

**STAGE 6 COURSE
INFORMATION HANDBOOK
2020**

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Introduction

Completing Year 11 and Year 12 is a very important decision that needs to be made in conjunction with your parents after consultation with your teachers, and given as much thought as possible.

Your options after completing Year 10 are:

1. Completing the HSC at our school
2. Full time employment, including apprenticeships and traineeships
3. Full time and Part time TAFE courses plus Casual or Part time employment

This booklet aims to give you as much information as possible before you make your decision. It is crucial that you discuss your ideas, plans, dreams, goals, and aspirations with your friends, your parents, your teachers, and the Careers Adviser. The decision is an important one, and the information available and the advice of others must be considered.

Choosing a Program of Study at Irrawang High School

To assist you in making the most appropriate choice of subjects, two (2) Pathways have been devised. It is important that you think about the Pathway that best describes your needs, and then select subjects that will satisfy these needs.

PATHWAY 1: The University Pathway

Students who select Pathway 1 are students who wish to complete the Higher School Certificate Examination and score the Australian Tertiary Admissions Rank (ATAR) possible for entry into a university.

These students will have a very clear idea of the university course/s they wish to study, they will have discussed this thoroughly with the Careers Adviser, they are fully aware of the prerequisites necessary for entry, and the workload to ensure entry. Pathway 1 students should select Board Developed Courses only.

PATHWAY 2: The University/Vocational Pathway

Many students at Irrawang High School will choose Pathway 2. This Pathway offers a great variety of opportunities. Pathway 2 students might be interested in further studies at university, but they may also be interested in developing employment skills through vocational education and training. They may require an ATAR. Pathway 2 students select Board Developed Courses, Board Endorsed Courses, Vocational Education and Training (VET) courses, Life Skills Courses, or TAFE Delivered VET in Schools (TVET) courses.

A small number of students may have struggled with the study of mainstream subjects in Year 10 and thought that completing the HSC was beyond them. In Life Skills courses students can develop valuable employment skills and they can attain the Higher School Certificate. Students will be **invited** to apply for a position in Life Skills subjects.

The Australian Tertiary Admissions Rank (ATAR)

The ATAR is a rank (the highest being 99.95) used by universities to determine entry to the large range of university courses. The ATAR cut off score may change for each course from year to year as it is only a reflection of the demand for a particular course and does not necessarily reflect the difficulty or complexity of the course.

For some university courses there are selection criteria to be considered other than the ATAR. Some require interviews or other assessment formats. Therefore you should check the requirements for entry in a University Admission Centre (UAC) Handbook - see the Careers Adviser for these details.

To be eligible for an ATAR, a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight (8) units from Category A courses; and
- two (2) units of English; and
- three (3) Board Developed courses of two units or greater; and
- four (4) subjects.

If you want to receive an ATAR, you must check your program of study carefully to ensure that you will be eligible.

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English; and
- your best eight units from the remaining units, which can include up to two units of Category B courses.

Marks to be included in the ATAR calculation can be accumulated over a five-year period but if a course is repeated only the last satisfactory attempt is used in the calculation of the ATAR.

For students accumulating courses towards their HSC, scaled marks are calculated the year the courses are completed. Marks are not re-scaled each year.

The ATAR is a rank NOT a mark.

Courses at Irrawang High School

This book describes all courses we can offer for students at our school. There are four main types of courses to choose from -

1. Board Developed Courses:

a. Category A courses

These are courses whose syllabuses have been provided by NESA. They are assessed by within-school assessment and by an externally set and marked HSC examination at the end of the Year 12 course in a subject. They contribute to the ATAR. Most subjects offered for the 2020 HSC are Board Developed Courses, including English, Mathematics, Biology, Modern History, Legal Studies, Music and PDHPE. For the award of the Higher School Certificate, students must satisfactorily complete at least six (6) units of Board Developed Courses.

b. Category B courses

Vocational Education and Training Courses (VET)

Vocational Education and Training Courses (VET) are a vital part of our curriculum. The VET subjects involve training in employment skills, work placement and the completion of a competency record. The VET courses offered at Irrawang High School are accredited by NESA and the Vocational Training and Accreditation Board for the HSC and meet the requirements of the National Training Framework. This means that they are recognised by TAFE when a student enrolls for further studies. Only one category B course can be used in the determination of the ATAR. The VET subjects offered at Irrawang High School in 2019-2020 are:

- Hospitality
- Primary Industries

Students and parents must remember that participation in VET work placement is compulsory to successfully complete a VET subject.

TAFE delivered Vocational Education in Schools (TVET)

These courses enable you to incorporate vocational areas of study within your Year 11 and Year 12 studies. They are assessed by the TAFE campus you attend and your attainments are accredited by NESA. As well, a separate Statement of Attainment is issued by TAFE to show that you have gained part or all of a TAFE Certificate Course. Studies may be continued in future years at any TAFE college in Australia or articulated into a higher TAFE award. Only some TVET courses contribute to the ATAR, please check with the Careers Adviser. Students are provided with a TAFE Statement of Attainment which reports each of the modules completed.

The study of a TVET course will involve travel to the relevant college (Cessnock, Kurri Kurri, Maitland, Newcastle or Glendale) at the student's own expense. Students will be required to make their own way to TAFE and return, and to pay any transport costs. Most courses will require one afternoon at the campus, usually from 2.00 p.m. to 6.00 p.m. or 1.30 p.m. to 5.30 p.m. Some courses delivered at Maitland or Newcastle involve extended hours of travel and missed class work. With all TVET courses, class work is missed and **must** be caught up within the next two (2) days.

It must be stressed that positions in the TVET courses are limited and it may not be possible for all students who elect TVET courses to be placed. Therefore, a maximum of one TVET course is available for students. Further information is available from Mr Tonks.

Content Endorsed Courses:

Content Endorsed Courses are developed by NESA, and they have similar content across many schools, eg. Sport Lifestyle & Recreation Studies, and Work Studies. These courses develop valuable vocational and employment skills.

Board Endorsed Courses are assessed entirely within the school. There are no external examinations for these courses, and they do not contribute to the ATAR.

The Structure of the Higher School Certificate Examination

NESA Requirements:

- English is compulsory.
- All courses have a unit value and each unit is worth **50 marks** at the HSC.
- Most subjects are of 2 units value, and worth **100 marks** at the HSC.
- At Irrawang High School, 1 unit extension courses are available in some subjects, and will be studied in Year 12.
- You must study a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the Year 12 Course. Both the Year 11 Course and the Year 12 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.
 - At least three courses of 2 units value or greater.
 - At least four subjects.
 - At most 6 units of courses in Science.
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- For the HSC Examination, 50% of the marks are scored through internally (school) marked assessment tasks, and 50% of marks through the externally marked HSC Examination.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Compulsory Fees

Some subjects charge fees to cover the cost of equipment and materials. These fees **MUST** be paid as soon as possible. Payment before the end of Term 3 will secure a student's place in the timetabled class.

Making the Most Appropriate Decision

It is important that you seek quality information. The table below helps you locate where this information is available.

