



WHITEBRIDGE HIGH SCHOOL



Stage 6

Program of Studies

2020 Year 11 Course

2021 Year 12 Course



Education

CONTENTS

INFORMATION ABOUT THE HSC	3
VOCATIONAL EDUCATION TRAINING (VET)	12
ASSESSMENT AND REPORTING	14
NEWCASTLE UNIVERSITY UAC ENTRY REQUIREMENTS:	15
BOARD DEVELOPED COURSES	20
ANCIENT HISTORY	20
BIOLOGY	21
BUSINESS STUDIES	22
CHEMISTRY	23
COMMUNITY AND.....	24
FAMILY STUDIES.....	24
DANCE	25
DRAMA.....	26
ECONOMICS.....	27
EARTH & ENVIRONMENTAL SCIENCE	28
ENGINEERING STUDIES.....	29
ENGLISH STANDARD.....	31
ENGLISH ADVANCED	32
ENGLISH EXTENSION	33
FOOD TECHNOLOGY.....	35
GEOGRAPHY	36
INDUSTRIAL TECHNOLOGY (WOOD)	37
JAPANESE BEGINNERS.....	38
JAPANESE CONTINUERS	39
LEGAL STUDIES.....	40
MATHEMATICS STANDARD	41
MATHEMATICS ADVANCED	42
MATHEMATICS EXTENSION 1	43
MATHEMATICS EXTENSION 2	44
MODERN HISTORY	45
MUSIC 1.....	46
MUSIC 2.....	47
PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION	48
PHYSICS	49

SOCIETY AND CULTURE 50

SOFTWARE DESIGN & DEVELOPMENT 51

TEXTILES & DESIGN 52

VISUAL ARTS 53

CONSTRUCTION 54

HOSPITALITY 56

METAL AND ENGINEERING 58

SKILLS FOR WORK AND VOCATIONAL PATHWAYS..... 60

BOARD ENDORSED COURSES..... 62

WORK STUDIES 62

NUMERACY 63

PHOTOGRAPHY, VIDEO AND DIGIATL IMAGING 64

SPORT, LIFESTYLE & RECREATION STUDIES 65

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS - SBATs..... 66

INDUSTRY BASED LEARNING 69

SUBJECT SELECTION SURVEY - PRELIMINARY COURSE 2019..... 71

SUBJECT SELECTION PLANNING SHEET FOR YEAR 11 COURSES 2020..... 72

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/

HSC MINIMUM STANDARD

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020.

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:-

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

THE HSC IN 2020-2021

- 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 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 EIGHT 63 minute periods per fortnight. 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 and History.
- 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.

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.

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

- The NESA website, NSW Students online (see link below), contains all the HSC rules and requirements you will need to know.
https://studentsonline.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 2017 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

MEETING 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 be awarded a non-completion determination (N-award) for the course.
- Students who do not fulfil 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			A
Business Studies			A
Chemistry			A
Community and Family Studies			A
Dance			A
Drama			A
Earth and Environmental Science			A
Engineering Studies			A
English Studies			B
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 1			B
Mathematics Standard Mathematics Advanced		HSC Mathematics Extension 1 HSC Mathematics Extension 2	A
Modern History		HSC History Extension	A
Music 1			A
Music 2	Preliminary Mathematics Extension 1		A
PD/Health/PE			A
Physics			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

- NESA 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 (180 hours) ¹ Work Studies (60 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
Numeracy (2 Units)	Preliminary & HSC	Nil
Photography, Video & Digital imaging (1 Unit)	Preliminary ONLY	Nil
Sport, Lifestyle & Recreational Studies (2 Units)	& HSC	Nil
Work Studies (1 Unit)	Preliminary	Nil

Note

- A Nil ATAR category subject cannot be used to contribute to an ATAR.
- Only ONE Category B subject can be used to contribute to an ATAR.

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 in each of the subjects studied.
- 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 of Newcastle courses. All courses at the University of Newcastle have assumed knowledge of any two units of English.
- The University of Newcastle recognizes 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 <i>(Areas of study are generally offered as Bachelor degrees unless Dip, Adv Dip or Assoc Deg is shown in brackets)</i>	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 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 For all other majors: English (Advanced)
<i>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)</i>	
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
BIOTECHNOLOGY Biotechnology, Cell and Molecular Biology, Microbiology and Molecular Genetics	A Mathematics and Chemistry R Physics
BUSINESS Human Resource Management, Information Systems in Business, International Business, Logistics and Supply Chain Management, Management, Marketing, Tourism	A Mathematics
COMMERCE Accounting, Economics, Finance	A Mathematics
COMMUNICATION Journalism, Media Production, Media Studies, Public Relations	N None
COMPUTER SCIENCE	A Mathematics (Band 5 or above) R HSC Mathematics 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
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	Mathematics (Band 5 or above) HSC Mathematics Extension 1 or higher and Environmental any two units of science
ENVIRONMENTAL SCIENCE AND MANAGEMENT Earth Systems, EcoSystems and Biodiversity, Marine Science, Sustainability	R	Mathematics, Chemistry and Biology
EXERCISE AND SPORT SCIENCE* * <i>Central Coast campus only</i>	R	At least two of Biology, Chemistry, Mathematics 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
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 HSC Mathematics Extension 1
MEDICAL RADIATION SCIENCE Diagnostic Radiography, Nuclear Medicine, Radiation Therapy	A	Any two units of English plus Mathematics 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

MIDWIFERY	A	Any two units of English English (Band 4 or higher), General Mathematics, 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 General 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 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 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
SPEECH PATHOLOGY Linguistics, Psychology, Speech Pathology	R	Biology and Chemistry, Mathematics and English (Advanced)
SURVEYING	A R	Mathematics (Band 5 or above) HSC Mathematics Extension 1 or higher and any two units of science
TEACHING Arts*	A	For Primary Teaching: Any two units of English

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		(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)
<i>*At Port Macquarie campus, only the Primary Teaching Specialisation strand is available</i>		
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)
<i>Check pages 7–8 for information about HSC English and mathematics requirements for teaching degrees.</i>		
Fine Art 2D Art, 3D Art, Art Theory, Drama, Education/Teaching, History, Photomedia, Special Education, Studio Practice, Visual Arts	A R	Any two units of English (Band 4) Visual Arts
Health and Physical Education Personal Development, Health and Physical Education Teaching, Special Education	A R	Any two units of English (Band 4) Personal Development, Health and Physical Education plus either Biology or Chemistry or Physics
Mathematics Mathematics, Special Education, Statistics	A R	Mathematics and any two units of English (Band 4) HSC Mathematics Extension 1 Audition required
Music <i>Students seeking to teach music should complete a Bachelor of Music then a Master of Teaching.</i>	A	
Science Biology, Chemistry, Earth and Environmental Science, Physics	A R	Mathematics and any two units of English (Band 4) Biology and/or Chemistry and/or Physics depending on major, Mathematics
Technology Design and Technology, Computing Technology, Design Software, Engineering Technology, Food Technology, Industrial Technology, Information Systems, Textiles Technology	A R	Any two units of English (Band 4) Mathematics, Chemistry plus Visual Arts or Textiles and Design or Design and Technology or Industrial Technology or Food Technology or Engineering Science
<i>Check pages 7–8 for information about HSC English and mathematics requirements for teaching degrees</i>		

