Food Technology			A
Geography			A
Industrial Technology			A
Japanese Beginners Japanese Continuers		HSC Japanese Extension	A
Legal Studies			A
Mathematics Standard Mathematics	Preliminary Mathematics Extension 1	HSC Mathematics Extension 1 HSC Mathematics Extension 2	A
Modern History		HSC History Extension	A
Music 1			A
Music 2			A
PD/Health/PE			A
Physics		HSC Science Extension	A
Society and Culture			A
Software Design and Development			A
Textiles and Design			A
Visual Arts			A

Additional information about courses and the HSC is available on the NESA Website:
<http://www.boardofstudies.nsw.edu.au>

HSC BOARD DEVELOPED COURSES, VOCATIONAL EDUCATION AND TRAINING (VET) DELIVERED BY WHITEBRIDGE HIGH SCHOOL

VET Curriculum Frameworks

- The Board has developed curriculum frameworks for nine industries.
- Within each framework there are a number of courses.
- One designated 240-hour course in each framework will contribute towards the ATAR.
- You must undertake a mandatory work placement to complete these courses successfully.
- Special **application** procedures apply.

The courses below marked* will include a written examination in the Higher School Certificate in addition to the other requirements of the course AND will qualify for Dual accreditation

VET Curriculum Frameworks

Course	Extension	ATAR Cat
Construction (120 hours) Construction (240 hours) *	Construction Specialist Studies (60 hours) Construction Specialist Studies (120 hours)	B
Metal and Engineering (120 hours) Metal and Engineering (240 hours)*	Metal and Engineering Specialist Studies (60 hours) Metal and Engineering Specialist Studies (120 hours)	B
Skills for Work (120 hours) Skills for Work (240 hours)		Nil
Hospitality Operations (120 hours) Hospitality Operations (240 hours)*		B
Sports Coaching (240 hours)		Nil

BOARD ENDORSED COURSES AT WHITEBRIDGE HIGH SCHOOL

Course	Preliminary /HSC	ATAR Cat
English Studies	Preliminary & HSC	Nil
Photography, Video & Digital imaging	Preliminary ONLY	Nil
Sport, Lifestyle & Recreational Studies	Preliminary & HSC	Nil

OTHER HSC VET COURSES DELIVERED BY TAFE

VET courses are also available in other industry areas.

These are:

- Accounting (Board Developed Course delivered by TAFE)
- Tourism (Board Developed Course delivered by TAFE)
- A wide range of Content Endorsed and Board Endorsed VET Courses are possible through TAFE. (*TAFE application procedures apply for these courses*). Some of the more popular courses include:
 - Animal Studies
 - Automotive
 - Beauty Services
 - Community Services
 - Child Studies
 - Electrotechnology
 - Hairdressing
 - Media Journalism
 - Music Industry

Note:

The list is not exhaustive - further information is available from the Careers Adviser

- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
- To see all TAFE courses available refer to the School Webpage – www.whitebridg-h.schools.nsw.edu.au and follow the links.
- For additional information regarding TAFE courses see the Careers Advisor.

VOCATIONAL EDUCATION TRAINING (VET)

FREQUENTLY ASKED QUESTIONS

What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory

What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the Board of Studies, Teaching & Educational Standards.

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks?

The Board of Studies, Teaching & Educational Standards has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

What are Specialisation Courses?

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC
AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR.**

ASSESSMENT AND REPORTING

- The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabus, along with assessment and examination information and a performance scale will be used to describe your level of achievement and give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's ROSA for the tests in English-literacy, Mathematics, Science, Australian History/Australian Geography/Civics & Citizenship.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- 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 state-wide distribution of marks in the course is also shown.)

NEWCASTLE UNIVERSITY UAC ENTRY REQUIREMENTS:

(Please check with the link below or the Careers Adviser for the most up-to-date Information)

<http://www.newcastle.edu.au/study?study=undergraduate>

UNIVERSITY OF NEWCASTLE

CRICOS PROVIDER NO. 00109J



www.newcastle.edu.au

Newcastle Campus (Callaghan)

Enquiries

Student Services Centre
The University of Newcastle
NSW 2308

Ph: (02) 4921 5000

Fax: (02) 4985 4200

Website: www.newcastle.edu.au/askuon

in person: Any Student Hub
Student Services Centre or Shortland Building
University Drive
Callaghan NSW

A student Hub is also located at University House
in the Newcastle City Precinct

Central Coast Campus (Ourimbah)

Enquiries

Student Hub
Central Coast Campus
PO Box 127
Ourimbah NSW 2258

Ph: (02) 4348 4000

Fax: (02) 4348 4035

Website: www.newcastle.edu.au/askuon

in person: Student Hub
Chittaway Road
Ourimbah NSW

Port Macquarie Campus

Enquiries

The University of Newcastle
PO Box 210
Port Macquarie NSW 2444

Ph: (02) 4921 5000

Fax: (02) 6581 6263

Website: www.newcastle.edu.au/askuon

in person: Port Macquarie Student Hub
A Block, Administration
Widderson Street
Port Macquarie NSW

READ THIS FIRST

- Competence in the English language is a requirement for all University for all University of Newcastle courses. All courses at the University of Newcastle of Newcastle have assumed knowledge of any two units of English.
- The University of Newcastle recognises performance in relevant HSC subjects. For information about the University of Newcastle's HSC Bonus Point Scheme, visit www.newcastle.edu.au
- The University of Newcastle offers a number of bridging courses to assist students who may not have the recommended or assumed knowledge requirements. The bridging courses are offered before term commences and cover many areas, such as Mathematics, Chemistry, Physics and other specific academic skills.

Information about the bridging courses is available at the University of Newcastle's website at www.newcastle.edu.au/centre/elfsc/bridging/index.html

MAIN AREA OF STUDY
Major Studies
(Areas of study are generally offered as Bachelor degrees unless Dip, Adv Dip or Assoc Deg is shown in brackets)

P = Prerequisites
SP = Subject Prerequisites
A = Assumed Knowledge
R = Recommended Studies
N = None

ABORIGINAL STUDIES
Aboriginal Cultural Studies, Aboriginal Research Methods and Field Practice, Communication Studies

N None

ARCHITECTURE

R Any two units of English plus Industrial Technology and/or Mathematics Advanced and/or Physics and/or Visual Arts

ARTS
Aboriginal Studies, Ancient History, Chinese, Classical Languages (Latin, Greek), Creative Arts, Drama, English, Film, Media and Cultural Studies, French, German, History, Human Geography and the Environment, International Affairs, Japanese, Linguistics, Philosophy, Politics and Policy, Psychology Studies*, Religious Studies, Sociology and Anthropology, Writing

R For Psychology Studies: Mathematics Advanced
For all other majors: English (Advanced)

Note: Not all majors have courses available on both the Newcastle and Central Coast campuses.

Contact the University of Newcastle for further information.

** Psychology Studies major is not accredited by Australian Psychology Accreditation Council (APAC)*

BIOMEDICAL SCIENCE
Anatomy, Cell Biology, Human Bioscience, Human Genetics and Bioinformatics, Human Pharmacology, Immunology, Medical Biochemistry, Microbiology, Molecular Biology, Neuroscience, Nutrition, Pathophysiology, Research and Practical Laboratory Skills, Virology

A A strong background in the basic sciences including Chemistry, Physics, Biology and Mathematics Advanced

BIOTECHNOLOGY
Biotechnology, Cell and Molecular Biology, Microbiology and Molecular Genetics

A Mathematics Advanced and Chemistry
R Physics

BUSINESS
Human Resource Management, Information Systems in Business, International Business, Logistics and Supply Chain Management, Management, Marketing, Tourism

A Mathematics Advanced

COMMERCE
Accounting, Economics, Finance

A Mathematics Advanced

COMMUNICATION
Journalism, Media Production, Media Studies, Public Relations

N None

COMPUTER SCIENCE

A Mathematics Advanced (Band 5 or above)
R HSC Mathematics Advanced Extension 1 or higher, any two units of science

CONSTRUCTION MANAGEMENT
Building Surveying, Construction Management, Quantity Surveying

R Any two units of English plus Mathematics Advanced

DEVELOPMENT STUDIES
Cultures and Citizenship, Globalisation and Economic Development, Environment Sustainability, Urban and Regional Development

N None

ENGINEERING Chemical Civil Mechanical Mechatronics Mining (Transfer Program) Software Computer Electrical	A R A R	Mathematics Advanced (Band 5 or above) HSC Mathematics Advanced Extension 1 or higher and Environmental any two units of science Mathematics Advanced (Band 5 or above) HSC Mathematics Advanced Extension 1 or higher, Telecommunications and any two units of science – Physics preferred
ENVIRONMENTAL SCIENCE AND MANAGEMENT Earth Systems, EcoSystems and Biodiversity, Marine Science, Sustainability	R	Mathematics Advanced, Chemistry and Biology
EXERCISE AND SPORT SCIENCE* <i>* Central Coast campus only</i>	R	At least two of Biology, Chemistry, Mathematics Advanced or Physics. Personal Development, Health and Physical Education
FINE ART 2D Art (Drawing, Painting, Printmaking), 3D Art (Ceramics, Fibres, Textiles, Sculpture), Art History/Theory, Photomedia (Photography and Digital Imaging), Video	A	Visual Arts
FOOD SCIENCE AND HUMAN NUTRITION* <i>*Central Coast campus only</i>	R	Biology or Chemistry or Mathematics Advanced
INDUSTRIAL DESIGN Industrial Design <i>Note: The first three years of this program are completed at TAFE, followed by one year full-time at the University of Newcastle. Contact the University for further information.</i>	P	TAFE Advanced Diploma in Product Design and Development or Advanced Diploma of Product Design and Innovation or equivalent
INFORMATION TECHNOLOGY Business Information, Communication and Technology, Digital Media and Entertainment, Software Development and Application	A	Any two units of mathematics and any two units of English
LANGUAGES# Auslan, Chinese, French, German, Greek, Japanese, Latin <i># Academic content of this program is under review</i>	N	None
LAW (COMBINED) The following combined law courses are offered: Aboriginal Professional Practice/Laws Arts/Laws Business/Laws Commerce/Laws Communication/Laws Science/Laws Social Science/Laws	A/R A/R	For Law: None For other areas of study: Refer to the relevant entry
MATHEMATICS Mathematics, Statistics	A R	Mathematics Advanced HSC Mathematics Extension 1
MEDICAL RADIATION SCIENCE Diagnostic Radiography, Nuclear Medicine, Radiation Therapy	A	Any two units of English plus Mathematics Advanced or Physics
<i>This program is offered jointly by the University of Newcastle and the University of New England</i>	P R	Direct University Joint Medical Program Application Form, Undergraduate Medicine and Health Sciences Admission Test (UMAT) and interview