WHO?	HOW?
Your Teachers	<ul style="list-style-type: none">• Can tell you if you are good at certain subjects.• Can describe to you the expectations of this subject for the HSC.
Your Careers Adviser	<ul style="list-style-type: none">• Can tell you what subjects (if any) are required for particular careers.• Can discuss your Pathway with you.• Can answer questions on the structure of the HSC.
Your Principal/ Deputy Principal	<ul style="list-style-type: none">• Can discuss your Pathway with you.• Can discuss the study requirements with you.• Can describe the structure of the HSC with you.
Your Year Adviser	<ul style="list-style-type: none">• Can help you by talking over your ideas.• Can help you with study skills.
Your Student Counsellor	<ul style="list-style-type: none">• Can help you by discussing your ability to do certain subjects, study problems, or help overcome any concerns you may have.
Your Parents	<ul style="list-style-type: none">• You should discuss choices with your parents.• Encourage them to make an appointment or telephone any of the above people if there are any issues or if they need more information.

Types of Credentials

There are a range of credentials issued to eligible students upon completion of Year 12.

1. Higher School Certificate Testamur

This shows that a student has met the requirements for the award of the Higher School Certificate. It includes the student's name, school and date of the award.

2. Higher School Certificate Record of Achievement

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students:

- Year 12 HSC (Stage 6) Results:
 - Assessment Mark;
 - Examination Mark;
 - HSC Mark;
 - Performance Band.
- Year 11 (Stage 6) Grades - other than Life Skills and Vocational Educational and Training (VET) courses.
- Year 10 (Stage 5) Grades - other than Life Skills and Vocational Educational and Training (VET) courses.

Results for each Stage appear on separate pages. This provides formal recognition of a student's senior secondary school achievements.

3. Life Skills Profile of Student Achievement

Where students satisfactorily complete a Life Skills Course, the course is listed on the Record of Achievement with the annotation '*Refer to Profile of Student Achievement*'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

ABORIGINAL STUDIES

HSIE FACULTY		Head Teacher: Mr Todd Hopper (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

Aboriginal history and culture are fundamental to the development of Australian identity. This course develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

Course Content:

Year 11 Course	Year 12 Course
<p>Pre-contact to 1960s</p> <p>Part I – Aboriginality and the Land The nature of the relationship between Aboriginal people and the land and water, the dispossession of Aboriginals people, the impact of colonisation on land and water use.</p> <p>Part II - Heritage and Identity The nature of the Dreaming, the impact of invasion on traditional Aboriginal culture in order to gain an understanding of the diversity of traditional cultures.</p> <p>Part III – Colonialism, Racism and Prejudice. The nature and impact of Aboriginal political / legal systems as well as responses to colonialism and the impact of dispossession.</p>	<p>Part I: Social Justice and Human Rights Issues Students will complete in depth analysis of a two social equity issues on a regional, national and international indigenous community.</p> <p>Part II: Aboriginality and the Land The land rights movement and Native Title, government policies and legislation, and the non-Aboriginal response to these issues.</p> <p>Part III: Research and Inquiry Methods Students will complete a major research project on a topic of the choice. This task is completed with the input of the indigenous community.</p>

Assessment:

Year 11 Course	Year 12 Course
<p>Knowledge and understanding 20%</p> <p>Source and Perspectives Analysis 25 %</p> <p>Research and inquiry methods, including the Local Community Case Study 25%</p> <p>Preliminary Exam - 20%</p>	<p>3 hour exam HSC</p> <p>Internal Assessment Research Task -Aboriginality and the Land 25%</p> <p>Group Work- Social Justice/ Human Rights 25%</p> <p>Major Project -Research and Inquiry 40%.</p>

Particular Course Requirements:

Each student must complete a Major Project in the Year 12 Course before the end of Term 2. It may be presented in written, oral or multimodal form.

AGRICULTURE

TAS FACULTY		Head Teacher: Mr Michael Groth					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$30 per year

Course Description:

The Year 11 Course studies the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The Year 12 Course builds upon the Year 11 Course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study.

Course Content:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> • Overview of Australian Agriculture (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 	<ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (30%) • Elective (20%) - ONE of the following will be chosen • Agrifood, Fibre and Fuel technologies • Climate Change • Farming for the 21st century

Assessment:

Year 11 Course	Year 12 Course
Farm Case Study Report Research Project Examination	Internal Assessment: Plant/Animal Production Presentation Farm Product Study Elective research and report Trial HSC Examination External Assessment: HSC Examination

Particular Course Requirements:

Nil

ANCIENT HISTORY

HSIE FACULTY		Head Teacher: Mr Todd Hopper (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Mandatory History 7-10

Cost: Nil

Course Description:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

Course Content:

Year 11 Course	Year 12 Course
<ol style="list-style-type: none"> 1. Investigating Ancient History <ol style="list-style-type: none"> a) The Nature of Ancient History b) Case Studies 2. Features of Ancient Societies Students study at least TWO ancient societies through an investigation of: <ol style="list-style-type: none"> a) a different key feature for each society, OR b) one key feature across the societies selected. 3. Historical Investigation <p>The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.</p>	<ol style="list-style-type: none"> 1. Core study: Cities of Vesuvius – Pompeii and Herculaneum 2. Ancient Society 3. Personality in their times 4. Historical period

Assessment:

Year 11 Course	Year 12 Course
<ol style="list-style-type: none"> 1. Research and Source analysis task: 30% 2. Historical investigation: 30% 3. Year 11 Examination: 40% 	<ol style="list-style-type: none"> 1. Source Analysis: 20% 2. Historical Analysis: 20% 3. Case Study: 30% <p>Trial HSC: 30%</p>

Particular Course Requirements:

Nil

BIOLOGY

SCIENCE FACULTY		Head Teacher: Mr David Pearson (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

Course Content:

Year 11 Course	Year 12 Course
Module 1 - Cells as the Basis of Life Module 2 - Organisation of Living Things Module 3 - Biological Diversity Module 4 - Ecosystem Dynamics Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.	Module 5 – Heredity Module 6 - Genetic Change Module 7 - Infectious Disease Module 8 - Non-infectious Disease and Disorders Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Assessment:

Year 11 Course	Year 12 Course
Depth Study Research and Presentation Final Examination	Depth Study Research and Presentation Half Yearly Examination HSC Trial Examination

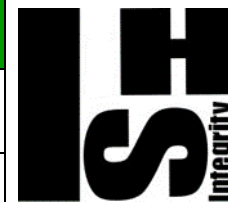
Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information; using and reorganising secondary data and/or information.

One fieldwork exercise must be completed in Year 11.

BUSINESS STUDIES



HSIE FACULTY		Head Teacher: Mr Todd Hopper (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

Business Studies is a distinctive course because it includes the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Contemporary business issues and case studies are embedded in the course.

Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication.

Course Content:

Year 11 Course	Year 12 Course
1. The Nature of Business a) Types of businesses b) The business lifecycle 2. Business Management a) The management process & approaches b) Finance, Marketing, Human Resources c) Ethical business behaviour 3. Business Planning a) Business planning process b) Critical issues in business success and failure	1. Operations a) The role of operations management b) Operations process & strategies 2. Marketing a) The role of operations management b) Operations process & strategies 3. Finance a) The role of finance management b) Influences on finance management c) Finance management process & strategies 4. Human Resources a) Processes of human resource management b) Effectiveness of human resource management

Assessment:

Year 11 Course	Year 12 Course
Topic test – Nature of Business: 25% Business Report - SME: 35% Year 11 Examination: 40%	External Assessment Three hour written examination 100% Internal Assessment Stimulus 20% Knowledge and understanding 40% Inquiry and research 15% Written Business Communication 25%

Particular Course Requirements:

Nil

CHEMISTRY

SCIENCE FACULTY		Head Teacher: Mr David Pearson (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

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

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Course Content:

Year 11 Course	Year 12 Course
Working Scientifically Skills: Module 1: Properties and Structure of Matter Module 2: Introduction to Quantitative Chemistry Module 3: Reactive Chemistry Module 4: Drivers of Reactions Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.	Working Scientifically Skills: Module 5: Equilibrium and Acid Reactions Module 6: Acid/base Reactions Module 7: Organic Chemistry Module 8: Applying Chemical Ideas Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Assessment:

Year 11 Course	Year 12 Course
Depth Study Research and Presentation Final Examination	Depth Study Research and Presentation Half Yearly Examination HSC Trial Examination

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information; using and reorganising secondary data and/or information.