THEOLOGY# History, Philosophy, Theology and Religious Studies <i>#Academic content of this program is under review</i>	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:	
<ul style="list-style-type: none"> • Arts/Science • Business/Commerce • Civil Engineering/Environmental Engineering • Engineering/Business • Engineering/Computer Science • Engineering/Mathematics • Engineering/Science 	<ul style="list-style-type: none"> • 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. <i>Note: All programs are subject to routine review. This may result in slight variation in subject offerings.</i>	

BOARD DEVELOPED COURSES

<p>ANCIENT HISTORY</p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12</p>	<p>COURSE NO: 11020 Year 11 15020 Year 12</p> <p>COURSE FEE: \$0 EXCLUSIONS: NIL</p>								
<p>COURSE DESCRIPTION</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p> <p>CONTENT</p>									
<p>Preliminary Course – 3 Sections</p>	<p>HSC Course – 4 Sections</p>								
<p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> Investigating Ancient History including ‘The Nature of Ancient History’ and ‘Case Studies’. Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies. Features of Ancient Societies. Students study at least two ancient societies. Historical Investigation 	<p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> Core Study: Cities of Vesuvius – Pompeii and Herculaneum One ‘Ancient Societies’ topic One ‘Personalities in their Times’ topic One ‘Historical Periods’ topic 								
<p>Historical concepts and skills are integrated with the studies undertaken in Year 11 & YR 12</p>									
<p>PARTICULAR COURSE REQUIREMENTS</p> <p>Year 11 In the Year 11 course, students undertake at least two case studies. One case study must be from Egypt, Greece, Rome or Celtic Europe, and One case study must be from Australia, Asia, the Near East or the Americas.</p> <p>Year 12 The Year 12 course requires study from at least two of the following areas: Egypt, Near East, China, Greece, Rome.</p>									
<p>ASSESSMENT: HSC course only</p>									
<p>External examination</p>	<p>Internal Assessment</p>								
<p>Three hour written examination measuring student achievement in a range of syllabus outcomes</p>	<table border="1"> <tr> <td>Knowledge & understanding of course content</td> <td>40</td> </tr> <tr> <td>Stimulus-based skills, analysis, synthesis and evaluation of historical information from a variety of sources</td> <td>20</td> </tr> <tr> <td>Historical inquiry & research</td> <td>20</td> </tr> <tr> <td>Communication of historical understanding in appropriate forms</td> <td>20</td> </tr> </table>	Knowledge & understanding of course content	40	Stimulus-based skills, analysis, synthesis and evaluation of historical information from a variety of sources	20	Historical inquiry & research	20	Communication of historical understanding in appropriate forms	20
Knowledge & understanding of course content	40								
Stimulus-based skills, analysis, synthesis and evaluation of historical information from a variety of sources	20								
Historical inquiry & research	20								
Communication of historical understanding in appropriate forms	20								
<p>Contact Person: Susan Nunn, Head Teacher HSIE</p>									

BIOLOGY ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12	COURSE NO: 11030 Year 11 15030 Year 12 COURSE FEE: \$0 EXCLUSIONS: NIL						
COURSE DESCRIPTION The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity. The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases							
CONTENT							
Preliminary 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	HSC Course – 4 Modules Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-Infectious Disease and Disorders						
PARTICULAR COURSE REQUIREMENTS Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.							
ASSESSMENT: HSC course only							
External examination Three hour written examination measuring student achievement in a range of syllabus outcomes.	<table border="1"> <thead> <tr> <th data-bbox="818 1496 1374 1507">Internal Assessment</th> <th data-bbox="1374 1496 1495 1507">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 1507 1374 1608">Four Assessment Tasks Skills in working scientifically</td> <td data-bbox="1374 1507 1495 1608">60</td> </tr> <tr> <td data-bbox="818 1608 1374 1686">Knowledge and understanding of course content</td> <td data-bbox="1374 1608 1495 1686">40</td> </tr> </tbody> </table>	Internal Assessment	%	Four Assessment Tasks Skills in working scientifically	60	Knowledge and understanding of course content	40
Internal Assessment	%						
Four Assessment Tasks Skills in working scientifically	60						
Knowledge and understanding of course content	40						
Contact Person: Isabelle Crosbie, Head Teacher Science							

BUSINESS STUDIES ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE NO: 11040 Year 11 15040 Year 12 COURSE FEE: \$0 EXCLUSIONS: NIL	
COURSE DESCRIPTION Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.			
CONTENT			
Preliminary Course – 4 Modules		HSC Course – 4 Modules	
<ul style="list-style-type: none"> Nature of business (20%) – the role and nature of business Business management (40%) – the nature and responsibilities of management Business planning (40%) – establishing and planning a small to medium enterprise*. <p><i>* In term three, students are required to work collaboratively with peers to prepare & deliver a business structure to sell goods and/or services to staff & students of Whitebridge High School.</i></p>		<ul style="list-style-type: none"> Operations (25%) – strategies for effective operations management Marketing (25%) – development and implementation of successful marketing strategies Finance (25%) – financial information in the planning and management of business Human resources (25%) – human resource management and business performance 	
PARTICULAR COURSE REQUIREMENTS			
ASSESSMENT			
Assessment: HSC course only			
External examination		Internal Assessment	
Three hour written examination measuring student achievement in a range of syllabus outcomes		Knowledge & understanding of course content	40
		Stimulus-based skills	20
		Inquiry & research	20
		Communication of business information, issues and ideas in appropriate form	20
Contact Person: Susan Nunn, Head Teacher HSIE			

CHEMISTRY		COURSE NO: 11050 Year 11 15050 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE FEE: \$0 EXCLUSIONS: NIL
COURSE DESCRIPTION		
<p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</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
PARTICULAR COURSE REQUIREMENTS		
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>		
ASSESSMENT		
Assessment: HSC course only		
External examination	Internal Assessment	%
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
Contact Person: Isabelle Crosbie, Head Teacher Science		