		Any two units of English
MIDWIFERY	A	English (Band 4 or higher), General Mathematics Advanced, Biology and Chemistry
MUSIC# Composition, Creative Production, Musicology, Performance (Instrument, Voice), Second Instrument, Studio Teaching (Private)	P A	Audition and interview and tests and ATAR or equivalent AMEB (Grade 6 to 8 pass) or equivalent or demonstrated musical expertise or Music
<i>#Academic content of this program is under review</i>		
NATURAL HISTORY ILLUSTRATION Natural History Illustration	R	Any of: Biology, Design and Technology, Geography, Senior Science, Textiles and Design, Visual Arts
NURSING Nursing	A	Any two units of English plus Biology, Chemistry and Mathematics Standard 2 Current nationally accredited first aid certificate and appropriate ICT skills also assumed
NUTRITION AND DIETETICS	R	Chemistry
OCCUPATIONAL THERAPY	R	Biology and Chemistry
ORAL HEALTH* *Central Coast campus only	R	Biology and Chemistry
PHYSIOTHERAPY	A	English (Advanced) plus Chemistry and either Biology or Physics
PODIATRY* *Central Coast campus only and Physics	A	Chemistry and any two units of mathematics
PSYCHOLOGY	A R	Mathematics Biology
SCIENCE Biological Sciences, Chemistry, Earth Sciences, Geography and Environmental Studies, Marine Science, Mathematics, Photonics, Physics, Psychology, Statistics, Sustainable Resource Management <i>Note: Not all majors have courses available on both the Newcastle and Central Coast campuses. Contact the University of Newcastle for further information.</i>	A R	Mathematics Advanced Biology and/or Chemistry and/or Physics depending on the major
SOCIAL SCIENCE # Aboriginal Studies, Community Welfare and Human Services, Economic Policy Analysis, Film, Media and Cultural Studies, Gender Studies, Historical Studies, Human Geography, Industrial Relations and Human Resource Management, Leisure and Tourism Studies, Linguistics, Philosophical and Religious Studies, Politics and Policy, Psychology*, Sociology and Anthropology <i>Note: Not all majors have courses available on both the Newcastle and Central Coast campuses. Contact the University of Newcastle for further information.</i> <i>#Academic content of this program is under review</i> <i>*Psychology major is not accredited by Australian Psychology Accreditation Council (APAC)</i>	R	For Psychology: Mathematics Advanced For all other majors: English (Advanced) Other related subjects, such as Geography, History, Family and Community, Society and Culture are recommended depending on the major
SOCIAL WORK Philosophy, Psychology, Social Science, Social Work	R	For Psychology: Mathematics Advanced
SPEECH PATHOLOGY Linguistics, Psychology, Speech Pathology	R	Biology and Chemistry, Mathematics Advanced and English (Advanced)
SURVEYING	A R	Mathematics Advanced (Band 5 or above) HSC Mathematics Extension 1 or higher and any two units of science

TEACHING

Arts*

Primary Teaching Specialisation:

Aboriginal Studies, Business, Creative Arts, Cultural and Media Studies, Economics, English, History, Legal Studies, Linguistics, Mathematics, Philosophy, Physical Education, Religion, Science, Sociology and Anthropology, Sustainable Communities, Special Education

A For Primary Teaching: Any two units of English (Band 4) and any two units of mathematics (Band 4 required for Mathematics General 2)

Secondary Teaching Specialisations:

Aboriginal Studies, Ancient History, Business (with Legal Studies), Chinese, Drama, Economics, English, French, Geography, German, Japanese, Modern History, Society and Culture, Special Education, Studies of Religion

A For Secondary Teaching: Any two units of English (Band 4)

**At Port Macquarie campus, only the Primary Teaching Specialisation strand is available*

Early Childhood Studies

Early Childhood Studies, Primary

A Any two units of English (Band 4) and any two units of mathematics (Band 4 required for Mathematics General 2)

Check pages 7–8 for information about HSC English and mathematics requirements for teaching degrees.

Fine Art

2D Art, 3D Art, Art Theory, Drama, Education/Teaching, History, Photomedia, Special Education, Studio Practice, Visual Arts

A Any two units of English (Band 4)
R Visual Arts

Health and Physical Education

Personal Development, Health and Physical Education Teaching, Special Education

A Any two units of English (Band 4)
R Personal Development, Health and Physical Education plus either Biology or Chemistry or Physics

Mathematics

Mathematics, Special Education, Statistics

A Mathematics Advanced and any two units of English (Band 4)
R HSC Mathematics Extension 1

Music

Students seeking to teach music should complete a Bachelor of Music then a Master of Teaching.

A Audition required

Science

Biology, Chemistry, Earth and Environmental Science, Physics

A Mathematics Advanced and any two units of English (Band 4)
R Biology and/or Chemistry and/or Physics depending on major, Mathematics Advanced.

Technology

Design and Technology, Computing Technology, Design Software, Engineering Technology, Food Technology, Industrial Technology, Information Systems, Textiles Technology

A Any two units of English (Band 4)
R Mathematics Advanced, Chemistry plus Visual Arts or Textiles and Design or Design and Technology or Industrial Technology or Food Technology or Engineering Science

Check pages 7–8 for information about HSC English and mathematics requirements for teaching degrees

THEOLOGY#

History, Philosophy, Theology and Religious Studies

#Academic content of this program is under review

N None

VISUAL COMMUNICATION

Digital Design, Graphic and Illustration Design

A One or more of: Visual Arts and/or Design and Technology and/or Textiles and Design and/or Industrial Technology

COMBINED PROGRAMS

If you intend to undertake combined programs, check the prerequisites, assumed knowledge and recommended studies for both programs. Not all specialisations or majors within a program may be available within a combined program. Contact the University of Newcastle for further details. The University of Newcastle currently offers combined programs in:

- Arts/Science
- Business/Commerce
- Civil Engineering/Environmental Engineering
- Engineering/Business
- Engineering/Computer Science
- Engineering/Mathematics
- Engineering/Science
- Engineering/Surveying
- Information Technology/Business
- Mathematics/Computer Science
- Mathematics/Science
- Mechanical Engineering/Mechatronics Engineering
- Music/Arts

Combined programs in Law are also offered – refer to main subject entry for details.

Note: All programs are subject to routine review. This may result in slight variation in subject offerings.

SCHOOL DELIVERED BOARD DEVELOPED COURSES

COURSE: ANCIENT HISTORY EXCLUSIONS: NIL 2 units for each of Preliminary and HSC Board Developed Course		COURSE NO: 11020 COURSE FEE: \$0									
Course Description: Ancient History involves the study of at least two of the following areas: Egypt, Near East, China, Greece and Rome in the HSC course. The Preliminary course also includes civilizations from the Americas, Asia, Australia and Europe. The Preliminary course is structured for students to: study various methods of investigating and reconstructing the past, learn how to effectively analyse archeological and written sources as well as generating hypotheses and theories based on the available evidence. This is completed through students undertaking TWO case studies and completing an historical investigation. In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus an ancient society and a historical period. The core study is Cities of Vesuvius - Pompeii and Herculaneum.											
Main Topics Covered Preliminary Course (120 indicative hours) Part I – Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies At least TWO case studies will be undertaken from a range of options such as Tutankhamen’s tomb, Troy, The Celts, Masada, The Shang Dynasty, The Silk Road, Boudicca. Part II - Features of Ancient Societies Part III: Historical Investigation One historical investigation will be undertaken during the course. This research will allow students to further develop their investigative skills through investigating a relevant historic topic. HSC Course (120 indicative hours) The course comprises a study of: Part I Mandatory Core Study: Cities of Vesuvius – Pompeii & Herculaneum Part II Ancient Societies (one) Part III Personalities in their Times (one) Part IV Historical Periods (one) The HSC course requires study from at least TWO of the following areas: <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Egypt</td> <td style="width: 25%;">Greece</td> <td style="width: 25%;">China</td> <td style="width: 25%;"></td> </tr> <tr> <td>Near East</td> <td>Rome</td> <td></td> <td></td> </tr> </table>				Egypt	Greece	China		Near East	Rome		
Egypt	Greece	China									
Near East	Rome										
Assessment: HSC course only											
External Assessment: The exact format of the HSC examination is still under consideration by NESAs but it will probably take the form of a 3 hour written examination (in four parts). Once NESAs finalises the external assessment requirements, the internal assessment schedule for the HSC Course will be modified, but it will probably be similar to the one outlined on the right.		Internal Assessment: Knowledge & understanding of course content Stimulus-based skills, analysis, synthesis and evaluation of historical information from a variety of sources Historical inquiry & research Communication of historical understanding in appropriate forms									
		Weighting 40% 20% 20% 20% 100%									

COURSE: BIOLOGY		COURSE NO: 11030
		COURSE FEE: \$0
2 units for each of Preliminary and HSC Board Developed Course		
Introduction		
<p>The study of Biology across Stage 6 Syllabus 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. Through applying Working Scientifically skills, processes and the use of biological technologies, students will examine inquiry questions to develop biological practices and gain an understanding of the interactions between living things and the environments in which they live.</p> <p>Fundamental to this discipline is the development of an appreciation for the diversity of life on the Earth and its habitats. A strong focus on personal and public health and sustainability issues is developed over the latter stages of the course.</p> <p>The course explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world and provides the foundation knowledge and skills required to study biology after completing school, supporting participation in a range of careers in biology and related interdisciplinary industries.</p>		
Students who would benefit from doing this course?		
This course is designed for students who wish to continue with further studies at University or TAFE such as Medicine, Radiology, Veterinary Sciences, Nursing, Health Sciences, Pathology, Medical Sciences, Environmental Sciences and Applied Sciences such as Speech Pathology.		
Content		
Preliminary Course – 4 Modules		HSC Course – 4 Modules
Module 1 Cells as the Basis of Life Module 2 Organisation of Living Things Module 3 Biological Diversity Module 4 Ecosystem Dynamics		Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-Infectious Disease and Disorders
The Preliminary and HSC course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Preliminary and HSC courses.		
Assessment: HSC course only		
External examination	Internal Assessment	%
The exact format is still being decided by NESA but a possible format would be single three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks Skills in working scientifically	60
	Knowledge and understanding of course content	40
Mandatory Practical		
Students are expected to complete a minimum of 35 hours in Preliminary and 35 hours in the HSC of mandatory practical investigations.		
Extension Science		
Students may have the opportunity to participate in a 1 unit Science Extension course in the HSC.		
Costs		
Excursion costs payable at time of excursion. No mandatory textbook for course.		
Syllabus Website		
http://syllabus.nesa.nsw.edu.au/biology-stage6/		
Contact Person		
Ms Crosbie, Mr Moore		

COURSE: BUSINESS STUDIES EXCLUSIONS: NIL 2 units for each of Preliminary and HSC Board Developed Course	COURSE NO: 11040 COURSE FEE: \$0
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Course Description:
 Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