COMMUNITY & FAMILY STUDIES

PDHPE FACULTY		Head Teacher: Mr Peter Hosking					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

This course is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Course Content:

Year 11 Course	Year 12 Course
Resource Management (Indicative course time: 20%) <ul style="list-style-type: none"> • Basic concepts of resource management. Individuals and Groups (Indicative course time: 40%) <ul style="list-style-type: none"> • The individual's roles, relationships and tasks within and between groups. Families and Communities (Indicative course time: 40%) <ul style="list-style-type: none"> • Family structures and functions and the interaction between family and community. 	Research Methodology (Indicative course time: 25%) Groups in Context (Indicative course time: 25%) Parenting and Caring (Indicative course time: 25%) HSC Option Modules (Select one of the following, Indicative course time: 25%): <ul style="list-style-type: none"> • Family and Societal Interactions • Social Impact of Technology

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment Knowledge and understanding: impact on wellbeing of: resource management, positive relationships, range of societal factors, nature of groups, families and communities 40% Skills in: applying management processes to meet the needs of individuals, groups, families and communities, planning to take responsible action to promote wellbeing 25% Knowledge and understanding of research methodology, researching, critical thinking, analysing and communicating 35%	A three-hour written examination: Section I-Core: Part A Objective response questions 20% Part B Short-answer questions 55% Section II-Options: Candidates answer the question on the option they have studied. Each question contains: <ul style="list-style-type: none"> • short-answer parts worth 10 marks 25% • an extended response part worth 15 marks

Particular Course Requirements:

As part of the Year 12 Course, students are required to complete an Independent Research Project. The focus of this should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

DANCE

CAPA FACULTY		Head Teacher: Ms Adele Robinson					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$30 per year

Course Description:

The Stage 6 Dance course concentrates on the study of dance as an art form & is based on three interrelated components of Performance, Composition & Appreciation. Students study dance in which the body is the instrument for non-verbal communication and expression.

Course Content:

Year 11 Course	Year 12 Course
Performance – Dance Technique - Dance technique applied to performance Composition – The Composition Process (Choreography) Appreciation – Skills of Analysis, Writing and Criticism, Prescribed Choreographers and Works. Additional 20% is to be allocated by the teacher to suit the specific circumstances/context of the class	Core Performance: Students are required to individually perform a 3 to 5 minute technical dance. When performed for the HSC External Examination, it is followed by an Interview 20% Core Composition: Students are the choreographers. They create a 3 to 5 minute dance work and teach it to another student to perform. When performed for the HSC External Examination, a 300-word rationale is also submitted and discussed 20% Core Appreciation: Students study two prescribed choreographers and their works. For the HSC External Examination, a 1-hour written examination is completed 20% Major Study: Students choice of either Performance, Composition, Appreciation OR Dance & Technology to complete an in-depth study 40%

Assessment:

Year 11 Course	Year 12 Course
Performance 40% Composition 20% Appreciation 20% Additional 20% is to be allocated by the teacher to suit the specific circumstances/context of the class.	Core Performance 20% Core Composition 20% Core Appreciation 20% Major Study 40%

Particular Course Requirements:

Prior dance experience is recommended.

The interrelation of the course components, Performance, Composition and Appreciation, is a major feature in the study of dance as an art form 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 Year 12 Course in Core Appreciation and Major Study Appreciation.

A fee of \$30 will be charged for this course.

DRAMA

CAPA FACULTY		Head Teacher: Ms Adele Robinson					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$30 per year

Course Description:

Students study the practices of Making, Performing and Critically Studying in Drama, through collaborative and individual experiences. The study of Drama emphasises experiential learning and develops students' ability to make, perform and appreciate Drama as a significant art form.

Course Content:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 	<ul style="list-style-type: none"> • Core Component: Australian Drama and Theatre • Core Component: Group Performance • In groups of 3 to 6, students devise & perform a unique, original piece of theatre (8 to 12 minutes duration) • Studies in Drama and Theatre Students' study one of the following topics: Tragedy, Approaches to Acting, Verbatim Theatre, Black Comedy, Multi-Discipline Theatre, Significant Plays of the 20th Century or Japanese Traditional and Contemporary Theatre. • Individual Project Student's choice of either Individual Performance: Monologue, Costume/Lighting/Set/Promotional Design, Critical Analysis, Script Writing OR Video Drama.

Assessment:

Year 11 Course	Year 12 Course
Critically Studying 30% Making 30% Performing 40%	HSC External Assessment - Group Performance (Core) 30% - Individual Project Presentation 30% - Written Examination (1.5 hours) comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre 40%

Particular Course Requirements:

The Year 11 Course underpins learning in the Year 12 Course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

Students are required to participate in the Group Performance, as well as present an Individual Project (negotiated between the student and the teacher at the beginning of the Year 12 Course).

ENGLISH ADVANCED

ENGLISH FACULTY		Head Teacher: Ms Hollie Sheriff (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: English 7-10

Cost: Nil

Course Description:

Year 11 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.

Year 12 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.

Course Content:

Year 11 Course	Year 12 Course
Common Module: Reading to Write (40 hours)	Common Module: Texts and Human Experiences (30 hours)
Module A: Narratives that Shape our World (40 hours)	Module A: Textual Conversations (30 hours)
Module B: Critical Study of Literature (40 hours)	Module B: Critical Study of Literature (30 hours)
	Module C: The Craft of Writing (30 hours)

Assessment:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> • There will be three assessment tasks; minimum weighting of 20% and maximum weighting of 40%. • There will be one formal examination. • One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes. • Assessment of the Common Module must include one related text. 	<ul style="list-style-type: none"> • There will be four assessment tasks: minimum weighting of 10% and a maximum weighting of 40%. • There will be one formal examination with a maximum weighting of 30%. • <i>Module C – The Craft of Writing</i> will be studied as a separate Module with an assessment weighting of 25%. • One task must be a multimodal presentation. • Assessment of the Common Module must include one related text.

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

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

ENGLISH EXTENSION 1

ENGLISH FACULTY		Head Teacher: Ms Hollie Sheriff (Relieving)					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: English Advanced

Cost: Nil

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.

Course Content:

Year 11 Course	Year 12 Course
Module: Texts, Culture and Value (40 hours) Related research project (20 hours)	Common module: Literary Worlds with ONE elective option (60 hours) - Literary homelands - Literary mindscapes - Worlds of upheaval - Intersecting worlds - Reimagined worlds

Assessment:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> There will be three assessment tasks; minimum weighting is 20% and maximum weighting is 40%. There will be one formal examination. One task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%. 	<ul style="list-style-type: none"> There will be three assessment tasks; minimum weighting is 20% and maximum is 40%. There will be one formal examination with weighting of 30%. One task must be a creative response with a maximum weighting of 40%. One task must integrate student selected related material.