COMMUNITY AND FAMILY STUDIES ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12.		COURSE NO: 11060 Year 11 15060 Year 12 COURSE FEE: \$15 EXCLUSIONS: NIL
COURSE DESCRIPTION Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.		
CONTENT		
Preliminary Course	HSC Course	
<ul style="list-style-type: none"> • Resource Management Basic concepts of the resource management process (approximately 20% of course time). • Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). • Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). 	<ul style="list-style-type: none"> • Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). • Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). • Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). <p>HSC Option Modules- Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> • Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. • Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
PARTICULAR COURSE REQUIREMENTS Students are required to complete an Independent Research Project as part of the HSC internal assessment. 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	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Core Research Methodology Groups in Context Parenting and Caring Options Families and Societal Interactions Social Impact of Technology Individuals and Work	75% 25%
Contact Person: Janene Taylor, Head Teacher Home Economics		

DANCE		COURSE NO: 11070 Yr 11 15070 Yr 12	
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for each of Preliminary and HSC		COURSE FEE: \$0	
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			
COURSE DESCRIPTION Preliminary Course. 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. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance. HSC Course. 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 - Performance, Composition, 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 <i>Course Prescriptions</i> , 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. Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.			
ASSESSMENT: HSC course only			
External examination		Internal Assessment	%
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
Contact Person: Dominique Ferguson, Head Teacher CAPA			

DRAMA

ATAR COURSE
BOARD ENDORSED COURSE - CATEGORY A
2 units for each of Preliminary and HSC

COURSE NO: 11090 Year 11
15090 Year 12

COURSE FEE: \$0

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

COURSE DESCRIPTION

Preliminary Course. Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

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 comes from practical experiences in each of these areas.

While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

HSC Course. Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 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.

HSC Course – Main Topics include

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

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. Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.

ASSESSMENT: HSC course only:

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

Contact Person: Dominique Ferguson, Head Teacher CAPA

ECONOMICS ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE NO: 11110 Year 11 15110 Year 12 COURSE FEE: \$0 EXCLUSIONS: NIL	
COURSE DESCRIPTION Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.			
CONTENT			
Preliminary Course – 4 Modules		HSC Course – 4 Modules	
Introduction to Economics – the nature of economics and the operation of an economy Consumers and Business – the role of consumers and business in the economy Markets – the role of markets, demand, supply and competition Labour Markets – the workforce and role of labour in the economy Financial Markets – the financial market in Australia including the share market Government in the Economy – the role of government in the Australian economy		The Global Economy – Features of the global economy and globalisation Australia's Place in the Global Economy – Australia's trade and finance Economic Issues – issues including growth, unemployment, inflation, wealth and management. Economic Policies and Management – the range of policies to manage the economy.	
PARTICULAR COURSE REQUIREMENTS			
ASSESSMENT			
Assessment: HSC course only			
External examination		Internal Assessment	
Three hour written examination measuring student achievement in a range of syllabus outcomes.		Knowledge & understanding of course content Stimulus-based skills Inquiry & research Communication of economic information, issues and ideas in appropriate form	40% 20% 20% 20%
Contact Person: Susan Nunn, Head Teacher HSIE			

EARTH & ENVIRONMENTAL SCIENCE		COURSE NO: 11100 Year 11 15100 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for each of Preliminary and HSC		COURSE FEE: \$0 EXCLUSIONS: NIL
COURSE DESCRIPTION		
<p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.</p>		
CONTENT		
Preliminary Course – 4 Modules		HSC Course – 4 Modules
Module 1 Earth's Resources Module 2 Plate Tectonics Module 3 Energy Transformations Module 4 Human Impacts		Module 5 Earth's Processes Module 6 Hazards Module 7 Climate Science Module 8 Resource Management
PARTICULAR COURSE REQUIREMENTS		
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</p>		
ASSESSMENT		
Assessment: HSC course only		
External examination	Internal Assessment	%
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
Contact Person: Isabelle Crosbie, Head Teacher Science		

ENGINEERING STUDIES ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE NO: 11120 Year 11 15120 Year 12 COURSE FEE: \$40 EXCLUSIONS: NIL	
COURSE DESCRIPTION Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.			
CONTENT			
Preliminary Course – 4 Compulsory Modules		HSC Course – 4 Compulsory Modules	
<ul style="list-style-type: none"> • three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems • one focus module relating to the field of Biomedical engineering. 		<ul style="list-style-type: none"> • two application modules relating to the fields of Civil structures and Personal and public transport • two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering. 	
PARTICULAR COURSE REQUIREMENTS			
Engineering Report			
Preliminary Course Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.			
HSC Course Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.			
ASSESSMENT			
Assessment: HSC course only			
External examination		Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.		Total of the four modules Engineering reports	65% 35%
Contact Person: Janine Taylor, Head Teacher Home Economics			

ENGLISH STUDIES ATAR COURSE BOARD ENDORSED COURSE - CATEGORY B 2 units for Year 11 and Year 12		COURSE NO: 30105 Year 11 15125 Year 12 15126 Year 12 Exam COURSE FEE: \$0 EXCLUSIONS: NIL	
COURSE DESCRIPTION The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives . The course is distinctive in its focus on the development of students' language, literacy and literary skills . It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts . It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.			
CONTENT			
Preliminary Course – 4 Modules		HSC Course – 4 Modules	
Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)		Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)	
PARTICULAR COURSE REQUIREMENTS Across Stage 6 the selection of texts will give students experiences of the following as appropriate: <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			
Assessment: HSC course only			
External examination		Internal Assessment	%
2 ½ hour written examination measuring student achievement in a range of syllabus outcomes. English Studies external examination is OPTIONAL , and if completed, will contribute to the awarding of an ATAR.		Knowledge and understanding of course content Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50% 50%
Contact Person: Lisa Murrell, Head Teacher English			

ENGLISH STANDARD		COURSE NO: 11130 Year 11 15130 Year 12.	
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE FEE: \$0 EXCLUSIONS: English Advanced; English Studies; English EAL/D; English Extension	
COURSE DESCRIPTION			
<p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>			
CONTENT			
Preliminary Course		HSC Course	
Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Literature		Common Module: Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing – 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 			
Assessment: HSC course only			
External examination		Internal Assessment	%
The external HSC examination measures student achievement in a range of syllabus outcomes The examination will consist of two written examination papers :- Paper 1: 1 hour 30 minutes written examination Paper 2: 2 hour written examination		Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50 50
Contact Person: Lisa Murrell, Head Teacher English			