Main topics Covered:

Preliminary Course 120 indicative hours
 Nature of Business - 20% of course time
 Business Management - 40% of course time
 Business Planning - 40% of course time

HSC Course 120 indicative hours
 Operations - 25% of course time
 Marketing - 25% of course time
 Finance - 25% of course time
 Human Resources - 25% of course time

Particular Course Requirements:
 In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

Assessment : HSC course only

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge & understanding of course content Stimulus-based skills Inquiry & research Communication of business information, issues and ideas in appropriate form	40% 20% 20% 20%
100%		100%

COURSE: CHEMISTRY		COURSE NO: 11050
		COURSE FEE: \$0
2 units for each of Preliminary and HSC Board Developed Course		
<p>Introduction The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills and processes, the course aims to examine how chemical theories, models and practices are used and developed.</p> <p>The <i>Chemistry Stage 6 Syllabus</i> 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 human progress and our ability to develop future industries and sustainability.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials and sustainability issues as they arise.</p> <p>Students who would benefit from doing this course? This course is designed for students who are skilled in both Science and Mathematics. It is designed to prepare students for further studies in Chemistry that are required in Science at a University level, Health Sciences, Nuclear Sciences/Medicine, Applied Sciences, Environmental Sciences, Engineering, Nursing and Science Education.</p>		
Content		
Preliminary Course – 4 Modules		HSC Course – 4 Modules
Module 1 Properties and Structure of Matter		Module 5 Equilibrium and Acid Reactions
Module 2 Introduction to Quantitative Chemistry		Module 6 Acid/base Reactions
Module 3 Reactive Chemistry		Module 7 Organic Chemistry
Module 4 Drivers of Reactions		Module 8 Applying Chemical Ideas
The Preliminary and HSC course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Preliminary and HSC courses.		
Assessment: HSC course only		
External examination	Internal Assessment	%
The exact format is still being decided by NESA but a possible format would be single three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks Skills in working scientifically Knowledge and understanding of course content	60 40
<p>Mandatory Practical Students are expected to complete a minimum of 35 hours in Preliminary and 35 hours in the HSC of mandatory practical investigations.</p> <p>Extension Science Students may have the opportunity to participate in a 1 unit Science Extension course in the HSC.</p> <p>Costs Excursion costs payable at time of excursion. No mandatory textbook for course.</p> <p>Syllabus Website http://syllabus.nesa.nsw.edu.au/chemistry-stage6/</p> <p>Contact Person Mr Mulhearn, Mrs Harman</p>		

COURSE: COMMUNITY AND FAMILY STUDIES **COURSE NO: 15060**
EXCLUSIONS: NIL **COURSE FEE: \$15**
 2 units for each of Preliminary and HSC
 Board Developed Course

Course Description:
 Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

Main Topics Covered:

Preliminary Course

- Resource Management
Basic concepts of the resource management process
- Individuals and Groups
The individual's roles, relationships and tasks with groups
- Families and Communities
Family structures and functions and the interaction between family and community

HSC Course

- Research Methodology
Ethical research procedures culminating in the production of an Independent Research Project
- Groups in Context
The characteristics needs of specific community groups
- Parenting and Caring
Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

HSC Option Modules (Select one of the following)

Family and Societal Interactions
 How government and community structures support and protect family members throughout the lifespan.

Social Impact of Technology
 The impact of evolving technologies on individuals and lifestyle

Individuals and Work
 Contemporary issues confronting individuals as they manage their roles within both their family and work environments.

Particular Course Requirements:
 As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management

Assessment: HSC course only			
External Examination	Weighting	Internal Assessment	Weighting
A written examination: Section I Part A Part B	20% 55%	Core Research Methodology Groups in Context Parenting and Caring Options Families and Societal Interactions Social Impact of Technology Individuals and Work	75% 25%
Section II – students answer the questions on the option they have studied Families and Societal Interactions Social Impact of Technology Individuals and Work	25%	<i>Assess modules using a combination of HSC examination-type tasks and non HSC examination-type tasks.</i>	
	100%		100%

COURSE: DANCE **COURSE NO: 15070**
EXCLUSIONS: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
 2 units for each of Preliminary and HSC
 Board Developed Course **COURSE FEE: \$0**

Preliminary Course 120 indicative hours
 Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.
 Components to be completed are:
 Performance (40%)
 Composition (20%)
 Appreciation (20%)
 Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).

HSC Course 120 indicative hours
 Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology
 Core (60%) Performance 20%, Composition 20%, Appreciation 20%
 Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

Particular Course Requirements
 The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.
 The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.
Fees: A small fee for costuming will be negotiated at the required time.

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance Solo dance and Informal Discussion	20%	Core Performance	20%
Core Composition Solo composition performed by another student plus 300 word rationale and informed discussion	20%	Core Composition	20%
Core Appreciation A written examination: one hour	20%	Core Appreciation	20%
Major Study Major Study Performance One solo dance and discussion or Major study composition One dance composition: new solo, group dance plus 300 word rationale and informed discussion or Major Study Appreciation Written examination: 1¼ hours or Major Study – Dance & Technology Option 1: Choreographing the Virtual Body Presentation of a composition via 3D animation software and discussion & Process Diary or Major Study – Dance and Technology Option 2: Film and Video Presentation of a composition via film/video and Manifesto & Process Diary	40%	Development of Major Study	40%
	100%		100%

COURSE: DRAMA	COURSE NO: 11090
EXCLUSIONS: NIL	COURSE FEE: \$0
2 units for each of Preliminary and HSC Board Developed Course	

Course Description:

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. Students considering selecting Drama in Year 11 will be required to undergo an audition to demonstrate suitability for this course. Students will be required to perform a monologue of their own choosing.

Preliminary course **content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.**

HSC Course content

Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.

The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project** students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered:
Preliminary Course 120 indicative hours

Improvisation, Playbuilding, Acting
Elements of Production in Performance
Theatrical Traditions and Performance Styles

HSC Course 120 indicative hours

Australian Drama and Theatre (Core content)
Studies in Drama and Theatre
Group Performance (Core content)
Individual Project

Particular Course Requirements:

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30%	Australian Drama and Theatre Studies in Drama and Theatre	30%
Individual Project	30%	Development of Group Performance Development of Individual Project	20%
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre(Core) Studies in Drama and Theatre	40%		20%
	100%		100%

COURSE: EARTH & ENVIRONMENTAL SCIENCE		COURSE NO: 11100
		COURSE FEE: \$0
2 units for each of Preliminary and HSC Board Developed Course		
<p>Introduction The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. An understanding of the Earth's resources and the ability to live sustainably on the planet is a key focus of the course. Additionally, students explore the Earth's renewable and non-renewable resources and through inquiry, probe significant environmental issues. Student's 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.</p> <p>Students who would benefit from doing this course? Any student with an interest in the Earth and how to live sustainably would benefit from the course. It addresses the essentials of current and future environmental issues and challenges, such as clean water, renewable energy sources and food shortages, and delves into management of geological resources important to Australia's sustainable future. This course would be of particular benefit to those students wishing to study Environmental Science, Geology, Engineering, Water Health and Contamination, Environmental Assessment and Management, Mining and Exploration of Oil, as well as those students who wish to pursue a career as a Marine Geologist, Palaeontologist, Geochemist, Geophysicist or Oceanographer.</p>		
Content		
Preliminary Course – 4 Modules		HSC Course – 4 Modules
Module 1 Earths Resources		Module 5 Earth's Processes
Module 2 Plate Tectonics		Module 6 Hazards
Module 3 Energy Transformations		Module 7 Climate Science
Module 4 Human Impacts		Module 8 Resource Management
The Preliminary and HSC course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Preliminary and HSC courses.		
Assessment: HSC course only		
External examination	Internal Assessment	%
The exact format is still being decided by NESAs but a possible format would be single three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks Skills in working scientifically Knowledge and understanding of course content	60 40
<p>Mandatory Practical Students are expected to complete a minimum of 35 hours in Preliminary and 35 hours in the HSC of mandatory practical investigations.</p> <p>Extension Science Students may have the opportunity to participate in a 1 unit Science Extension course in the HSC.</p> <p>Costs Excursion costs payable at time of excursion. No mandatory textbook for course.</p> <p>Syllabus Website http://syllabus.nesa.nsw.edu.au/earth-and-environmental-science-stage6/</p> <p>Contact Person Mrs Williams, Mrs Sessions</p>		

COURSE : ECONOMICS	COURSE NO: 15110
EXCLUSIONS: NIL	COURSE FEE: \$0
2 units for each of Preliminary and HSC	
Board Developed Course	

Course Description:

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

Preliminary Course 120 indicative hours	% of course time	Indicative Hours
1 Introduction to Economics	10	12
2 Consumers and Business	10	12
3 Markets	20	24
4 Labour Markets	20	24
5 Financial Markets	20	24
6 Government in the Economy	20	24
Higher School Certificate Course 120 indicative hours	% of course time	Indicative Hours
1 The Global Economy	25	30
2 Australia's Place in the Global Economy	25	30
3 Economic Issues	25	30
4 Economic Policies and Management	25	30

Assessment : HSC course only

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge & understanding of course content Stimulus-based skills Inquiry & research Communication of economic information, issues and ideas in appropriate form	40% 20% 20% 20%
100%		100%

COURSE: ENGLISH STANDARD		COURSE NO: 11130	
		COURSE FEE: \$0	
2 units for each of Year 11 and HSC Board Developed Course			
Course Description: The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. 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.			
Content			
Year 11 Course – 4 Modules		HSC Course – 4 Modules	
Common Module: Reading to Write (40 hours) Module A: Contemporary Possibilities (40 hours) Module B: Close Study of Literature (40 hours)		Common Module: Texts and Human Experiences (30 hours) Module A: Language, Identity and Culture (30 hours) Module B: Close Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)	
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> • 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 			
The Year 12 formal school-based assessment program for English Standard reflects the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual formal task is 10% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes • assessment of the Common Module must integrate student selected related material 			
Assessment: HSC Course (only)			
External examination	Mark	Internal Assessment	%
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of course content	50%
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

COURSE: ENGLISH ADVANCED		COURSE NO: 11140	
		COURSE FEE: \$0	
2 units for each of Year 11 and HSC Board Developed Course			
Course Description: 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 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 study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world .			
Content			
Year 11 Course – 4 Modules		HSC Course – 4 Modules	
Common Module: Reading to Write (40 hours) Module A: Narratives that Shape our World (40 hours) Module B: Critical Study of Literature (40 hours)		Common Module: Texts and Human Experiences (30 hours) Module A: Textual Conversations (30 hours) Module B: Critical Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)	
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of: <ul style="list-style-type: none"> • 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 			
Assessment: HSC Course (only)			
External examination	Mark	Internal Assessment	%
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of course content	50%
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
The Year 12 formal school-based assessment program for English Advanced reflects the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual formal task is 10% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes • assessment of the Common Module must integrate student selected related material 			