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

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

ENGLISH EXTENSION 2

ENGLISH FACULTY		Head Teacher: Ms Hollie Sheriff (Relieving)					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite:

Cost: Nil

(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 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Course Content:

<p>Year 12 Course</p> <p>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.</p> <p>Students can choose to compose in ONE of the following forms:</p> <p>short fiction creative non-fiction poetry critical response script – short film, television, drama podcasts – drama, storytelling, speeches, performance poetry multimedia.</p>

Assessment:

<p>Year 12 Course</p> <ul style="list-style-type: none">▪ Assessment will be based on the process of composing the Major Work worth 40 marks and a Reflection Statement worth 10 marks.▪ There will be three assessment tasks: A Viva Voce with a weighting of 30%. A Literature Review with a weighting of 40% A Critique of the Creative Process with a weighting of 30%.▪ The Major Work Journal must be submitted for monitoring with each assessment task. <p>• The examination will consist of a Major Work and a Reflection Statement.</p>
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Particular Course Requirements: Across Stage 6 the selection of texts will give students experience of the following:

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

ENGLISH STANDARD

ENGLISH FACULTY		Head Teacher: Ms Hollie Sheriff (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: English 7-10

Cost: Nil

Course Description:

Year 11 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. Year 12 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.

Course Content:

Year 11 Course	Year 12 Course
Common Module: Reading to Write (40 hours) Module A: Contemporary Possibilities (40 hours) Module B: Close Study of Literature (40 hours)	Common Module: Texts and Human Experiences (30 hours) Module A: Language, Identity and Culture (30 hours) Module B: Close Study of Literature (30 hours) Module C: The Craft of Writing (30 hours)

Assessment:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> There will be three assessment tasks; minimum weighting of 20% and a maximum weighting of 40%. There will be one formal examination. One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes. <p>Assessment of the Common Module must include one related text.</p>	<ul style="list-style-type: none"> There will be four assessment tasks; minimum weighting of 10% and a maximum weighting of 40%. There will be one formal examination with a maximum weighting of 30%. Module C – The Craft of Writing will be studied as a separate Module with an assessment weighting of 25%. One task must be a multimodal presentation. Assessment of the Common Module must include one related text.

Particular Course Requirements:

Nil

ENGLISH STUDIES

ENGLISH FACULTY		Head Teacher: Ms Hollie Sheriff (Relieving)					
2 UNIT	BOARD ENDORSED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: English 7-10

Cost: Nil

Course Description:

Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Course Content:

Year 11 Course	Year 12 Course
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)

Assessment:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> There will be three assessment tasks; minimum weighting of 20% and maximum weighting of 40%. There will be one formal examination. One task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%. One task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes. 	<ul style="list-style-type: none"> There will be a maximum of four assessment tasks; minimum weighting of 10% and maximum of 40%. There will be one formal examination with a weighting of 20%. One task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%. Assessment of the Common Module must include one related text. <p>Students can elect to sit the HSC examination. Students who sit this WILL receive an ATAR.</p>

Particular Course Requirements:

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- 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.

ENGLISH LIFE SKILLS

ENGLISH FACULTY		Head Teacher: Ms Hollie Sheriff (Relieving)					
2 UNIT	BOARD ENDORSED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Completion of at least 4 Generic Life Skills courses for the School Certificate OR ...
Students who experienced significant difficulty in completing regular syllabi in the School Certificate.

Co-requisite: The completion of a transition-planning process.

Cost: Nil

Course Description:

Choice of outcomes and content from the modules, and the amount of time spent on the content, will reflect the needs of each student.

Content may be chosen from the following six modules:

- Communication
- Speaking
- Listening
- Reading
- Writing
- Viewing

Satisfactory completion of a life skills course:

A student will be considered to have completed a Stage 6 Life Skills Course satisfactorily if, in the principal's view, the student has:

- Followed a program developed from the relevant Life Skills syllabus.
- Applied themselves with diligence and sustained efforts to the set tasks and experiences of the program.
- Achieved some or all of the course outcomes.

What students receive on successful completion:

- A Higher School Certificate testamur
- A Record of Achievement listing all courses satisfactorily achieved and the result in each course.
- A Profile of Achievement reporting students' individual achievements.

ENGINEERING STUDIES

TAS FACULTY		Head Teacher: Mr Michael Groth					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$40 per year

Course Description:

Both the Year 11 and Year 12 Courses offer student's 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 will investigate various fields of engineering and a range of applications They will also utilise their mathematical and scientific knowledge to develop an understanding of technology. This will allow them to make more informed choices of materials, products and processes in real life situations.

This course covers areas and answers questions that students may not have thought about before. Eg, from their school science they should be asking why can we see through glass and not see through bricks?

This course gives the students a unique opportunity to relate the knowledge they have learned at school, allowing them to better understand and cope with key developments and inventions as they occur in our modern technological society and everyday life.

Course Content:

Year 11 Course	Year 12 Course
Engineering application module 1 Engineering Fundamentals Engineering application module 2 Engineered Products Engineering application module 3 Braking systems Engineering application module 4 Biomedical Engineering	Engineering application module 1 Civil structures Engineering application module 2 Personal and public transport Engineering application module 3 Aeronautical engineering Engineering application module 4 Telecommunications Engineering

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment: Engineering principles Task Engineering Report Examination	External Examination: Objective response questions 20% Short answer questions 80% Internal Assessment: Knowledge and understanding of engineering principles and developments in technology 50% Skills in research, problem solving and communication related to engineering 30% Understanding of the scope and role of engineering including management and problem solving 20%

Particular Course Requirements:

This course would be of benefit to students looking toward a career in Trades, Technology Based or University Career paths.

Note: This is a practical course which requires students to comply with Work Health & Safety Regulations. Protective Footwear (Leather Uppers with Substantial Non-slip soles) MUST be worn.

EARTH AND ENVIRONMENTAL SCIENCE

SCIENCE FACULTY		Head Teacher: Mr David Pearson (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

Course Content:

Year 11 Course	Year 12 Course
Module 1 Earths Resources Module 2 Plate Tectonics Module 3 Energy Transformations Module 4 Human Impacts Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.	Module 5 Earths Processes Module 6 Hazards Module 7 Climate Science Module 8 resource management Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Assessment:

Year 11 Course	Year 12 Course
Depth Study Research and Presentation Final Examination	Depth Study Research and Presentation Half Yearly Examination HSC Trial Examination

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information and using and reorganising secondary data and/or information.

One fieldwork exercise must be included in Year 12.

FOOD TECHNOLOGY

TAS FACULTY		Head Teacher: Mr Michael Groth					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$36 Year 11 & \$30 Year 12

Course Description:

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Course Content:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 	<ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%)

Assessment:

Year 11 Course	Year 12 Course
Practical and Theoretical Components: Food Availability Selection Nutrition and Food Quality Examination	External Examination Three hour written examination 100% Internal Assessment Knowledge and understanding of food technology 20% Skills in researching analyzing and communicating food issues 30% Skills in experimenting with and preparing food by applying theoretical concepts 30% Skills in designing, implementing and evaluating solutions to food situations 20%

Particular Course Requirements:

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

Note: This is a practical course which requires students to comply with Work Health & Safety Regulations. Protective Footwear (Leather Uppers with Substantial Non-slip soles) MUST be worn.

GEOGRAPHY

HSIE FACULTY

Head Teacher: Mr Todd Hopper (Relieving)

2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO
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Pre-requisite: Mandatory Geography 7-10

Cost: See Course Requirements

Course Description:

The Year 11 Course draws on contemporary developments in biophysical (natural) and human geography and refines students' knowledge and understanding of the world we live in.