ENGLISH ADVANCED ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE NO: 11140 Year 11 15140 Year 12. COURSE FEE: \$0 EXCLUSIONS: English Standard; English Studies; English EAL/D	
COURSE DESCRIPTION In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.			
CONTENT			
Preliminary Course – 4 Modules		HSC Course – 4 Modules	
Common Module: Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature		Common Module: Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing– 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		Internal Assessment	%
The external HSC examination measures student achievement in a range of syllabus outcomes The examination will consist of two written examination papers :- Paper 1: 1 hour 30 minutes written examination Paper 2: 2 hour written examination		Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50% 50%
Contact Person: Lisa Murrell, Head Teacher English			

<p>ENGLISH EXTENSION</p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A Extension 1- 1 unit of study for each of Year 11 and Year 12. Extension 2 – 1 unit of study in Year 12</p>	<p>COURSE NO: 11150 Year 11 English Extension 15160 Year 12 English Extension 1 15170 Year 12 English Extension 2</p> <p>COURSE FEE: \$0 EXCLUSIONS: English Standard; English Studies</p>
--	---

PREQUESITES:

- (a) English Advanced
- (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12
- (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

COURSE DESCRIPTION

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

CONTENT

YR 11	YR 12
<p>The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p>	<p>English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are Literary homelands, Worlds of upheaval, Reimagined worlds, Literary mindscapes, Intersecting worlds</p> <p><i>English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</i></p>

PARTICULAR COURSE REQUIREMENTS

- Across Stage 6 the selection of texts should give students experience of the following as appropriate:
- 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 texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

ENGLISH EXTENSION COURSE REQUIREMENTS (CONTINUED)

Year 11

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12

In the **English Extension 1** course students are required to study:

- at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)
- at least TWO related texts.

In the **English Extension 2** course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry,
 - multimedia.

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
Extension 1: TWO hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge and understanding of complex texts and of how and why they are valued	50%
Extension 2: The final examination will consist of a submitted major work and a reflective statement	Skills in complex analysis, sustained composition and independent investigation	50%

Contact Person: Lisa Murrell, Head Teacher English

FOOD TECHNOLOGY		COURSE NO: 11030 Year 11 15030 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE FEE: Year 11 \$90 EXCLUSIONS: Year 12 \$70
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.		
CONTENT		
Preliminary Course – Main Topics Covered		HSC Course – Main Topics Covered
Food Availability and Selection (30%) Food Quality (40%) Nutrition (30%)		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	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	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 Design, implementation and evaluation	30% 20%
Contact Person: Janine Taylor, Head Teacher Home Economics		

GEOGRAPHY		COURSE NO: 11190 Year 11 15190 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE FEE: \$0 EXCLUSIONS: NIL
COURSE DESCRIPTION The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.		
CONTENT		
Preliminary Course – 4 Modules	HSC Course – 4 Modules	
Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale. Senior Geography Project – a geographical study of student's own choosing.	Ecosystems at Risk – the functioning of ecosystems, their management and protection. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of economic activity in a local and global context. Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.	
PARTICULAR COURSE REQUIREMENTS Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.		
ASSESSMENT		
Assessment: HSC course only		
External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & understanding of course content Geographical tools & skills Geographical inquiry & research, including fieldwork Communication of geographical information, issues and ideas in appropriate form	40% 20% 20% 20%
Contact Person: Susan Nunn, Head Teacher HSIE		

INDUSTRIAL TECHNOLOGY (WOOD)		COURSE NO: 11200 Year 11 15200 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE FEE: \$70 EXCLUSIONS: NIL
COURSE DESCRIPTION		
Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies . <i>At Whitebridge High we offer Timber and Furniture Industries (Wood based).</i>		
CONTENT		
Preliminary Course	HSC Course	
The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> • Industry Study (15%) • Design (10%) • Management and Communication (20%) • Production (40%) • Industry Related Manufacturing (15%) 	The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> ○ Design, Management and Communication ○ Production • Industry Related Manufacturing Technology (25%) 	
PARTICULAR COURSE REQUIREMENTS		
In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.		
ASSESSMENT		
Assessment: HSC course only		
External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Study of Industrial Practices Designing, planning and management Workplace communication Industry Applications	15% 30% 30% 25%
Contact Person: Janine Taylor, Head Teacher Home Economics		

<p>JAPANESE BEGINNERS</p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12</p>	<p>COURSE NO: 11740 Year 11 15820 Year 12</p> <p>COURSE FEE: \$35 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.</p>		
<p>COURSE DESCRIPTION</p> <p>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.</p> <p>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.</p> <p>CONTENT</p> <p>Main Topics covered</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations. 			
<p>PARTICULAR COURSE REQUIREMENTS</p>			
<p>ASSESSMENT</p>			
<p>Assessment: HSC course only</p>			
<p>External examination</p> <p>An oral examination (5 minutes):</p> <ul style="list-style-type: none"> • Conversation <p>A written examination (2.5 hours):</p> <ul style="list-style-type: none"> • Listening • Reading • Writing in Japanese 	<p>20%</p> <p>30%</p> <p>30%</p> <p>20%</p>	<p>Internal Assessment</p> <p>Speaking</p> <p>Listening</p> <p>Reading</p> <p>Writing in Japanese</p>	<p>%</p> <p>20%</p> <p>30%</p> <p>30%</p> <p>20%</p>
<p>Contact Person: Susan Nunn, Head Teacher HSIE</p>			

JAPANESE CONTINUERS ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE NO: 11750 Year 11 15830 Year 12 COURSE FEE: \$28 PREQUESITES: 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 HT Secondary Studies	
COURSE DESCRIPTION The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory 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.			
CONTENT			
Prescribed Themes		Mandatory Topics	
The Individual The Japanese-speaking communities The changing world		Personal World Daily Life Leisure Future Plans Travelling in Japan Living in Japan Cultural life The world of work Current issues	
PARTICULAR COURSE REQUIREMENTS			
Assessment: HSC course only			
External examination		Internal Assessment	
A 10 minute oral examination: <ul style="list-style-type: none"> • Conversation 		20%	20%
A three hour written examination: <ul style="list-style-type: none"> • Listening and responding • Reading and responding • Writing in Japanese 		25%	25%
		40%	40%
		15%	15%
Contact Person: Susan Nunn, Head Teacher HSIE			

LEGAL STUDIES		COURSE NO: 11220 Year 11 15220 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE FEE: \$0 EXCLUSIONS: NIL
COURSE DESCRIPTION		
CONTENT		
<p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>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</p>		
Preliminary Course	HSC Course	
<ul style="list-style-type: none"> • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>	<ul style="list-style-type: none"> • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) • Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
PARTICULAR COURSE REQUIREMENTS		
No special requirements		
Assessment: HSC course only		
External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & understanding of course content Inquiry & research Communication of Legal Studies information, issues and ideas in appropriate form	60% 20% 20%
Contact Person: Susan Nunn, Head Teacher HSIE		