COURSE: ENGLISH EXTENSION 1		COURSE NO: 11150	
		COURSE FEE: \$0	
1 unit of study for each of Year 11 and HSC Board Developed Course			
PREREQUISITES:			
(a) English (Advanced) course			
(b) Year 11 English Extension 1 is a prerequisite for HSC English Extension 1.			
1 unit of study for each of Year 11 and HSC			
Course Description			
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 .			
Content			
Preliminary Course – 4 Modules		HSC Course – 4 Modules	
Module: Texts, Culture and Value (40 hours)		Common module: Literary Worlds with ONE elective option (60 hours)	
Related research project (20 hours)			
Particular Course Requirements			
Across Stage 6 the selection of texts will give students experience of the following:			
<ul style="list-style-type: none"> • 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 			
Assessment: HSC Extension Course 1 (only)			
External examination	Mark	Internal Assessment	%
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of complex texts and of how and why they are valued	50%
		Skills in complex analysis, sustained composition and independent investigation	50%
The Year 12 formal school-based assessment program for English Extension 1 reflects 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% • one task may be a formal written examination with a maximum weighting of 30% • one task must be a creative response with a maximum weighting of 40% • at least one task must integrate student selected related material 			

ENGLISH EXTENSION 2 (2020)			
1 unit for HSC only Board Developed Course			
Course Description The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways . They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently , develop deep knowledge and manipulate language in their own extended compositions.			
HSC Course Content The Composition Process Major Work Reflection Statement The Major Work Journal (60 hours)			
Particular Course Requirements Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement			
Assessment: HSC Course			
External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Skills in extensive independent research	50%
		Skills in sustained composition	50%
The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements: Please note: Assessment will be based on the <u>process</u> of composing the Major Work. As part of that process, there will be three assessment tasks: <ul style="list-style-type: none"> • a Viva Voce with a weighting of 30% • a Literature Review with a weighting of 40% • a Critique of the Creative Process with a weighting of 30% 			

COURSE: ENGINEERING STUDIES	COURSE NO: 11120
EXCLUSIONS: NIL	COURSE FEE: \$35 including student workbook
2 units for each of Preliminary and HSC Board Developed Course	

Course Description:
 Both Preliminary and HSC Courses offer students the opportunity to gain knowledge, understanding and skills in many aspects of engineering. Students study engineering by investigating a range of applications and fields of engineering. Each module studied will typically cover **engineering mechanics/calculations** (e.g. the analysis of a bridge truss), **engineering materials** (e.g. understanding the properties of various steels, polymers and composite materials), history of **engineering innovations** and their effect on society, **engineering drawing**, and producing an **engineering report**.

Main Topics Covered:

Preliminary Course 120 indicative hours
 Students study the following four modules;
 Engineering fundamentals, Engineered products, Braking systems and Bio-Engineering.

HSC Course 120 indicative hours
 Students study of each of the following four modules:
 Civil structures, Personal and public transport, Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements:
 Students develop an engineering report for a selection of modules studied.
 At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Assessment. An outline of the external / internal assessments are given below (HSC course only).

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination Section I Multiple choice questions	20%	Total of the four modules	65%
Section II Short-answer questions	80%	Engineering reports	35%
	100%		100%

COURSE: FOOD TECHNOLOGY
COURSE NO: 15180
EXCLUSIONS: NIL

Year 11 \$90

Year 12 \$70

 2 units for each of Preliminary and HSC
 Board Developed Course

Course Description:

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.

Main Topics Covered:
Preliminary Course

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

HSC Course

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

Particular Course Requirements:

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

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

Assessment: HSC course only:

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100%	Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)	20%
		Research, analysis and communication	30%
		Experimentation and preparation	30%
		Design, implementation and evaluation	20%
	100%		100%

COURSE: GEOGRAPHY	COURSE NO: 11190
EXCLUSIONS: NIL	COURSE FEE: \$0
2 units for each of Preliminary and HSC	
Board Developed Course	

Course Description:
 The Preliminary course draws on contemporary developments in biophysical and human phenomena in a changing world. It refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

Main Topics Covered:

Preliminary Course 120 indicative hours
 Biophysical Interactions 45% of course time
 Global Challenges 45% of course time
 The Senior Geography Project 10% of course time

HSC Course 120 indicative hours
 Ecosystems at Risk 33% of course time
 Urban Places 33% of course time
 People and Economic Activity 33% of course time

The key competencies of collecting, analysing and organising information, and communicating ideas and information reflect core processes of geographical inquiry and are explicit in the objectives and outcomes of the syllabus.

Particular Course Requirements:
 Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Assessment: HSC course only

External Assessment		Internal Assessment	Weighting
A three hour written examination	100%	Knowledge & understanding of course content	40%
		Geographical tools & skills	20%
		Geographical inquiry & research, including fieldwork	20%
		Communication of geographical information, issues and ideas in appropriate form	20%
100%			100%

HOSPITALITY**SIT20316 Certificate II in Hospitality (Release 2)****Statement of Attainment towards SIT20316 Certificate II in Hospitality(Release 2)****2019 STAGE 6 COURSE DESCRIPTION – HOSPITALITY**

This Course is available as		2Unit x 2years/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 hospitality & 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 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		Elective Units	
SITHIND003	Use Hospitality skills effectively	SITXCOM001	Source and present information
SITXCOM002	Show social and cultural sensitivity	SITHCCC003	Prepare sandwiches
SITXCCS003	Interact with customers	SITXFSA002	Participate in safe food handling practices
BSBWOR203	Work effectively with others	BSBSUS201	Participate in environmentally sustainable work practices
SITXWHS001	Participate in safe work practices	HLTAID003	Provide first aid
SITHIND002	Source and use information on the hospitality industry		
SITXFSA001	Use hygienic practices for food safety		
SITHFAB004	Prepare and serve non-alcoholic beverages		
SITHFAB007	Serve food and beverage		
SITHFAB005	Prepare and serve espresso coffee		
Course contribution (to be made directly to school): \$140 – preliminary and HSC - \$100 \$70 – First Aid course 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"> • Food and beverage uniform that can be purchased through the school at approximate cost of \$60 • Enclosed black leather shoes 	
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 Unit x 1 year courses: 35 hours
- 2 Unit 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.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship 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).

COURSE: INDUSTRIAL TECHNOLOGY (Wood based)	COURSE NO: 11200
EXCLUSIONS: NIL	COURSE FEE: \$70
2 units for each of Preliminary and HSC Board Developed Course	

Course Description:
Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Timber Products and Furniture Industries.

* At Whitebridge High we offer **Timber and Furniture Industries (Wood based)**.
The Metals and Engineering (Metal based) is offered in the VET course number 12460.

Main Topics Covered:

Preliminary Course 120 indicative hours
The following sections are taught in relation to the relevant focus area:
Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
Design and Management – designing, drawing, computer applications, project management.
Workplace Communication – literacy, calculations, graphics.
Industry Specific Content and Production

HSC Course 120 indicative hours
The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:
Industrial Practices
Design and Management
Workplace Communication
Industry Specific Content and Production

Particular Course Requirements:
In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination	40%	Study of Industrial Practices	15%
Major Project (product & portfolio)	60%	Designing, planning and management	30%
Design & Management		Workplace communication	30%
Workplace communication		Industry Applications	25%
Production			
	100%		100%

COURSE: JAPANESE BEGINNERS		COURSE NO: 15820	
Exclusions: Japanese Continuers; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual. 2 units for each of Preliminary and HSC Board Developed Course		COURSE FEE: \$35 activity book price can vary	
Course Description: In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.			
Topics: Family life, home and neighbourhood People, places and communities Education and work Friends, recreation and pastimes Holidays, travel and tourism Future plans and aspirations			
Particular Course Requirements: Nil			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
An oral examination (5 minutes): Conversation	20%	Speaking Listening	20% 30%
A written examination (2.5 hours): Listening Reading Writing in Japanese	30% 30% 20%	Reading Writing in Japanese	30% 20%
	100%		100%

COURSE: JAPANESE CONTINUERS		COURSE NO: 15830	
Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.			
Exclusions: Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual. 2 units for each of Preliminary and HSC Board Developed Course		COURSE FEE:	\$28 activity book price can vary
Course Description The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.			
Themes: the individual the Japanese-speaking communities the changing world. Students' language skills are developed through tasks such as: conversation responding to an aural stimulus responding to a variety of written material writing for a variety of purposes studying Japanese culture through texts			
Particular Course Requirements: Nil			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 10 minute oral examination: Conversation	20%	Speaking Listening and responding	20% 25%
A three hour written examination: Listening and responding Reading and responding	25%	Reading and responding Writing in Japanese	40% 15%
Part A	25%		
Part B	15%		
Writing in Japanese	15%		
	100%		100%

COURSE: LEGAL STUDIES		COURSE NO: 11220	
EXCLUSIONS: NIL		COURSE FEE: \$0	
2 units for each of Preliminary and HSC Board Developed Course			
Course Description: The Preliminary course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.			
Main Topics Covered:			
Preliminary Course 120 indicative hours			
The Legal System		40% of course time	
The Individual and the Law		30% of course time	
The Law in Practice		30% of course time	
HSC Course 120 indicative hours			
Core 1: Crime		30% of course time	
Core 2: Human Rights		20% of course time	
Core 3: Options		50% of course time	
Two chosen from consumers, families, global environments, Indigenous people, shelter, workplace, world order			
Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.			
Particular Course Requirements: No special requirements			
Assessment HSC course only.			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Knowledge & understanding of course content	60%
Core	20%	Inquiry & research	20%
Human Rights	15%	Communication of Legal Studies information, issues and ideas in appropriate form	20%
Crime	50%		
Options			
	100%		100%

COURSE: MATHEMATICS STANDARD		COURSE NO: 11236
Exclusions: Any other Stage 6 Mathematics		COURSE FEE: \$10
2 units for each of Preliminary and HSC Board Developed Course		
Course Description: Mathematics Standard focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written with an emphasis on applications and modelling tasks. The modelling tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences. Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses. Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training. Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.		
Content		
Preliminary Course	HSC Course	
Algebra: Formulae and Equations, Linear Relationships Measurement: Applications of Measurement, Working with Time Financial Mathematics: Money Matters Statistical Analysis: Data Analysis, Relative Frequency and Probability	Mathematics Standard 1: Algebra: Types of Relationships Measurement: Right-angled Triangles, Rates, Scale Drawings Financial Mathematics: Investment, Depreciation and Loans Statistical Analysis: Further Statistical Analysis Networks: Networks and Paths Mathematics Standard 2: Algebra: Types of Relationships Measurement: Non-right-angled Trigonometry, Rates and Ratios Financial Mathematics: Investments and Loans, Annuities Statistical Analysis: Bivariate Data Analysis, The Normal Distribution Networks: Network Concepts, Critical Path Analysis	
Assessment: A variety of tasks are completed to assess students across all content areas. In Year 11, there are a maximum of three assessment tasks including at least one assignment or investigation-style assessment. There are a maximum of four assessment tasks undertaken in both courses in Year 12 including at least one assignment or investigation-style assessment. All students studying Mathematics Standard 2 will complete an external HSC examination. Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination if they wish this course to contribute towards the calculation of an ATAR. Details of these examinations are given below. Format of the Standard 2 HSC Examination <ul style="list-style-type: none"> Formal written paper completed over two hours and 30 minutes plus five minutes reading time. A reference sheet will be provided. NESA approved calculators, a pair of compasses and a protractor may be used. The paper will consist of two sections worth a total of 100 marks. Section I (15 marks): Fifteen objective-response questions. Section II (85 marks): Questions may contain parts. There will be 35 to 40 items. At least two items will be worth 4 or 5 marks. Format of the Standard 1 HSC Examination <ul style="list-style-type: none"> Formal written paper completed over two hours plus five minutes reading time. A reference sheet including appropriate formulae will be provided. NESA approved calculators, a pair of compasses and a protractor may be used. The paper will consist of two sections worth a total of 80 marks. Section I (10 marks): Ten objective-response questions. Section II (70 marks): Questions may contain parts. There will be 30 to 35 items. At least two items will be worth 4 or 5 marks. 		