The Year 12 Course draws on specific case studies of environments, large cities and economic activities as well as integrating spatial (mapping) and technological skills. Fieldwork is an important part of the course.

Course Content:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> Biophysical interactions - a study of biophysical processes and issues and their management such as climate. Global challenges - an investigation of population and development issues occurring on a global scale. The Senior Geography Project - a practical research project on a geographical issue chosen by the student. 	<ul style="list-style-type: none"> Ecosystems at Risk - an investigation of ecosystems at risk, their management and protection. Urban Places - a study of world cities, mega-cities and the urban dynamics of large cities and urban dynamics. People and Economic Activity- a study of factors affecting global patterns of viticulture and winemaking and a local case study of winery in the Hunter Valley.

Assessment:

Year 11 Course	Year 12 Course
Biophysical Interactions Topic Concepts and their application 20% Senior Geography Project 20% Preliminary Examination 10%	External Assessment Three hour written examination 100% Internal Assessment Geographical tool/ fieldwork 20% Geographical research 20% Knowledge and understanding /Interpretation and synthesis of geographical stimulus 40% Geographical explanations, discussion, expositions and reports 20%

Particular Course Requirements:

Students complete a Senior Geography Project (SGP) in the Year 11 Course and must undertake mandatory fieldwork in both the Year 11 and Year 12 Courses.

Excursion costs associated with fieldwork are the responsibility of the student.

There will be local excursions and an excursion to a large city as part of the fieldwork expectations. If the chosen city is Sydney it will cost approx. \$400 (excluding food).

HISTORY EXTENSION

HSIE FACULTY		Head Teacher: Mr Todd Hopper (Relieving)					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Ancient or Modern History

Cost: Nil

Course Description: History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Course Content:

Year 11 Course	Year 12 Course
N/A	<ul style="list-style-type: none"> Project: any topic in History of the student's choice (with teacher approval). It is marked within the school. It cannot be the same topic as completed in Year 11 or any topic studied in HSC history courses. It is advisable to link it to the Historiography section of this course. Case Study: a choice made from over ten topics in either Ancient, Medieval or Modern History topics. Only one choice can be made and this will be determined by whether the students are enrolled in HSC Ancient History and/or Modern History. Historiography: This means investigating the how historians decide what to include in their account of an historical period and how this impacts on how people view that time period.

Assessment:

Year 11 Course	Year 12 Course
N/A	Internal Assessment Individual Project 40% Trial HSC 10% External Assessment - HSC Examination Q1 Historiography 25% Q2 Case Study Essay 25%

Particular Course Requirements:

History Extension can be taken by students from either Ancient or Modern History and is a One Unit subject. Students should not consider this subject unless they are achieving at 70% or above in their Preliminary History course.

INDUSTRIAL TECHNOLOGY METAL

TAS FACULTY		Head Teacher: Mr Michael Groth					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$90 Year 11 & \$20 Year 12

Course Description:

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Course Content:

Year 11 Course	Year 12 Course
The Year 11 Course deals mainly with the production of small metal based projects and a study of a local engineering business. A number of smaller items will be produced, along with a related Project Folio. Typical projects are: Tool Box, Sliding Clamps, Golf Buggy etc.	The Year 12 Course students must develop a Major Project and associated Project Folio. The student is responsible for designing, ordering material for and making their Major Project (with teacher assistance). Typical Major Projects include; Trailers, Farm equipment, Weight Equipment, Metal Storage Units, Fire Pits etc. Students will do a study of the overall Metals & Engineering Industry.

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment: Industry Study report Project and Folio Examination	External Assessment: Major Project 40% Project Folio 20% Written Examination 40%

Particular Course Requirements:

Exclusions: Only one focus area of Industrial Technology can be studied. Some Industry Focus Areas with similar VET Curriculum Framework Streams and Content Endorsed Courses.

Note: This is a practical course which requires the students to comply with Work Health & Safety Regulations. Personal Protective Equipment must be worn, Safety Glasses will be issued upon payment of the course fee, Protective Footwear, (Leather Uppers with Substantial Non-slip soles) MUST be worn.

The fee for the Year 11 Course is \$60, which is to cover the cost of the material used to make the projects. This is a compulsory fee and must be paid. Students who are under financial hardship are able to apply for the fee to be paid through the Student Assistance Scheme.

The Fee for the Year 12 Course is \$20. This fee only covers consumable materials supplied by the school & used by the student eg, welding rods, gas, fasteners, finishes etc. The cost of the material for the students' Major Project is the responsibility of the individual student.

This subject is useful to students interested in pursuing a career in Metal and/or Engineering related industries or those wishing to pursue university study in the fields of Industrial Design, Building or Engineering.

INDUSTRIAL TECHNOLOGY MULTIMEDIA

TAS FACULTY		Head Teacher: Mr Michael Groth					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$20 Year 11 & \$20 Year 12

Course Description:

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Course Content:

Year 11 Course	Year 12 Course
The Year 11 Course deals mainly with the production of multimedia projects and a study of a local multimedia business. A number of small multimedia items will be produced, along with a related Project Folio. Typical projects are; Animation, Website, Stop Motion, Photoshop Production.	The Year 12 Course students must develop a Major Project and associated Project Folio. The student is responsible for designing, ordering material for and making their Major Project (with teacher assistance). Typical Major Projects include; Video productions, Websites, Photo productions, 2D and 3D Animations, Music Videos, etc. Students will do a study of the overall Multimedia Industry.

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment: Industry Study report Project and Folio Examination	External Assessment: Major Project 40% Project Folio 20% Written Examination 40%

Particular Course Requirements:

Exclusions: Only one focus area of Industrial Technology can be studied. Some Industry Focus Areas with similar VET Curriculum Framework Streams and Content Endorsed Courses.

The fee for the Year 11 Course is \$20, which is to cover the cost of the software used to make the projects. This is a compulsory fee and must be paid. Students who are under financial hardship are able to apply for the fee to be paid through the Student Assistance Scheme.

The fee for the Year 12 Course is \$20, which is to cover the cost of the software used to make the projects. This is a compulsory fee and must be paid. Students who are under financial hardship are able to apply for the fee to be paid through the Student Assistance Scheme.

This subject is useful to students interested in pursuing a career in Film, Animation, Digital Photography, Special Effects Editing, Multimedia Production and Design related industries or those wishing to pursue university study in the fields of Industrial Design.

INDUSTRIAL TECHNOLOGY TIMBER

TAS FACULTY		Head Teacher: Mr Michael Groth					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$90 Year 11 & \$20 Year 12

Course Description:

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Course Content:

Year 11 Course	Year 12 Course
The Year 11 Course deals mainly with the production of furniture pieces and a study of a local furniture manufacturing business. A number of smaller furniture items will be produced, along with a related Project Folio. Typical projects are; A Hall Table, Bedside cabinet, Wall Cabinet, Stool, Coffee Table.	The Year 12 Course students must develop a Major Project and associated Project Folio. The student is responsible for designing, ordering material for and making their Major Project (with teacher assistance). Typical Major Projects include; Beds, Outdoor settings, Fancy Coffee Tables, Entertainment Units, Electric Guitars etc. Students will do a study of the overall Timber & Furniture Industry.