MATHEMATICS STANDARD ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE NO: 11236 Year 11 Mathematics Standard 15231 Year 12 Mathematics Standard 1 15236 Year 12 Mathematics Standard 2 COURSE FEE: \$10 EXCLUSIONS: Any other Stage 6 Mathematics
COURSE DESCRIPTION <ul style="list-style-type: none"> The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 		
CONTENT		
Preliminary Course – 4 Topics Mathematics Standard 1 and 2 <ul style="list-style-type: none"> Topic: Algebra <ul style="list-style-type: none"> Formulae and Equations Linear Relationships Topic: Measurement <ul style="list-style-type: none"> Applications of Measurement Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> Money Matters Topic: Statistical Analysis <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 	HSC Course – 5 Topics Mathematics Standard 2 <ul style="list-style-type: none"> Topic: Algebra <ul style="list-style-type: none"> Types of Relationships Topic: Measurement <ul style="list-style-type: none"> Non-right-angled Trigonometry Rates and Ratios Topic: Financial Mathematics <ul style="list-style-type: none"> Investments and Loans Annuities Topic: Statistical Analysis <ul style="list-style-type: none"> Bivariate Data Analysis The Normal Distribution Topic: Networks <ul style="list-style-type: none"> Network Concepts Critical Path Analysis 	
ASSESSMENT: HSC course only		
External examination	Internal Assessment	%
Mathematics Standard 2: a 2 hour 30 minute written exam will complete an external HSC examination.	There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment.	
Mathematics Standard 1: a 2 hour written examination Optional for those students who wish this course to contribute towards the calculation of an ATAR.	Understanding, fluency and communication Problem-solving, reasoning and justification	50 50
Contact Person: Cameron Wells, Head Teacher Mathematics		

MATHEMATICS ADVANCED

ATAR COURSE

BOARD ENDORSED COURSE - CATEGORY A
2 units for Year 11 and Year 12

COURSE NO: Year 11 11255
Year 12 15255

COURSE FEE: \$10

EXCLUSIONS: Mathematics General

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 DESCRIPTION

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

CONTENT

Preliminary Course

- Topic: Functions
 - Working with Functions
- Topic: Trigonometric Functions
 - Trigonometry and Measure of Angles
 - Trigonometric Functions and Identities
- Topic: Calculus
 - Introduction to Differentiation
- Topic: Exponential and Logarithmic Functions
 - Logarithms and Exponentials
- Topic: Statistical Analysis
 - Probability and Discrete Probability Distributions

HSC Course

- Topic: Functions
 - Graphing Techniques
- Topic: Trigonometric Functions
 - Trigonometric Functions and Graphs
- Topic: Calculus
 - Differential Calculus
 - The Second Derivative
 - Integral Calculus
- Topic: Financial Mathematics
 - Modelling Financial Situations
- Topic: Statistical Analysis
 - Descriptive Statistics and Bivariate Data Analysis
 - Random Variables

ASSESSMENT: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment. Understanding, fluency and communication Problem-solving, reasoning and justification	50 50

Contact Person: Cameron Wells, Head Teacher Mathematics

<p>MATHEMATICS EXTENSION 1</p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 1 units for Year 11 (Preliminary) and Year 12 (HSC)</p>	<p>COURSE NO: 11250 Year 11 15250 Year 12</p> <p>COURSE FEE: \$0</p> <p>EXCLUSIONS: Mathematics Standard 1 or 2</p> <p>PREREQUISITES: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i>, and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p>
---	---

COREQUISITES: MATHEMATICS ADVANCED
COURSE DESCRIPTION

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

CONTENT

Preliminary Course	HSC Course
<ul style="list-style-type: none"> • Topic: Functions <ul style="list-style-type: none"> ○ Further Work with Functions ○ Polynomials • Topic: Trigonometric Functions <ul style="list-style-type: none"> ○ Inverse Trigonometric Functions ○ Further Trigonometric Identities • Topic: Calculus <ul style="list-style-type: none"> ○ Rates of Change • Topic: Combinatorics <ul style="list-style-type: none"> ○ Working with Combinatorics 	<ul style="list-style-type: none"> • Topic: Proof <ul style="list-style-type: none"> ○ Proof by Mathematical Induction • Topic: Vectors <ul style="list-style-type: none"> ○ Introduction to Vectors • Topic: Trigonometric Functions <ul style="list-style-type: none"> ○ Trigonometric Equations • Topic: Calculus <ul style="list-style-type: none"> ○ Further Calculus Skills ○ Applications of Calculus • Topic: Statistical Analysis <ul style="list-style-type: none"> ○ The Binomial Distribution

ASSESSMENT HSC course only

External examination	Internal Assessment	%
<p>Two hour written examination measuring student achievement in a range of syllabus outcomes.</p>	<p>There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment.</p> <p>Understanding, fluency and communication Problem-solving, reasoning and justification</p>	<p>50 50</p>

Contact Person: Cameron Wells, Head Teacher Mathematics

<p>MATHEMATICS EXTENSION 2</p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 1 UNIT Year 12 (HSC).</p>	<p>COURSE NO: 15260 Year 12 ONLY</p> <p>COURSE FEE: \$0</p> <p>EXCLUSIONS: Mathematics Standard 1 or 2</p>	
<p>PREREQUISITES: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.</p>		
<p>COREQUISITES: MATHEMATICS ADVANCED and MATHEMATICS EXTENSION 1</p>		
<p>COURSE DESCRIPTION</p>		
<ul style="list-style-type: none"> • The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. • The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. • All students studying the Mathematics Extension 2 course will sit for an HSC examination. 		
<p>The study of Mathematics Extension 2 in Stage 6:</p>		
<ul style="list-style-type: none"> • enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • 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 • provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level • provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. 		
<p>CONTENT HSC Course (ONLY)</p>		
<ul style="list-style-type: none"> • Topic: Proof <ul style="list-style-type: none"> ○ The Nature of Proof ○ Further Proof by Mathematical Induction • Topic: Vectors <ul style="list-style-type: none"> ○ Further Work with Vectors 	<ul style="list-style-type: none"> • Topic: Complex Numbers <ul style="list-style-type: none"> ○ Introduction to Complex Numbers ○ Using Complex Numbers • Topic: Calculus <ul style="list-style-type: none"> ○ Further Integration • Topic: Mechanics <ul style="list-style-type: none"> ○ Applications of Calculus to Mechanics 	
<p>ASSESSMENT HSC ONLY</p>		
<p>External examination</p>	<p>Internal Assessment</p>	<p>%</p>
<p>Three hour written examination measuring student achievement in a range of syllabus outcomes.</p>	<p>There is a maximum of four assessment tasks undertaken in Year 12 including an assignment or investigation style assessment. Understanding, fluency and communication Problem-solving, reasoning and justification</p>	<p>50 50</p>
<p>Contact Person: Cameron Wells, Head Teacher Mathematics</p>		