COURSE: MATHEMATICS ADVANCED**COURSE NO: 11255**

Prerequisites: The Mathematics Advanced course has been developed on the assumption that students have achieved the outcomes of all substrands of Stage 5.1 and Stage 5.2, plus a number of substrands of Stage 5.3.

COURSE FEE: \$10

2 units for each of Preliminary and HSC
Board developed Course

Course Description:

The study of Mathematics Advanced provides opportunities for students to use mathematical modelling to solve problems related to their present and future needs. This course provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course is a demanding one where consistent application, skills and diligence are required.

Content

The Mathematics Advanced course content is divided into six topics which are then divided into subtopics.

Area of Study	Year 11	Year 12
Functions	<ul style="list-style-type: none"> Working with Functions 	<ul style="list-style-type: none"> Graphing Techniques
Trigonometric Functions	<ul style="list-style-type: none"> Trigonometry and Measure of Angles Trigonometric Functions and Identities 	<ul style="list-style-type: none"> Trigonometric Functions and Graphs
Calculus	<ul style="list-style-type: none"> Introduction to Differentiation 	<ul style="list-style-type: none"> Differential Calculus The Second Derivative Integral Calculus
Exponential and Logarithmic Functions	<ul style="list-style-type: none"> Logarithms and Exponentials 	
Statistical Analysis	<ul style="list-style-type: none"> Probability and Discrete Probability Distributions 	<ul style="list-style-type: none"> Descriptive Statistics and Bivariate Data Analysis Random Variables
Financial Mathematics		<ul style="list-style-type: none"> Modelling Financial Situations

Assessment:

A variety of tasks are completed to assess students across all content areas.

In Year 11, there are a maximum of three assessment tasks including an assignment or investigation-style assessment.

There are a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment.

Students studying Mathematics Advanced *must* complete an external HSC examination. Details of this examination are given below.

The Mathematics Advanced HSC examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

Format of the HSC Examination

The examination specifications for this course are still to be determined by NESA. The format is likely to be similar to the following:

- Formal written three hour examination.
- The paper will probably consist of two sections worth a total of 100 marks. Section I (10 marks): Ten objective response questions. Section II (90 marks): Likely to be six questions containing parts worth a total of 15 marks.
- A reference sheet may be provided.
- NESA approved calculators, a pair of compasses and a protractor may be used.

COURSE: MATHEMATICS EXTENSION 1**COURSE NO: 11250**

Corequisites: The Mathematics Extension 1 course includes the Mathematics Advanced Course

Prerequisites: The Mathematics Extension 1 course has been developed on the assumption that students have achieved the outcomes of all substrands of the Stage 5.1, Stage 5.2 and Stage 5.3 courses, including some of the optional substrands (Polynomials, Logarithms, Circle Geometry, Functions and Other Graphs).

1 unit in each of Preliminary and HSC Board developed Course

Course Description:

The study of Mathematics Extension 1 enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. This course provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. The Mathematics Extension 1 course is academically demanding requiring consistent application, skills and diligence.

Course Content:

The Mathematics Extension 1 course content is divided into seven topics which are then divided into subtopics.

Area of Study	Year 11	Year 12
Functions	<ul style="list-style-type: none"> Further work with functions Polynomials 	
Trigonometric Functions	<ul style="list-style-type: none"> Inverse Trigonometric Functions Further Trigonometric Functions 	<ul style="list-style-type: none"> Trigonometric Equations
Calculus	<ul style="list-style-type: none"> Rates of Change 	<ul style="list-style-type: none"> Further Calculus Skills Applications of Calculus
Combinatorics	<ul style="list-style-type: none"> Working with Combinatorics 	
Proof		<ul style="list-style-type: none"> Proof by Mathematical Induction
Vectors		<ul style="list-style-type: none"> Introduction to Vectors
Statistical Analysis		<ul style="list-style-type: none"> The Binomial Distribution

Assessment:

A variety of tasks are completed to assess students across all content areas.

In Year 11, there are a maximum of three assessment tasks including an assignment or investigation-style assessment.

There are a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment.

Students studying Mathematics Extension 1 *must* complete an external HSC examination. Details of this examination are given below.

The Mathematics Extension 1 HSC examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

Format of the HSC Examination

The examination specifications for this course are still to be determined by NESA.

The format is likely to be similar to the following:

- Formal written two hour examination.
- The paper will probably consist of two sections worth a total of 70 marks. Section I (10 marks): Ten objective response questions. Section II (60 marks): Likely to be four questions containing parts worth a total of 15 marks.
- A reference sheet may be provided.
- NESA approved calculators, a pair of compasses and a protractor may be used.

COURSE: MATHEMATICS EXTENSION 2**COURSE NO: YEAR 12
ONLY**

Prerequisites: The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

1 unit additional to the Extension 1 course, for the HSC only.
Board developed Course

Course Description:

The study of Mathematics Extension 2 provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. This course enables students to acquire progressively higher levels of knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts. The Mathematics Extension 2 course is academically rigorous demanding diligent application, skills and creativity.

Course Content:

The Mathematics Extension 2 course content is divided into five topics which are then divided into subtopics.

Area of Study	Year 12
Proof	<ul style="list-style-type: none"> The Nature of Proof Further Proof by Mathematical Induction
Vectors	<ul style="list-style-type: none"> Further work with vectors
Complex Numbers	<ul style="list-style-type: none"> Introduction to Complex Numbers Using Complex Numbers
Calculus	<ul style="list-style-type: none"> Further Integration
Mechanics	<ul style="list-style-type: none"> Applications of Calculus to Mechanics

Assessment:

A variety of tasks are completed to assess students across all content areas.

There are a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment.

Students studying Mathematics Extension 2 *must* complete an external HSC examination. Details of this examination are given below.

Format of the HSC Examination

The examination specifications for this course are still to be determined by NESAs. The format is likely to be similar to the following:

- Formal written three hour examination.
- The paper will probably consist of two sections worth a total of 100 marks. Section I (10 marks): Ten objective response questions. Section II (90 marks): Likely to be six questions containing parts worth a total of 15 marks.
- A reference sheet may be provided.
- NESA approved calculators, a pair of compasses and a protractor may be used.

COURSE: MODERN HISTORY		COURSE NO: 11270
EXCLUSIONS: NIL		COURSE FEE: \$0
2 units for each of Preliminary and HSC Board developed Course		
Course Description: The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies. The skills learnt, especially in Year 10, transfer easily to senior Modern History study. Modern world history is the focus of this course rather than Australian history. The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through four major studies.		
Main Topics Covered: Preliminary Course: 120 indicative hours Part I Investigating Modern History <ul style="list-style-type: none"> The Nature of Modern History (including conducting a site study, examining the life of an historical individual, and examining examples of historical debates or controversies) Case Studies (at least TWO will be selected from a range of options including The downfall of the Tsars, the Trans-Atlantic Slave Trade, The Cuban Revolution, The Changing Nature of Anglo-Irish Relations) Part II Historical Investigation One historical investigation will be undertaken during the course. This research will link to a significant aspect of the course/syllabus and the topic will be negotiated by the teacher and students. The topic may involve conducting a film study. Part III Core Study: The Shaping of the Modern World Students investigate forces and ideas that have shaped the modern world (eg liberalism, imperialism and communism) through examining at least ONE topic which could include The French Revolution, The Age of Imperialism or World War One.		
HSC Course 120 indicative hours Part I Mandatory Core Study: Power and Authority in the Modern World 1919-1946 - Nazi Germany Part II One National Study (eg Russia Between the Wars-The Power Struggle Between Lenin, Trotsky and Stalin; Japan 1904-1937; USA 1919-1941; Iran 1945 - 1989) Part III Peace and Conflict (eg The Arab-Israeli Conflict 1948-1996; The Cold War; Conflict in Indochina) Part IV Change in the Modern World (eg Apartheid in South Africa 1960-1994; Civil Rights in the USA)		
Particular Course Requirements: The Preliminary course is a prerequisite for the HSC course.		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
A three hour written examination in four parts. Part A: Source – based short answer questions on Core Study (25%) Part B: Extended response question on National Study (25%) Part C: Extended response question Peace and conflict (25%) Part D: Structured response in 3 – 4 parts: Change in the Modern World (25%)	Knowledge & understanding of course content Research Source analysis Oral and written communication	40% 20% 20% 20%
100%		100%

COURSE: MUSIC 1		COURSE NO: 11280	
Prerequisites: Music mandatory course (or equivalent)		COURSE FEE: \$20	
Exclusions: Music			
2 units for each of Preliminary and HSC Board developed Course			
Course Description: In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.			
Particular course requirements: HSC course In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESAs to validate authorship of the submitted work.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written Examination – Aural Skills Four short-answer questions	30%	Core performance Core composition Core musicology Core aural	10% 10% 10% 25%
Practical examination – Core Performance Electives	*20% *60%	Elective 1 Elective 2 Elective 3	15% 15% 15%
	100%		100%