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment: Industry Study report Project and Folio Examination	External Assessment: Major Project 40% Project Folio 20% Written Examination 40%

Particular Course Requirements:

Exclusions: Only one focus area of Industrial Technology can be studied. Some Industry Focus Areas with similar VET Curriculum Framework Streams and Content Endorsed Courses.

Note: This is a practical course which requires the students to comply with Work Health & Safety Regulations. Personal Protective Equipment must be worn, Safety Glasses will be issued upon payment of the course fee, Protective Footwear, (Leather Uppers with Substantial Non-slip soles) MUST be worn.

The fee for the Year 11 Course is \$90, which is to cover the cost of the material used to make the projects. This is a compulsory fee and must be paid. Students who are under financial hardship are able to apply for the fee to be paid through the Student Assistance Scheme.

The Fee for the Year 12 Course is \$20. This fee only covers consumable materials supplied by the school & used by the student such as glues, stains, fasteners, finishes etc. The cost of the material for the students' Major Project is the responsibility of the individual student.

This subject is useful to students interested in pursuing a career in Timber or Furniture related industries or those wishing to pursue university study in the fields of Industrial Design, Building or Engineering.

INVESTIGATING SCIENCE

SCIENCE FACULTY		Head Teacher: Mr David Pearson (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

Course Content:

Year 11 Course	Year 12 Course
Working Scientifically Skills: Module 1 Cause and Effect – Observing Module 2 Cause and Effect – Inferences Module 3 Scientific Models Module 4 Theories and Laws Requirements for Practical Investigations Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.	Working Scientifically Skills: Module 5 scientific Investigations Module 6 Technologies Module 7 fact or fallacy Module 8 Science and Society Requirements for Practical Investigations Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Assessment:

Year 11 Course	Year 12 Course
Depth Study Research and Presentation Final Examination	Depth Study Research and Presentation Half Yearly Examination HSC Trial Examination

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information, using and reorganising secondary data and/or information.

LEGAL STUDIES

HSIE FACULTY

Head Teacher: Mr Todd Hopper (Relieving)

**2
UNIT**

**BOARD DEVELOPED
COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Nil

Cost: Nil

Course Description:

Australian society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students will develop an understanding of legal concepts and the way the law functions in our society. The focus is on the way in which law is generated, how it is structured and how it operates in Australian and international contexts.

Course Content:

Year 11 Course	Year 12 Course
<p>Core Part I: The legal system including basic legal concepts, the sources of contemporary Australian law, classification of the law as well as different aspects of law reform</p> <p>Core Part II: The individual and the law including your rights and responsibilities, Resolving disputes as well as the contemporary issue: the individual and technology</p> <p>Core Part III: Law in practice This provides opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course</p>	<p>Core Part I: Crime including the nature of crime, the criminal investigation and trial processes, sentencing and punishment, young offenders as well as international crime</p> <p>Core Part II: Human Rights including the nature and development of human rights, promoting and enforcing human rights as well as contemporary issues</p> <p>Core Part III: Two of the Following Options must be studied</p> <ul style="list-style-type: none"> • Consumers • Global environmental protection • Family • Indigenous peoples • Shelter • Workplace • World order

Assessment:

Year 11 Course	Year 12 Course
<p>The Legal System 30%</p> <p>The Individual and the Law 30%</p> <p>Examination 40%</p>	<p>Internal Assessment:</p> <p>Research and Communication - Crime 20%</p> <p>Legal Scenarios – Crime and Human Rights 30%</p> <p>In class response – Family 20%</p> <p>HSC Trial Examination – 30%</p>

Particular Course Requirements:

Nil

MATHEMATICS ADVANCED

MATHEMATICS FACULTY		Head Teacher: Ms Sarah Bailey					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Grade C or better in 5.3 Mathematics Cost: Nil

Course Description:

The Mathematics Advanced Year 11 Course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 Course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions.

Course Content:

Year 11 Course	Year 12 Course
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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:

Year 12 Course Only External Assessment 100%	Year 12 Course Only Internal Assessment 100%
<p>A single written examination paper of three hours duration, consisting of ten questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the Year 11 Course. Questions from the Year 12 Course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Year 11 Course (or earlier) when required for questions on the Year 12 Course. That is, questions based on the Year 11 Course can be asked when they lead in to questions based on topics from the Year 12 Course. Marks from these lead-in questions will not be counted in the two-question allowance from the Year 11 Course.</p> <p>NESA-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.</p> <p>Once the assessment of the Year 12 Course has commenced, some Year 11 Course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Year 11 Course.</p>

Particular Course Requirements:

Exclusions: Mathematics Standard

MATHEMATICS EXTENSION 1

MATHEMATICS FACULTY		Head Teacher: Ms Sarah Bailey					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Grade B or better in 5.3 Mathematics Cost: Nil

Course Description:

The Mathematics Extension 1 Year 11 Course is in addition to the Mathematics Advanced Year 11 Course. Students should also select Mathematics Advanced Year 11.

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.

Course Content:

Year 11 Course	Year 12 Course
<p>Topic: Functions</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Rates of Change <p>Topic: Combinatorics</p> <ul style="list-style-type: none"> • Working with Combinatorics 	<p>Topic: Proof</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Introduction to Vectors <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometric Equations <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • The Binomial distribution

Assessment:

Year 11 Course	Year 12 Course
<p>External Assessment:</p> <p>Two written examination papers. One paper is identical to the paper of three hours duration for the Mathematics course. The other paper, (two hours) is based on the Mathematics Extension 1 course and consists of seven questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the Year 11 Course. Questions from this course will be short, and a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Year 11 Course (or earlier) when required for questions on the Year 12 Course. That is, questions based on the Year 11 Course can be asked when they lead in to questions based on topics from the Year 12 Course. Marks from these lead-in questions will not be counted in the two-question allowance from the Year 11 Course.</p> <p>NESA-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>Internal Assessment:</p> <p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.</p> <p>School assessment for the Mathematics Extension 1 Course can be based on the whole of the course (Year 11 and Year 12 Courses). Assessment for this course should not begin until the school program of Year 12 assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).</p>

Particular Course Requirements:

Exclusions: Mathematics Standard

MATHEMATICS EXTENSION 2 (YEAR 12 ONLY)

MATHEMATICS FACULTY		Head Teacher: Ms Sarah Bailey					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject by performing well in Extension 1

Cost: Nil

Course Description:

The Mathematics Extension 2 Year 12 Course is in addition to the Mathematics Advanced Year 12 Course and the Mathematics Extension 1 Year 12 Course. By studying this course, there will be 4 units of Mathematics studied in total.

All students studying the Mathematics Extension 2 Course will sit for an HSC examination.

Course Content:

Year 11 Course	Year 12 Course
N/A	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 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

Assessment:

Year 12 Course	Year 12 Course
External Assessment: Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 Course and is of three hours duration. NESAs-approved calculators, geometrical instruments and approved geometrical templates may be used.	Internal Assessment: The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.

Particular Course Requirements:

Nil

MATHEMATICS STANDARD

MATHEMATICS FACULTY		Head Teacher: Ms Sarah Bailey					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: students need to have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

Cost: Nil

Course Description:

The Mathematics Standard Courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Year 12 subjects.