MODERN HISTORY		COURSE NO: 11270 Year 11 15270 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE FEE: \$0 EXCLUSIONS: NIL
COURSE DESCRIPTION		
<p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>		
CONTENT		
Preliminary Course – 3 Sections		HSC Course – 4 Sections
<ul style="list-style-type: none"> • Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’) <ul style="list-style-type: none"> ○ Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies. • Historical Investigation (20 indicative hours) • The Shaping of the Modern World (40 indicative hours) <ul style="list-style-type: none"> ○ At least one study from ‘The Shaping of the Modern World’ is to be undertaken. • Historical concepts and skills are integrated with the studies undertaken in Year 11. 		<ul style="list-style-type: none"> • Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours) • One ‘National Studies’ topic (30 indicative hours) • One ‘Peace and Conflict’ topic (30 indicative hours) • One ‘Change in the Modern World’ topic (30 indicative hours) <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
PARTICULAR COURSE REQUIREMENTS		
Year 11 In the Year 11 course, students undertake at least two case studies. <ul style="list-style-type: none"> • One case study must be from Europe, North America or Australia, and • One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. 		
Year 12 Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.		
ASSESSMENT		
Assessment: HSC course only		
External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & understanding of course content Research Source analysis Oral and written communication	40 20 20 20
Contact Person: Susan Nunn, Head Teacher HSIE		

<p>MUSIC 1</p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12</p>	<p>COURSE NO: 11280 Year 11 15290 Year 12</p> <p>COURSE FEE: \$20</p>
---	---

EXCLUSIONS: Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

COURSE DESCRIPTION

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

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.

CONTENT

Preliminary Course	HSC Course
Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.	Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

PARTICULAR COURSE REQUIREMENTS

In the HSC course students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

ASSESSMENT

Assessment: HSC course only

External examination		Internal Assessment	%
Written Examination – Aural Skills Four short-answer questions	30%	Core performance	10%
		Core composition	10%
Practical examination – Core Performance Electives	*20%	Core musicology	10%
		Core aural	25%
	*60%	Elective 1	15%
		Elective 2	15%
		Elective 3	15%

Contact Person: Dominique Ferguson, Head Teacher CAPA

MUSIC 2 ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE NO: 11290 Year 11 15300 Year 12 COURSE FEE: \$20	
EXCLUSIONS: Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
COURSE DESCRIPTION In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music. In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
CONTENT			
Preliminary Course In the Preliminary course, the Mandatory Topic is Music 1600–1900. The Additional Topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.		HSC Course Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. The Additional Topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.	
PARTICULAR COURSE REQUIREMENTS In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC. The additional topic studied in the HSC must be different to the topic studied in the Preliminary course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.			
ASSESSMENT			
Assessment: HSC course only			
External examination		Internal Assessment	
Written Paper (Musicology and Aural Skills)	35	Core Performance	20
Practical Examination	20	Core composition	20
Performance 15 marks		Core musicology	20
Sight Singing 5 marks		Core aural	20
Core Composition	15	Elective (Performance, Composition or Musicology)	20
Elective	30		
Performance, Composition or Musicology			
Contact Person: Dominique Ferguson, Head Teacher CAPA			

PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

COURSE NO: 11300 Year 11
15320 Year 12

ATAR COURSE
BOARD ENDORSED COURSE - CATEGORY A
2 units for Year 11 and Year 12

COURSE FEE: \$0
EXCLUSIONS: NIL

PARTICULAR COURSE REQUIREMENTS

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. 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.

CONTENT

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select **two** of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select two of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

PARTICULAR COURSE REQUIREMENTS

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

ASSESSMENT

Assessment: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge & Understanding Skills	50 50

Contact Person: Luke Harradine, Head Teacher PDHPE

PHYSICS		COURSE NO: 11310 Year 11 15330 Year 12
ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE FEE: \$0 EXCLUSIONS: NIL
COURSE DESCRIPTION		
<p>The Year 11 course develops student’s knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>		
CONTENT		
Preliminary Course – 4 Modules		HSC Course – 4 Modules
Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism		Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the Atom
PARTICULAR COURSE REQUIREMENTS		
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>		
ASSESSMENT		
Assessment: HSC course only		
External examination	Internal Assessment	%
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
Contact Person: Isabelle Crosbie, Head Teacher Science		

<p>SOCIETY AND CULTURE</p> <p>ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12</p>		<p>COURSE NO: 11330 Year 11 15350 Year 12</p> <p>COURSE FEE: \$0 EXCLUSIONS: NIL</p>	
<p>COURSE DESCRIPTION Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>			
<p>CONTENT</p>			
<p>Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World – the interactions between persons and groups within societies • Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings • Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them 		<p>HSC Course</p> <ul style="list-style-type: none"> ▪ Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study ▪ The Personal Interest Project (PIP) – an individual research project <p>Depth Studies Two to be chosen from:</p> <ul style="list-style-type: none"> ▪ Popular Culture – the interconnection between popular culture, society and the individual ▪ Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity ▪ Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures ▪ Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours. 	
<p>PARTICULAR COURSE REQUIREMENTS Completion of Personal Interest Project.</p>			
<p>ASSESSMENT: HSC course only</p>			
<p>External examination</p>		<p>Internal Assessment</p>	
<p>A two hour written examination measuring student achievement in a range of syllabus outcomes</p>		<p>60%</p>	<p>Knowledge & understanding of course content Application & evaluation of social & cultural research methods</p>
<p>Personal Interest Project</p>		<p>40%</p>	<p>Communication of information, ideas, and issues in appropriate form</p>
			<p>50%</p> <p>30%</p> <p>20%</p>
<p>Contact Person: Susan Nunn, Head Teacher HSIE</p>			

SOFTWARE DESIGN & DEVELOPMENT

ATAR COURSE
BOARD ENDORSED COURSE - CATEGORY A
2 units for Year 11 and Year 12

COURSE NO: 11340 Year 11
15360 Year 12
COURSE FEE: \$25

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 involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

CONTENT

Preliminary Course

Concepts and Issues in the Design and Development of Software (30%)