External Assessment

*The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

COURSE: MUSIC 2		COURSE NO: 15300	
Prerequisites: Music mandatory Course and Stage 5 Elective Course		COURSE FEE: \$20	
Exclusions: Music 1			
2 units for each of Preliminary and HSC Board developed Course			
Course Description The purpose of Music 2 is to provide students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in Music 7-10 and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music and it will serve as a pathway for further formal study in tertiary institutions or in fields that use their musical knowledge. The curriculum structure is adaptable enough to meet the needs and abilities of students with a range of interests, extending from the broadly based to those with a desire to pursue and develop more specialised knowledge and skills.			
Main Topics Covered:			
Preliminary Course Mandatory Topic: Music 1600-1900 (Including Baroque, Classical and 19 th Century) And ONE from			
Australian music		renaissance music	
music of a culture		music 1900–1945	
medieval music		music 1945 to music 25 years ago.	
HSC Course Mandatory Topic: Music of the last 25 years (Australian focus) And ONE from			
music of a culture (different from Preliminary course study)		classical music	
medieval music		music in the nineteenth century	
renaissance music		music 1900–1945	
baroque music		music 1945 to music 25 years ago.	
Particular Course Requirements: This course is a highly developed course, designed for serious musicians. Students undertaking this course should be receiving regular private tutoring on their given instrument. The course provides for detailed study of the topics as well as in depth analysis of a particular genre within the topic, for example, the Classical Symphony.			
Assessment: HSC Course only			
External Assessment	Marks	Internal Assessment	Weighting
Written Paper (Musicology and Aural Skills)	35%	Core Performance	20%
Practical Examination Performance 15 marks Sight Singing 5 marks	20%	Core Composition	20%
		Core Musicology	20%
		Core Aural	20%
Core Composition	15%	Elective (Performance, Composition or Musicology)	20%
Elective Performance, Composition or Musicology	30%		
	100%		100%

COURSE: PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION		COURSE NO: 11300
EXCLUSIONS: NIL		COURSE FEE: \$0
2 units for each of Preliminary and HSC Board developed Course		
<p>Course Description: The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>		
<p>Main Topics Covered:</p> <p>Preliminary Course 120 indicative hours Core Topics (60%) Better Health for Individuals The Body in Motion Optional Components (40%) Students to select two options each from First Aid Composition and Performance Fitness Choices Outdoor Recreation</p> <p>HSC Course 120 indicative hours Core Topics (60%) Health Priorities in Australia Factors Affecting Performance Optional Component (40%) Students to select two options each from The Health of Young People Sport and Physical Activity in Australian Society Sports Medicine Improving Performance Equity and Health</p>		
<p>Particular Course Requirements: In addition to core studies students select two options in each of the Preliminary and HSC courses</p>		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
A three hour written paper	Core Options	60% 40%
100%		100%

COURSE: PHYSICS		COURSE NO: 11310
		COURSE FEE: \$0
2 units for each of Preliminary and HSC Board Developed Course		
<p>Course Description: The study of Physics in Stage 6 aims to enable students to further develop an appreciation and understanding of the application of both the principles and of the theories, laws, models, systems and structures, of physics. It focuses on the advanced concepts that students will need to succeed in tertiary study such as mechanics, electromagnetism, waves and the atom. It will extend and challenge students, while providing them with a greater understanding of how the universe works.</p> <p>The Stage 6 Physics 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 deepen their understanding of the physical world and how it works, appreciate the uniqueness of the Universe and participate in navigating and influencing the future.</p> <p>The inquiry based, problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which, in turn, promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who would benefit from doing this course? This course is designed for students who are skilled in both Science and Mathematics. It is designed to prepare students for further studies in Physics that are required in Engineering, Medicine, Computing and Science at a university level.</p>		
Content		
Preliminary Course – 4 Modules		HSC Course – 4 Modules
Module 1 Kinematics		Module 5 Advanced Mechanics
Module 2 Dynamics		Module 6 Electromagnetism
Module 3 Waves and Thermodynamics		Module 7 Nature of Light
Module 4 Electricity and Magnetism		Module 8 From the Universe to the Atom
The Preliminary and HSC course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Preliminary and HSC courses.		
Assessment: HSC course only		
External examination	Internal Assessment	%
The exact format is still being decided by NESA but a possible format would be single three hour written examination measuring student achievement in a range of syllabus outcomes.	Four Assessment Tasks	
	Skills in working scientifically	60
	Knowledge and understanding of course content	40
<p>Mandatory Practical Students are expected to complete a minimum of 35 hours in Preliminary and 35 hours in the HSC of mandatory practical investigations.</p> <p>Extension Science Students may have the opportunity to participate in a 1 unit Science Extension course in the HSC.</p> <p>Costs Excursion costs payable at time of excursion. No mandatory textbook for course.</p> <p>Syllabus Website</p> <p>Contact Person Mrs Williams, Mr Mulhearn</p>		

COURSE: SOCIETY AND CULTURE		COURSE NO: 11330	
EXCLUSIONS: NIL		COURSE FEE: \$0	
2 units for each of Preliminary and HSC Board developed Course			
Course Description: Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. This course has a multi-disciplinary focus which draws from anthropology, sociology and psychology and it also makes considerable use of the media when examining contemporary societies and cultures. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students also develop an understanding of research methodologies (such as questionnaires, interviews and focus groups) and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.			
Main topics Covered:			
Preliminary Course 120 indicative hours The Social and Cultural World: (with a focus on concepts and methods of research) Personal and Social Identity: (with a focus on studying the process of adolescence) Intercultural Communication: (with a focus on comparing different cultures)			
HSC Course 120 indicative hours			
Core: Social and Cultural Continuity and Change: (through studying one issue such as gender roles) The Personal Interest Project: (where students choose their own research project after consultation with their teacher)			
Depth Studies: Two to be chosen from: Popular Culture (case study may be chosen from a genre such as popular music or teen movies) Belief Systems & Ideologies (focus study may include Islam or environmentalism or feminism) Social Inclusion and Exclusion (may include a case study on Australia focusing on equality and inequality) Social Conformity and Nonconformity (may focus on a protest, political or environmental group)			
Particular course Requirements: Nil			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60%	Knowledge & understanding of course content	50%
Personal Interest Project	40%	Application & evaluation of social & cultural research methods	30%
		Communication of information, ideas, and issues in appropriate form	20%
	100%		100%

COURSE: SOFTWARE DESIGN AND DEVELOPMENT
COURSE NO: 11340
EXCLUSIONS: NIL
COURSE FEE: \$25

2 units for each of Preliminary and HSC

Board developed Course

Course Description:

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities. Through these students will learn to solve a number of interesting and relevant software problems.

Main Topics Covered:
Preliminary Course 120 indicative hours

Concepts and issues in the design and development of software

- Social and ethical issues
- Hardware and software
- Software development approaches
- Introduction to software development
- Planning
- Building
- Checking
- Modifying
- Developing software solutions

HSC Course 120 indicative hours

Development and impact of software solutions

- Social and ethical issues
- Application of software development approaches
- Software Development cycle
- Understanding
- Planning and designing
- Implementation
- Testing and evaluation
- Maintenance
- Developing a solution package
- Project work
- Option strands
- Evolution of programming language or
- The software developers view of the hardware

Particular Course Requirements

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

Assessment : HSC course only

External examination	Mark	Internal Assessment	Weighting
<i>Section I – Core</i> Objective response questions	20	Knowledge and understanding about the development and impact of software solutions and the software development cycle	20
<i>Section II – Core</i> Short-answer questions	60	Design and development of software solutions	35
<i>Section III – Options</i> Candidates answer the question on the option they have studied	20	Project management techniques, including documentation, teamwork and communication	20
	100	Project(s)	25
			100

Resources and advice

Further guidance and advice related to assessment and the HSC examination in Software Design and Development can be found in the [HSC Syllabuses](#) section on the Board's website.

COURSE: TEXTILES & DESIGN	COURSE NO: 15390
EXCLUSIONS: NIL	COURSE FEE: \$60

2 units for each of Preliminary and HSC
Board developed Course

Course Description:

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries.

Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark.

Main Topics Covered:

Preliminary Course

Design (40%)

Properties and Performance of Textiles (50%)

The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)

HSC Course

Design (20%)

Properties and Performance of Textiles (20%)

The Australian Textiles, Clothing, Footwear and Allied Industries (10%)

Major Textiles Project (50%)

Particular Course Requirements:

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

\$60.00 course fee per Year and students supply own fabrics. In Year 11 Course fee will include a Tafe Fashion Drawing Course which will cost approximately \$60.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50%	Textile, Clothing, Footwear and Allied Industries	10%
Major Textile Project	50%	Properties and Performance	20%
		Design	20%
		Major Textiles Project	50%
	100%		100%

COURSE: VISUAL ARTS	COURSE NO: 11380
Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:	
Ceramics - Visual Arts HSC Ceramics Body of Work	COURSE FEE: \$65
Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work	
Photography – Visual Arts HSC Photography Body of Work	
Visual Design – Products developed cannot be used as a Body of Work in Visual Arts	

2 units for each of Preliminary and HSC Board developed Course

Course Description:
 Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.
 The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.
 While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered:

Preliminary Course learning opportunities focus on: 120 indicative hours
 The nature of practice in artmaking, art criticism and art history through different investigations
 The role and function of artists' artwork, the world and audiences in the artworld
 The frames and how students might develop their own informed points of view
 How students may develop meaning and focus and interest in their work
 Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on: 120 indicative hours
 How students may develop their own informed points of view in increasingly more independent ways using the frames
 How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
 How students may learn about the relationships between artist, artwork, world, audience within the artworld
 How students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course
 Artworks in at least 2 forms and use of a process diary
 A broad investigation of ideas in art criticism and art history

HSC Course
 Development of a body of work and use of a process diary
 A minimum of 5 Case Studies (4–10 hours each)
 Deeper and more complex investigations of ideas in art criticism and art history.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written paper	50%	Development of the body of work	50%
Submission of a body of work	50%	Art criticism and art history	50%
	100%		100%

SCHOOL DELIVERED BOARD ENDORSED COURSES

ENGLISH STUDIES (2019 and 2020)			
2 units for each of Year 11 and HSC Board Developed Course			
<p>Course Description</p> <p>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.</p> <p>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.</p>			
<p>Year 11 Course Content</p> <p>Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)</p> <p>HSC Course Content</p> <p>Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)</p>			
<p>Particular Course Requirements</p> <p>Across Stage 6 the selection of texts will give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • 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, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts 			
Assessment: HSC Course			
External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by NESA	To be advised	Knowledge and understanding of course content	50%
Please note – English Studies external examination is OPTIONAL , and if completed, will contribute to the awarding of an ATAR		Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50%
<p>The Year 12 formal school-based assessment program for English Studies reflects 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% • one task may be a formal written examination with a maximum weighting of 20% • one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% • assessment of the Common Module must integrate teacher or student selected related material 			

COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING		COURSE NO: 35226
EXCLUSIONS:		
Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:		COURSE FEE: \$100
Visual Arts HSC Photography Body of Work – Works submitted for the Content Endorsed Photography course cannot be submitted as HSC work.		
2 units for Preliminary course only.		
Board Endorsed Course		
Course Description:		
The Photography, Video and Digital Imaging course offers students the opportunity to explore contemporary artistic practices that make use one of one or more of these fields. The subject content in the course offered by Whitebridge High School addresses traditional aspects of the field of wet or darkroom photography and offers students opportunities to explore more contemporary developments in this field as well as historical and critical investigations. Some digital imaging techniques will be included in the course however no video will be offered.		
Main Topics Covered:		
Introduction to practice in wet photography – basic camera and darkroom techniques		
Developing a point of view – considered interpretation of subject matter with more advanced camera and darkroom techniques		
Traditions, conventions, styles and genres – understanding of different styles and themes in photography		
Manipulated forms – develop imagery and presentation of works outside the boundaries of traditional photographic practice		
The arranged image – the staging of works to construct a visual narrative through techniques such as studio lighting		
Individual/Collaborative project – project that extends the learning undertaken in previous modules to allow specialisation in a particular area of photographic practice		
Particular Course Requirements:		
It is desirable that students have access to a 35mm SLR camera (film-based) although students may borrow a camera. Access to a digital camera is also required so that students can photograph outside of school hours.		
An Occupational Health and Safety module will be integrated into other modules of the course.		
Students are required to keep a portfolio.		
Assessment – internal assessment only.		
Making	70%	
Critical and historical studies	30%	

COURSE: SPORT, LIFESTYLE & RECREATION STUDIES		COURSE NO:
		COURSEFEE \$0
2 units for each of Preliminary and HSC		
Content Endorsed Course		
Course Description:		
<p>The benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease, obesity, diabetes mellitus, and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life.</p> <p>Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.</p> <p>Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle. The strength of the community in this regard is enhanced by its members having the necessary skills and desire to adopt a range of officiating and support roles introduced in this course.</p> <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • the qualities of a discerning consumer and an intelligent critic of physical activity and sport • high levels of performance skill in particular sports • the capacity to adopt administrative roles in community sport and recreation • the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas. <p>The modules in Sport, Lifestyle and Recreation are:</p> <p>Aquatics Athletics Dance First Aid and Sports Injuries Fitness Games and Sports Applications I Games and Sports Applications II Gymnastics Healthy Lifestyle Individual Games and Sports Applications Outdoor Recreation Resistance Training Social Perspectives of Games and Sports Sports Administration Sports Coaching and Training</p> <p>Students will complete 6-12 Modules over their course of study.</p>		
Assessment:		
Knowledge and Understanding		50%
Skills.		50%
Costs		
Excursion costs payable at time of excursion. No mandatory textbook for course.		
Syllabus Website		
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/sport-lifestyle-recreation.html		
Contact Person		
Mr Harradine		

SCHOOL DELIVERED VOCATIONAL EDUCATION AND TRAINING (VET)

CPC20211 Certificate II in Construction Pathways (CPC08 release V9.3)

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

CONSTRUCTION

2019 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<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 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 the Australian Apprenticeships Training Information Service	

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		

Course contribution (to be made directly to school): \$ Year 11 = \$65 plus General Construction Induction Card (White Card)
approximate cost \$80: year 12 = \$65

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.

- **Sturdy Footwear – leather shoes**
- **Personal Protective Equipment**
- **A4 work book**
- **General Construction Induction card (White Card)**

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 Unit x 1 year courses: 35 hours
- 2 Unit 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.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship 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
(FSK release 1.1) or
Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways
(FSK release 1.1)
SKILLS FOR WORK
2019 STAGE 6 BOARD ENDORSED COURSE DESCRIPTION –
SKILLS FOR WORK AND VOCATIONAL PATHWAYS

This Course is available as	2Units x 2years/240 hours	
<i>The volume of learning usually includes 240 indicative hours. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>		
<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)
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.	
Course description - This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. 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		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	SIRXCEG001	Engage the customer
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	SIRXIND001	Work effectively in a service environment
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work	SIRXSL002	Follow point of sale procedures
FSKOCM07	Interact effectively with others at work	BSBITU201	Produce simple word processed documents
FSKRDG10	Read and respond to routine workplace information	BSBWOR204	Use business technology
FSKWGT09	Write routine workplace texts	BSBITU202	Create and use spreadsheets

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>	•

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>

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

Some work placement may be undertaken in this course if students are deemed ready for work placement.

Optional HSC examination

There is no HSC Examination for this course.

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, (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)

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).

SIT20316 Certificate II in Hospitality (Release 2)
Statement of Attainment towards SIT20316 Certificate II in Hospitality (Release 2)
HOSPITALITY

2019 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as		2Unit x 2years/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 hospitality & 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</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		Elective Units	
SITHIND003	Use Hospitality skills effectively	SITXCOM001	Source and present information
SITXCOM002	Show social and cultural sensitivity	SITHCCC003	Prepare sandwiches
SITXCCS003	Interact with customers	SITXFSA002	Participate in safe food handling practices
BSBWOR203	Work effectively with others	BSBSUS201	Participate in environmentally sustainable work practices
SITXWHS001	Participate in safe work practices	HLTAID003	Provide first aid
SITHIND002	Source and use information on the hospitality industry		
SITXFSA001	Use hygienic practices for food safety		
SITHFAB004	Prepare and serve non-alcoholic beverages		
SITHFAB007	Serve food and beverage		
SITHFAB005	Prepare and serve espresso coffee		
<p>Course contribution (to be made directly to school): \$140 – preliminary and HSC - \$100 \$70 – First Aid course</p> <p>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"> • Food and beverage uniform that can be purchased through the school at approximate cost of \$60 • Enclosed black leather shoes 	
<p>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</p>			

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 Unit x 1 year courses: 35 hours
- 2 Unit 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.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship 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 (MEM05 release 11.1)
Statement of Attainment towards MEM10105 Certificate I in Engineering (MEM05 release 11.1)
METAL AND ENGINEERING

2019 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<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 the Australian Apprenticeships Training Information Service :	

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 – 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		
MEM13014A	Apply principles of occupational health and safety in the work environment		
MEM12024A	Perform computations	MEM03001B	Perform manual production assembly
MEM14004A	Plan to undertake a routine task		
MEM15002A	Apply quality systems		
MEM15024A	Apply quality procedures		
MEM18001C	Use hand tools		
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): **\$60 (Preliminary), \$70 (HSC)**
 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"> • Students require steel cap work boots for work placement
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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.
Enrolment in a Certificate I Engineering excludes you from studying Industrial Technology - Metals and Engineering focus area.

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 Unit x 1 year courses: 35 hours
- 2 Unit 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 apprenticeship 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).

SIS20513 Certificate II in Sport Coaching (SIS10 release 3.1)

Statement of Attainment towards SIS20513 Certificate II in Sport Coaching (SIS10 release 3.1)

SPORT COACHING

2019 STAGE 6 COURSE DESCRIPTION – SPORT COACHING

This Course is available as	2Unit x 2years/240 hours
<p><i>The volume of learning usually includes 240 indicative hours and a minimum of 35 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i></p>	
<p style="text-align: center;"><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>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.</p>	
<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 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 the Australian Apprenticeships Training Information Service:</p>	

<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></p>			
BSBWOR202A	Organise and complete daily work activities	SISSTPT201A	Implement sports injury prevention
HLTAID003	Apply first aid	SISXCA101A	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	SISSTPT303A	Conduct basic warm-up and cool-down programs
SISSSDE201	Communicate effectively with others in a sport environment	SISSSOF101	Develop and update officiating knowledge
SISXCA102A	Assist in preparing and conducting sport and recreation sessions	SISSBSB201A	Teach fundamental basketball skills
SISXIND211	Develop and update sport, fitness and recreation industry knowledge	SISSBSB202A	Teach fundamental basketball tactics and game strategy
SISXWHS101	Follow work health and safety policies	SISSBSB205	Interpret and apply the rules of basketball
<p>Course contribution (to be made directly to school): Year 11: \$100 Year 12: \$50 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"> • Students must complete a registered 1st Aid course as a requirement of the Certificate II SIS20513. Cost approx. \$65 	
<p>Exclusions: VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.</p>			

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 35 hours mandatory work placement each year.

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.

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 apprenticeship 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).

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS - SBATs

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

KEY FEATURE OF SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

School Based Apprentices are required to:

- Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years full time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in the Vocational Training Order (VTO) by 31 December of the year they will complete their HSC.
- Enrol in a minimum Certificate III AQF qualification.

School Based Trainees are required to:

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
- The minimum training term nominated on the training contract for a school based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

School based apprentices and school based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school based apprentices will undertake 144 days of work based training over two years while at school. For the plumbing trades, school based apprentices will undertake 180 days of work based training over two years while at school. For the electro-technology trades, school based apprentices will undertake 180 days of work based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school based apprentices will undertake a minimum of 100 days of work based training over two years while at school. For other trades updated information will be available as Industry Training Advisory Bodies (ITABs) release new guidelines.

COMPARISON OF SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

	School Based Traineeship	School Based Apprenticeship
ATAR	ATAR option available in some industry areas	ATAR attainment is difficult
CERTIFICATION achieved post HSC	Certificate II or Certificate III	Student is working towards a Cert III
Articulation	STAGE II articulation both on and off the job into Cert III Trade course	Transcript of competencies achieved towards Trade Cert III
Contract	Two year part time	Indentured under a 5 year contract the first two years part time and then 3 years full time
Progression	Students and employers make an informed decision regarding the students progression into Stage II of the Apprenticeship course	The apprenticeship Training Plan outlines all of the aspects of the SBAT. The completion date is defined in the Training Plan and generally falls after the student has completed their HSC

FREQUENTLY ASKED QUESTIONS ABOUT SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

How to apply to become a School Based Trainee?

Make sure you discuss this with your school Careers Advisor immediately as this may affect your choice of subjects for Years 11 and 12.

To sign up and apply for jobs advertised go to www.sbatjobs.info

How are School Based Trainees selected?

By competitive application – this involves industry representatives, interview with potential employer and a trial work experience in Term 3 or 4 of Year 10.

How does the School Based Trainee travel to the workplace and TAFE?

Students are required to ensure they can make their own way to both the workplace and TAFE (if required).

What happens if an SBAT misses classes at School?

Students must ensure they communicate regularly with their school VET Coordinator and teachers to manage their school work load. Each school will provide mentoring support as required.