Course Content:

Year 11 Course	Year 11 Course
<p>Topics :</p> <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis <p>All students will study material essential for Year 12 Mathematics Standard 1. Many students will also cover the content leading to Year 12 Mathematics Standard 2.</p>	<p>Subtopics:</p> <ul style="list-style-type: none"> • MS-A1 Formulae and Equations • MS-A2 Linear Relationships • Ms-M1 Applications of Measurement • MS-M2 Working with Time • MS-F1 Money Matters • MS-S1 Data Analysis • MS-S2 Relative Frequency and Probability

Assessment:

Year 11 Course	Year 12 Course
<p>In the Year 11 Course, Mathematics Standard students will follow separate assessment programs, with tasks more appropriate to their level of study. Once the assessment of the Year 12 Course has commenced, some Year 11 Course work can be included in assessment tasks for Standard Mathematics.</p> <p>The Year 11 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> • Three assessment tasks • The minimum weighting for an individual task is 20% • The maximum weighting for an individual task is 40% • One task must be an assignment or investigation-style with a weighting of 20–30% 	<p>Understanding, fluency and communication 50%</p> <p>Problem Solving, Reasoning and Justification 50%</p>

Particular Course Requirements:

Exclusions: Students cannot study any other Stage 6 Mathematics Course with Mathematics Standard

MATHEMATICS STANDARD 1 (YEAR 12 ONLY)

MATHEMATICS FACULTY		Head Teacher: Ms Sarah Bailey					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: students need to have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

Cost: Nil

Course Description:

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Course Content:

Year 12 Course	Year 12 Course
Topics: <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Network 	Subtopics: <ul style="list-style-type: none"> • MS-A3 Types of relationships • MS-M3 Right-angled Triangles • MS-M4 Rates • MS-M5 Scale Drawings • MS-F2 Investment • MS-F3 Depreciation and Loans • MS-S3 Further Statistical Analysis • MS-N1 Networks and Paths

Assessment:

Year 12 Course Only External Assessment	Year 12 Course Only Internal Assessment
The Standard 1 Course has an optional HSC examination.	Component: Understanding, fluency and communication 50% Problem Solving 50% The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • Four assessment tasks • One task will be an assignment or investigation-style with a weighting of 15–30%

Particular Course Requirements:

Exclusions: Students cannot study any other Stage 6 Mathematics Course with Mathematics Standard 1

MATHEMATICS STANDARD 2 (YEAR 12 ONLY)

MATHEMATICS FACULTY		Head Teacher: Ms Sarah Bailey					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: students need to have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

Cost: Nil

Course Description:

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Course Content:

Year 12 Course	Year 12 Course
<p>Topics:</p> <ul style="list-style-type: none"> Algebra Measurement Financial Mathematics Statistical Analysis Network 	<p>Subtopics:</p> <ul style="list-style-type: none"> MS-A4 Types of relationships MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios MS-F4 Investments and Loans MS-F5 Annuities MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution MS-N2 Network Concepts MS-N3 Critical Path Analysis

Assessment:

Year 12 Course Only External Assessment	Year 12 Course Only Internal Assessment
HSC Examination	<p>Component: Understanding, fluency and communication 50% Problem Solving, reasoning and justification 50%</p> <p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> Four assessment tasks One task will be an assignment or investigation-style with a weighting of 15–30%

Particular Course Requirements:

Exclusions: Students cannot study any other Stage 6 Mathematics Course with Mathematics Standard 2

MODERN HISTORY

HSIE FACULTY		Head Teacher: Mr Todd Hopper (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Mandatory History 7-10

Cost: Nil

Course Description:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. Students develop transferable skills associated with the process of historical inquiry and dealing with the provisional nature of historical evidence and arguments.

Course Content:

Year 11 Course	Year 12 Course
<ol style="list-style-type: none"> Investigating Modern History <ol style="list-style-type: none"> The Nature of Modern History Case Studies Historical Investigation The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses. Shaping of the Modern World At least ONE study from 'The Shaping of the Modern World' should be undertaken. 	<ol style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919–1946 National Studies Peace and conflict Change in the Modern world <p>Students are required to study at least ONE non-European/Western topic</p>

Assessment:

Year 11 Course	Year 12 Course
Research and Source analysis task: 30% Historical investigation: 30% Year 11 Examination: 40%	Source Analysis: 25% Historical Analysis: 25% Case Study: 25% Trial HSC: 25%

Particular Course Requirements:

Nil

MUSIC 1

CAPA FACULTY		Head Teacher: Ms Adele Robinson					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$30 Year 11 & \$30 Year 12

Course Description:

In the Year 11 and Year 12 Courses, students will study; the Concepts of Music through learning experiences in Performance, Aural, Musicology and Composition, within the context of a range of styles and genres. The Concepts of Music provide the scaffold for the entire Stage 6 Music 1 course and include; duration, dynamic and expressive techniques, pitch, structure, texture and tone colour.

Course Content:

Year 12 Course	Year 12 Course
Students study three different topics in each year of the course. Topics can be chosen from a diverse list of 22, which cover a range of styles and genres. For example: An instrument and its repertoire, Australian Music, Film, Jazz Music, Music and Education, Music for Small Ensembles, Multi Media, Radio and Television.	Music of the 20 th and 21 st Century, Musical Theatre, Popular Music and Rock. The range of the set list of topics allows for students to explore their individual musical expertise and passion within the music course.

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment: Performance 25% Aural 25% Musicology 25% Composition 25%	External Assessment: Core Performance 20% One hour Aural examination 30% Three electives chosen from any combination below; Elective 1 [P or M] or C 20% Elective 2 [P or M] or C 20% Elective 3 [P or M] or C 20% Total 110 which is then converted to 100%

Particular Course Requirements:

Year 12 Course:

In addition to Core studies in Performance and Musicology Compositions, students then select THREE electives from any combination of Performance [P] and / or Musicology [M] and / or *Composition [C]. These electives must represent EACH of the three topics studied in the course. The electives chosen are at the student's discretion with ongoing teacher support.

Students selecting a Composition Elective within the HSC will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work and study of required units.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PDHPE FACULTY		Head Teacher: Mr Peter Hosking					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

The Year 11 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 Year 12 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.

Course Content:

Year 11 Course	Year 12 Course
Core Topics 60% <ul style="list-style-type: none"> Better health for individuals The body in motion Optional Components 40% Students select two options from; <ul style="list-style-type: none"> First Aid Composition and performance Fitness choices Outdoor recreation 	Core Topics 60% <ul style="list-style-type: none"> Health priorities in Australia Factors affecting performance Optional Components 40% Students select two options from; <ul style="list-style-type: none"> The health of young people Sport and physical activity in Australian society Sports medicine Improving performance Equity and health

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment: Core 60% Options 40%	External Assessment: Three hour written examination 100% Internal Assessment: Core 60% Options 40%

Particular Course Requirements:

In addition to core studies students select two options in each of the Year 11 and Year 12 Courses.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

CAPA FACULTY		Head Teacher: Ms Adele Robinson					
2 UNIT	BOARD ENDORSED COURSE (CEC)	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$70 per year

Course Description:

Photography, Video and Digital Imaging (PVDI) offers students the opportunity to explore contemporary artistic practices that make use of PVDI. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement. PVDI also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

Course Content:

Year 11 Course and Year 12 Course	Year 11 Course and Year 12 Course
<p>The subject content in this course addresses traditional aspects of the field of wet photography and offers students' opportunities to explore more contemporary developments in this field and in the fields of video and digital imaging (still and moving). (The term 'wet photography' is used to distinguish more conventional practices in photography — which involve the manipulation of photographic papers and chemicals. This is sometimes also referred to as analogue photography in contrast to digital imaging and practices.)</p> <p>Photography, Video and Digital Imaging offers opportunities to consider how the use of particular technologies associated with wet and digital applications either limit, or open up possibilities for, the artist, photographer, video artist, filmmaker and designer.</p>	<p>Critical and historical investigations of the work (the photograph and/or digital image), the artist/photographer/filmmaker/designer, and the audience and world are considered within different frameworks of meaning and value. New digital technologies have had a significant effect on the materiality of art (including the photograph) and the ways in which the world is interpreted. Rather than have a material form, the image might exist in environments of virtual space and virtual reality. Digital technologies have also extended the ways in which audiences may encounter exhibitions as virtual exhibitions and have opened up possibilities for new audiences as they engage and interact with works in real time and non-linear time.</p> <p>Students will develop knowledge, skills and understanding;</p> <ul style="list-style-type: none"> • through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. • that lead to increasingly accomplished critical and historical investigations of PVDI.