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development (50%)

- Defining and understanding the problem
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

Developing software solutions (20%)

HSC Course

Development and Impact of Software Solutions (15%)

- Social and ethical issues
- Application of software development approaches

Software Development Cycle (40%)

- Defining and understanding the problem
- Planning and design of software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

Developing a Solution Package (25%)

Options (20%)

Study one of the following options:

- Programming paradigms
- or**
- The interrelationship between software and hardware

PARTICULAR COURSE REQUIREMENTS

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

It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

ASSESSMENT

Assessment: HSC course only

External examination	Internal Assessment	%
Three hour written examination measuring student achievement in a range of syllabus outcomes.	Knowledge and understanding	20
	Design and development of software solutions	35
	Project management techniques, including documentation, teamwork and communication	20
	Project	25

Contact Person: Isabelle Crosbie, Head Teacher Science

TEXTILES & DESIGN

ATAR COURSE

BOARD ENDORSED COURSE - CATEGORY A

2 units for Year 11 and Year 12

COURSE NO: 11370 Year 11
15390 Year 12

COURSE FEE: \$0
EXCLUSIONS: NIL

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. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

CONTENT

Preliminary Course – 4 Modules

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

HSC Course – 4 Modules

- 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 drawn 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.

ASSESSMENT HSC course only

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

Contact Person: Janene Taylor

VISUAL ARTS ATAR COURSE BOARD ENDORSED COURSE - CATEGORY A 2 units for Year 11 and Year 12		COURSE NO: 11380 Year 11 15400 Year 12 COURSE FEE: \$0 NIL	
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.			
COURSE DESCRIPTION <u>Preliminary Course</u> Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts. <u>HSC Course</u> Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.			
CONTENT			
Preliminary Course – 4 Modules		HSC Course – 4 Modules	
Preliminary Course learning opportunities focus on: <ul style="list-style-type: none"> ▪ the nature of practice in artmaking, art criticism and art history through different investigations ▪ the role and function of artists, artworks, the world and audiences in the artworld ▪ the different ways the visual arts may be interpreted 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: <ul style="list-style-type: none"> ▪ how students may develop their practice in artmaking, art criticism, and art history ▪ how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations ▪ how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations ▪ how students may further develop meaning and focus in their work. 	
PARTICULAR COURSE REQUIREMENTS			
Preliminary Course: <ul style="list-style-type: none"> ▪ Artworks in at least two expressive forms and use of a process diary ▪ a broad investigation of ideas in art making, art criticism and art history. HSC Course: <ul style="list-style-type: none"> ▪ development of a body of work and use of a process diary ▪ a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in art making, art criticism and art history.			
ASSESSMENT HSC course only			
External examination		Internal Assessment	
A 1 ½ hour written paper		Development of the body of work	
Submission of a body of work		Art criticism and art history	
50%		50%	
50%		50%	
Contact Person: Dominique Ferguson, Head Teacher CAPA			

CPC20211 Certificate II in Construction Pathways (CPC08 release V9.4)

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

2020 STAGE 6 COURSE DESCRIPTION –

CONSTRUCTION

This Course is available as		2Units x 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 construction industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

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		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):
\$80 – Year 11
\$70 – Year 12
\$90 – White Card (this is an approximate cost)

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.

- **Steel cap boots**
- **A4 work book**
- **General Construction Induction White card. It is now a requirement that students complete the White Card at school with an approved RTO. Schools CAN NO longer accept online White Cards.**

Exclusions:

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

Assessment and course completion
Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

- 2 Units x 2 years courses: 70 hours

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

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

This Course is available as		2 Units x 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 service industry. Students who are assessed as competent in sufficient units of competency will be eligible to receive a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/ HSC Examinable		Elective Units	
SITXFSA001	Use hygienic practices for food safety		Prepare sandwiches
SITXWHS001	Participate in safe work practices	SITXCOM001	Source and present
BSBWOR203	Work effectively with others	SITHCCC003	Prepare sandwiches
SITHIND002	Source and use information on the hospitality industry	BSBSUS201	Participate in environmentally sustainable work practices
SITXCCS003	Interact with customers	HLTAID003	Provide first aid
SITHFAB004	Prepare and serve non-alcoholic beverages		
SITHFAB005	Prepare and serve espresso coffee		
SITHFAB007	Serve food and beverage		
Qualification Core			
SITXCOM002	Show social and cultural sensitivity		
SITHIND003	Use hospitality skills effectively		

Course contribution (to be made directly to school): \$140 – Preliminary \$100 – HSC
 \$70- First Aid course
 \$60 – uniform (approximately)

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.

- **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 Units x 2 years courses: 70 hours

Optional HSC examination

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

MEM10105 Certificate I in Engineering (Release 2)
Statement of Attainment towards MEM10105 Certificate I in Engineering
(MEM05v11.1)
 2020 STAGE 6 COURSE DESCRIPTION –
METAL AND ENGINEERING

This Course is available as		2Units x 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 engineering and manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Possible Elective Units – teacher will advise	
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03003B	Perform sheet and plate assembly
MEM12023A	Perform engineering measurements	MEM03001B	Perform manual production assembly
MEM13014A	Apply principles of occupational health and safety in the work environment		
MEM12024A	Perform computations		
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. <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"> • Students require steel cap boots for work placement 	

Exclusions:

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

Assessment and course completion
Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

- 2 Units x 2 years courses: 70 hours

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

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

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

This Course is available as	2 Units x 1 year/120 hours	3 Units x 1 year/180 hours
<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)
<p>Course description - This course is designed for individuals who require further foundation skills development in preparation for workforce entry or a vocational training pathway. Students who are assessed as competent in sufficient units of competency will be eligible to achieve the full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</p>	

Course structure: The following content will be addressed as part of this Qualification.			
Qualification/Core Units		Elective Units	
FSKDIG03	Use digital technology for routine workplace tasks	Elective units are available across varied vocational pathways and will need to be negotiated with each school and in consultation with Public Schools NSW Tamworth RTO 90162.	
FSKLRG09	Use strategies to respond to routine workplace problems		
FSKLRG11	Use routine strategies for work-related learning	BSBITU211	Produce digital text documents
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	BSBITU212	Create and use spreadsheets
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work	BSBWOR204	Use business technology
FSKOCM07	Interact effectively with others at work	FNSFLT202	Develop and use a savings plan
FSKRDG10	Read and respond to routine workplace information	FSKLRG10	Use routine strategies for career planning
FSKWTG09	Write routine workplace texts	FSKOCM04	Use oral communication skills to participate in workplace meeting
		FSKRDGO9	Read and respond to routine standard operating procedures
		FSKWTG07	Write routine formal workplace texts
<p>Course contribution (to be made directly to school): \$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> 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.</p>			

Exclusions:

VET course exclusions can be checked on NESA website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Assessment and course completion
Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

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

Specialisation studies

There is no specialisation study associated with this course.