SCHOOL BASED TRAINEESHIPS AVAILABLE

School Based Traineeships are available in a range of industry areas, see industry areas below. More information on each of the traineeships and others can be found at <http://www.sbatjobs.info/>

Aero-skills	Furnishing
Aged Care Work	Health Services
Animal Care & Management	Horticulture
Automotive	Hospitality Operations
Beauty	Information Technology
Business	Laboratory Operations
Care Support Services – for Aboriginal People	Local Government
Caravan Operations	Meat Processing
Community Pharmacy	Multimedia
Community Services Work	Out of School Hours Care
Conservation and Land Management	Plumbing
Construction	Printing and Graphic Arts
Electro-technology	Process Manufacturing
Engineering	Property Services
Entertainment	Retail – Customer Contact
Fashion Technology	Rural Skills
Financial Services	Sport and Recreation
Floristry	Telecommunications
Food Processing	Tourism Operations
Forestry	Transport & Distribution

HSC SCHOOL BASED APPRENTICESHIPS AVAILABLE

School Based Apprenticeships are currently being undertaken in the following industry areas. More information on each of these apprenticeships can be found at <http://www.sbatinnsw.info/>

Automotive	Horticulture (Turf)
Cabinetmaking – Furniture Making	Engineering (Fabrication or Mechanical Trades)
Electrotechnology	Plumbing
Horticulture (Retail Nursery)	Beauty Therapy
Meat Processing	Construction
Baking	Primary Industries- Horticulture (Landscaping)
Carpentry & Joinery	Hospitality (Commercial Cookery)
Hairdressing	Offsite Construction (shop-fitting)
Signage (Decorative Trades)	Wall and Ceiling Lining

There are many other trade qualifications that may be available while attending school. If you want to enquire further about a School Based Apprenticeships or Traineeships that are not listed speak to your Careers Advisor.

Other websites for further information:

<http://www.aapathways.com.au/Self-Help/Australian-Apprenticeships-Job-Sites>

INDUSTRY - BASED LEARNING STAGE 6 COURSE

The NESA has approved a Board Endorsed Course in Industry-based Learning to give HSC unit credit for the 'on-the-job' component of school based apprenticeships and traineeships. This HSC unit credit would be in addition to the unit credit for the formal 'off-the-job' training that students already receive through their HSC VET courses.

The Industry-based Learning Stage 6 Course is available to students with an approved school-based apprenticeship or traineeship training contract and who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

The new Industry-based Learning course may be credited for a minimum of 2 units and a maximum of 4 units out of the 22 units required for the HSC. The unit credit from this course may be counted in either the Preliminary and/or HSC pattern of study.

INDUSTRY BASED LEARNING

NESA Course Number 19905 – 2 units by 2 years for a total 4 units
NESA COURSE NUMBER 19900 – CREDITED FOR 2 UNITS 1 YEAR

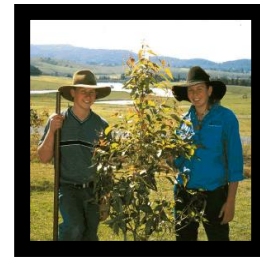
Why study Industry-based Learning?

The Industry-based Learning course is available to students that have a School Based Traineeship or Apprenticeship. The course supports student by providing recognition for the time they spend in the workplace as a part of their traineeship/apprenticeship. Students are able to undertake the course in Year 11 for the Preliminary and HSC years to contribute 4 units towards their HSC or start the course in Year 12 to gain 2 units credit towards their HSC.

Pre-Requisites for Industry-based Learning

Students must be engaged in a:

- School Based Traineeship
- School Based Apprenticeship



Course description: Students are required to maintain a log and journal of their experiences in the workplace. Both the log and journal will need to be submitted to the school supervisor at regular intervals.

The Log: The log of workplace tasks and activities undertaken must be maintained on a regular basis and include:

- a brief description by the student of the tasks and activities undertaken in the workplace that are related to the course outcomes and,
- verification that these tasks and activities have been undertaken.

The Journal: The journal of learning will complement the log by providing, on a regular basis, a record of what has been learned from the workplace related to the course outcomes. This record will be different from the record of competencies achieved which is required by the RTO. The journal will not only describe what has been learned but its usefulness and applicability to the apprentice or trainee in the workplace. The journal will be in the apprentice or trainees' own words and comprise:

- a reflection on the tasks and activities undertaken from the on the job training component
- an evaluation of the experiences gained in workplace, and
- synthesis of what has been learned related to the course outcomes.

Course costs: Nil

Course requirements: A workbook folder (eg A4 38mm insert binder)

DELIVERED VOCATIONAL EDUCATION AND TRAINING COURSES (EVET)

This year a new system of applying for VET courses is being implemented through the EVET (Electronic Vocational Education Training) through Tamworth RTO. Please see careers advisor for expression of interest forms.



TAFE or other private RTO VET courses give Year 11 and 12 students the opportunity to study VET courses as HSC subjects. These courses contribute to your HSC and usually count as 2 units of study.

For further information go to www.hunter.tafensw.edu.au/tvet

To learn more about EVET in the Hunter Institute, go to our Frequently Asked Questions page.

Information can also be found in the EVET section of the TAFE NSW website.

TAFE delivered Courses

Industry Curriculum Framework Courses	Non – Framework Courses
<ul style="list-style-type: none"> • Aged Care • Automotive Mechanical • Automotive Paint/Panel • Business Services • Construction • Electro-technology Electrical • Entertainment • Events • Health Service Assistance • Hospitality • Information Technology • Metal & Engineering • Primary Industries • Retail • Tourism  	<ul style="list-style-type: none"> • Accounting • Aero-skills Mechanical • Aged Care Work Introduction • Animal Care Introduction • Automotive Mechanical Continuing • Automotive Vehicle Paint/Panel • Aviation Aircraft Operations • Aviation - services • Beauty Therapy - Makeup Services • Beauty Therapy - Nail Technology • Children's Services Introduction • Computer Aided Drafting (CAD) • Digital Arts & Media • Electro-technology Electrical Continuing • Fashion Fundamentals • Hairdressing - Salon Skills • Horse Industry Skills • Horse Racing Industry • Multimedia • Nursing/Health Assistant • Outdoor Recreation • Plumbing Techniques • Recreational Fishing Industry • Resources & Infrastructure • Retail • Screen - Film & Video • Sport and Recreation - Fitness • Visual Arts & Contemporary Crafts • Workplace Communications

PLEASE NOTE: All courses are not offered at all TAFE campuses and courses are offered subject to minimum class size requirements.

SUBJECT SELECTION SURVEY - PRELIMINARY COURSE 2019

You will be emailed a link to the following online form. Before you make your selections you will need to answer the questions on this form. This sheet can help you prepare for these questions.

Q1. The way I am thinking at the moment my plans next year is to*

You must select ONE only

- Complete Yr 11 and then leave to study/work
- Complete Yr11 and then continue to Yr 12
- Leave to Study/Work
- Unsure

Q2. What Stage 5 (Yr 9&10) subjects do you do best in?

You must select THREE only.

- English
- Maths
- Science
- Geography
- History
- PD/Health/PE
- Asian Languages
- Industrial Technology (Timber, Metal)
- Food Technology
- Child Studies
- Visual Arts
- PASS
- Marine Studies
- Dance
- Music

Q3. After Yr 12 do you want to get into a University course using an ATAR? *

You must select ONE.

- YES
- NO
- Unsure

Q4. When I leave school, my plans at the moment are to enter: *

You must select ONE only.

- TAFE
- University
- Employment
- an Apprenticeship or Traineeship
- I have no idea
- Other:

Q5. The area of work I am most interested in at the moment is:*

You must select THREE only.

- Retail, Sales, Customer Service
- Administration, Officework
- Advertising, Marketing
- Agriculture, Horticulture, Aquaculture
- Environment
- Defence Force, Security, Emergency Services
- Banking, Finance
- Charities, Voluntary Work
- Construction
- Architecture, Design
- Creative & Performing Arts
- Education, Training, Childcare
- Engineering, Manufacturing
- Hospitality
- Government, Politics
- Health, Social Services
- Information Technology
- Law
- Property & Real Estate
- Publishing, Media
- Sports, Tourism, Leisure
- Science Research
- Trade Skills
- Transport

These questions must be answered before progressing to the subject selection website.

SUBJECT SELECTION PLANNING SHEET FOR PRELIMINARY COURSES 2019

An email will be sent to you in Week 5 outlining how you will select your choices online. Once you have answered the questions on the previous page online you will be directed to an EDVAL website where you can enter your 7-digit code that can be found in the email. You can then enter your choices.

Once you have made your selections you are able to make changes before the cut off date of **August 27, 2019**. Your parents will also be emailed to inform them of the process. You are required to discuss your choices with them and with a teacher during your interview in Week 5. The sheet below can be used to help you plan your selections. Apart from English, which is compulsory, you must place your priority next to each selection. **1= first priority (English-compulsory) 2 = second priority (a Mathematics subject if you are planning on doing one), 3 = third priority, etc.** Besides your subjects you wish to study you must select 3 reserve subjects in case certain subjects do not run. Indicate these as R1, R2, R3. You will also be asked if you are interested in a TAFE course.

Students are required to select from the lists below. 12 units to study in the Preliminary Course (ie., six 2 unit courses; or five 2 unit and two 1 unit courses); at least 2 Units of English ; and at least 6 units of "Board developed / approved" courses; no more than 6 units of Science. Students choosing the Vocational Oriented HSC should select **Skills for Work, English Studies, and at least one WHS VET course.**

Most students will make 6 subject selections. You only make more than 6 subject selections if you are doing an extension subject.

Priority	WHS Delivered, Board Developed Courses	Unit	ATAR Cat
	Ancient History	2	A
	Biology	2	A
	Business Studies	2	A
	Chemistry	2	A
	Community and Family Studies	2	A
	Dance	2	A
	Drama	2	A
	Earth & Environmental Science	2	A
	Economics	2	A
	Engineering Studies	2	A
	English Standard	2	A
	English Advanced	2	A
	English Extension	1	A
	Food Technology	2	A
	Geography	2	A
	Industrial Technology	2	A
	Japanese Beginners	2	A
	Japanese Continuers	2	A
	Legal Studies	2	A
	Mathematics Standard	2	A
	Mathematics Advanced	2	A
	Mathematics Extension	1	A
	Modern History	2	A

Priority	WHS Delivered, Board Developed Courses	Unit	ATAR Cat
	Music 1	2	A
	Music 2	2	A
	Personal Development, Health & Physical Education (PD/H/PE)	2	A
	Physics	2	A
	Society and Culture	2	A
	Software Design & Development	2	A
	Textiles and Design	2	A
	Visual Arts	2	A

Priority	WHS Delivered, Board Endorsed Courses	Unit	ATAR Cat
	English Studies	2	B
	Photography, Video & Dig. Imag. (Yr 11 only)	2	-
	Sport, Lifestyle & Recreation Studies	2	-

Priority	WHS Delivered, Board Frameworks Courses	Unit	ATAR Cat
	Construction	2	B
	Metal and Engineering	2	B
	Hospitality	2	B
	Skills for Work	2	-
	Sport Coaching	2	-