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills:

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

School-based Apprenticeships and Traineeships (SBATs)

There is no SBAT pathway associated with this course.

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

BOARD ENDORSED COURSES

WORK STUDIES NON ATAR COURSE BOARD ENDORSED COURSE 1 unit in Yr 12 to compliment 3 units Skills For Work for students requiring units to complete HSC requirement	COURSE NO: 35202 COURSE FEE: NIL EXCLUSIONS: NIL
<p><i>This subject is offered to students in Year 12 who have completed the 3 units (180 hours) of the Skills For Work Vocational Pathway and need an extra unit to complete the 10 units required to qualify for the HSC</i></p>	
<p>Structure of the course Core – My Working Life Modules – There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.</p> <p>Nature of the course Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The <i>Work Studies CEC</i> syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p> <p>The Work Studies course will assist students to:</p> <ul style="list-style-type: none">• recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities• develop an understanding of the changing nature of work and the implications for individuals and society• undertake work placement to allow for the development of specific job-related skills• acquire general work-related knowledge, skills and attitudes, transferable across different occupations• develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.	
<p>Contact Person: Janene Taylor, Head Teacher Home Economics</p>	

<p>NUMERACY</p> <p>NON ATAR COURSE BOARD ENDORSED COURSE 2 units for Year 11 and Year 12</p>	<p>COURSE NO: 30130 Year 11 30140 Year 12</p> <p>COURSE FEE: \$10 EXCLUSIONS: Any other Stage 6 Mathematics course</p>
<p>COURSE DESCRIPTION</p> <p>The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.</p> <p>This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.</p> <p>This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy may be better placed studying Mathematics Standard or Advanced in Year 11.</p> <p>CONTENT</p> <p>All content is embedded in contexts referred to in the ACSF:</p> <ul style="list-style-type: none"> • Numeracy in personal and community contexts • Numeracy in workplace and employment contexts • Numeracy in education and training contexts <p>Teachers are encouraged to apply the content in contexts which are meaningful and of interest to their students, and derived from one or more of the areas above.</p>	
<p>Year 11</p> <p>1.1 Whole numbers 1.2 Operations with whole numbers 1.3 Distance, area and volume 1.4 Time 1.5 Data, graphs and tables 2.1 Fractions and decimals 2.2 Operations with fractions and decimals 2.3 Metric relationships 2.4 Length, mass and capacity 2.5 The probability of everyday events</p>	<p>Year 12</p> <p>3.1 Percentages linked with fractions and decimals 3.2 Finance 3.3 Location, time and temperature 3.4 Space and design 4.1 Rates and ratio 4.2 Statistics and probability 4.3 Exploring numeracy using NRMT</p>
<p>PARTICULAR COURSE REQUIREMENTS: Nil</p> <p>ASSESSMENT</p> <p>The Numeracy course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).</p> <p>As a CEC, there will be no HSC examination for the Numeracy course. Assessment will be school-based. Teachers will award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Performance Descriptions for reporting achievement.</p>	
<p>Contact Person: Cameron Wells, Head Teacher Mathematics</p>	

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

NON ATAR COURSE
BOARD ENDORSED COURSE
2 units for Year 11 ONLY

COURSE NO: 35226 Year 11

COURSE FEE: \$0
EXCLUSIONS: NIL

COURSE DESCRIPTION

The Photography, Video and Digital Imaging course offers students the opportunity to explore contemporary artistic practices that make use 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.

CONTENT

Preliminary Course

- 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

HSC Course

ONLY
OFFERED IN
YEAR 11

PARICULAR COURSE REQUIREMENTS

ASSESSMENT

External examination	Internal Assessment	%
Internal Assessment Only.	Knowledge and Understanding Skills	50% 50%

Contact Person: Dominique Ferguson, Head Teacher CAPA

SPORT, LIFESTYLE & RECREATION STUDIES

NON ATAR COURSE
BOARD ENDORSED COURSE
2 units for Year 11 and Year 12

COURSE NO: 35015 Year 11
35017 Year 12

COURSE FEE: \$0

COURSE DESCRIPTION

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.
This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.
Through the course students will develop:
knowledge and understanding of the factors that influence health and participation in physical activity
knowledge and understanding of the principles that impact on quality of performance
an ability to analyse and implement strategies to promote health, activity and enhanced performance
a capacity to influence the participation and performance of self and others.

CONTENT

Preliminary Course and HSC Course.

Students will complete 6-12 Modules over their course of Year 11 and Year 12

The modules in Sport, Lifestyle and Recreation are:

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

PARICULAR COURSE REQUIREMENTS

ASSESSMENT

External examination	Internal Assessment	%
Internal Assessment Only.	Making Critical and historical studies	70% 30%

Contact Person: Luke Harradine, Head Teacher PDHPE

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>

www.training.nsw.gov.au

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

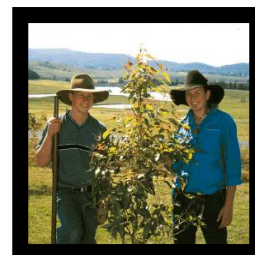
Why study Industry-based Learning?

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 <div style="display: flex; flex-direction: column; align-items: center;">   </div>	<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 2020

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 YEAR 11 COURSES 2020

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 has been emailed to you. You can then enter your choices.

Once you have made your selections you are able to make changes before the cut off date of **Monday 26 August, 2019**. Your parents have also been emailed to inform them that this is happening. You are required to discuss your choices with them. You will be interviewed by a teacher on Thursday/Friday 2/22 August about your choices. 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.

Students are advised to choose carefully. Once subjects have been allocated to students changes to students pattern of study can only be made through application to the relevant Deputy Principal by the end of Week 3, T1 2020 (14/2/20)

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
	Economics	2	A
	Earth & Environmental Science	2	A
	Engineering Studies	2	A
	English Studies	2	B
	English Standard	2	A
	English Advanced	2	A
	English Extension 1	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	1	A

Priority	WHS Delivered, Board Developed Courses	Unit	ATAR Cat
	Modern History	2	A
	Music 1	2	A
	Music 2	2	A
	PD, Health and Phys Ed	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
	Numeracy	2	B
	Photography, Video & Digital Imaging (Year 11 only)	2	-
	Sport, Lifestyle & Recreation Studies	2	-

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