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment school based and includes ongoing assessment of a journal, photographic-making tasks and critical and historical studies.	An individual or collaborative project in the Year 12 Course.

Particular Course Requirements:

Exclusions: Work in this course CANNOT be submitted for the Visual Arts Body of Work

PHYSICS

SCIENCE FACULTY		Head Teacher: Mr David Pearson (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

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

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Course Content:

Year 11 Course	Year 12 Course
120 Hours Working Scientifically Skills Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism Requirements for Practical Investigations Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.	120 Hours Working Scientifically Skills Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the ATOM Requirements for Practical Investigations Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Assessment:

Year 11 Course	Year 12 Course
Depth Study Research and Presentation Final Examination	Depth Study Research and Presentation Half Yearly Examination HSC Trial Examination

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information and using and reorganising secondary data and/or information.

SCIENCE EXTENSION (YEAR 12 ONLY)

SCIENCE FACULTY		Head Teacher: Mr David Pearson (Relieving)					
1 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite:

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Cost: Nil

Course Description:

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Course Content:

Year 11 Course	Year 12 Course
N/A	<p>The Year 12 course consists of four modules.</p> <p>Module 1 The Foundations of Scientific Thinking Module 2 The Scientific Research Proposal Module 3 The Data, Evidence and Decisions Module 4 The Scientific Research Report</p>

Assessment:

Year 11 Course	Year 12 Course
N/A	<p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p>

Particular Course Requirements:

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

SOCIETY AND CULTURE

HSIE FACULTY		Head Teacher: Mr Todd Hopper (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

Society & Culture develops knowledge, understandings, skills, values and attitudes essential to an appreciation of the society we live in. Society is based on the idea that every person is a unique individual but each develops in a social setting which they are influenced by. They belong to formal and informal groups with various patterns and interactions. Culture refers to the knowledge; ways of thinking, feeling and behaving that give each society its distinctive way of life. Every society has a physical environment and is changing through time. There is a dynamic relationship between all of these key concepts.

Course Content:

Year 11 Course	Year 12 Course
The Social and Cultural World Personal and Social Identity Intercultural Communication	Core: Social and Cultural Continuity and Change The Personal Interest Project: Depth Studies TWO to be chosen from the following: Popular Culture Belief Systems and Ideologies Social Inclusion and Exclusion Social Conformity and Nonconformity

Assessment:

Year 11 Course	Year 12 Course
The Social and Cultural World 20% Personal and Social Identity 20% Intercultural Communication 20% Year 11 Course Final Examination 40%	Internal Assessment: Core Study – Social and Cultural Continuity and Change 20% Depth Study 1 30% Depth Study 2 10% Trial HSC 40% External Assessment: Personal Interest Project 40% HSC Examination 60%

Particular Course Requirements:

Students are required to submit a Personal Interest Project. This is a major research project, based on an area of interest chosen by each student. It is completed over a year, and is marked externally.

SPORT, LIFESTYLE AND RECREATION STUDIES

PDHPE FACULTY		Head Teacher: Mr Peter Hosking					
2 UNIT	BOARD ENDORSED COURSE (CEC)	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: Nil

Course Description:

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- promote an understanding of the requirements for healthy living;
- develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- identify how sport influences and affects various groups and sections of our society;
- provide students with a greater understanding of their physical and sporting potential.

Students will have two lessons of theory and five lessons of practical lessons.

Course Content:

Year 11 Course	Year 12 Course
Theoretical component: Athletics (Theory & Practical) Social Perspectives of Games & Sport (Theory) Practical Component: European Handball, Softball, Soccer/Futsal, Touch Football, Cricket, Netball/Basketball/Korfball	Theoretical component: Health Issues of Young People, Healthy Lifestyles, Sports Coaching & Training (Theory & Practical) Practical Component: Archery, Ten Pin/Mini Tennis, Volleyball, Disc Golf

Assessment:

Year 11 Course	Year 12 Course
Internal Assessment Only Theoretical Assessment 50% Practical 50%	Internal Assessment Only Theoretical Assessment 50% Practical 50%

Particular Course Requirements:

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

VISUAL ARTS

CAPA FACULTY		Head Teacher: Ms Adele Robinson					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

Pre-requisite: Nil

Cost: \$40 Year 11 & \$50 Year 12

Course Description:

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in the submission of a Body of Work in the Year 12 Course that reflects students' knowledge, understanding and skills about art making practice, conceptual framework and frames. Students critically and historically investigate artists, artworks, the world and audience from Australia as well as those from other cultures and traditions.

Course Content:

Year 11 Course	Year 12 Course
<p>The Year 11 Course is a broad learning opportunity to focus on;</p> <ul style="list-style-type: none"> • The nature of practice in art making, art criticism and art history through different investigations • The role and function of artists' artwork, the world and audiences in the art world • The frames and how students might develop their own informed points of view and understand those of others • How students may develop meaning and focus and interest in their work • Building understandings over time through various investigations and working in different forms. 	<p>The Year 12 Course provides for deeper investigations with the opportunity for increasing autonomy with learning opportunities focused on;</p> <ul style="list-style-type: none"> • How students may develop their own informed points of view in increasingly more independent ways using the frames • How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest • How students may learn about the relationships between artist, artwork, world, audience within the art world • How students may further develop meaning and focus in their work.

Assessment:

Year 11 Course	Year 12 Course
<p>External Assessment: Submission of a Body of Work 50% External Examination 50%</p>	<p>Internal Assessment: Development of the Body of Work 50% Art Criticism and Art History 50%</p>

Particular Course Requirements:

Year 11 Course (Fee \$40)

- the content of practice, conceptual framework, frames
- use of a process diary and making artworks in at least 2 forms
- broad investigations of ideas in art through criticism and art history

Year 12 Course (Fee \$50)

- the content of practice, conceptual framework, frames
- the development of a Body of Work
- use of a process diary

WORK STUDIES

HSIE FACULTY		Head Teacher: Mr Todd Hopper (Relieving)					
2 UNIT	BOARD DEVELOPED COURSE	CATEGORY	A	B	ATAR COURSE	YES	NO

- deeper and more complex investigation of content through criticism and art history - at least 5 case studies_

Pre-requisite: Nil

Cost: Nil

Course Description:

The course reflects the contemporary world of work, including: technology in the workplace and for job seeking; the changing nature of the labour market and work; and issues in the modern workforce.

Course Content:

Year 11 Course	Year 12 Course
Part 1 Core – My working Life Part 2 In the Workplace Part 3 – Personal Finance Part 4 - Experiencing the Workplace	Part 1 Team Work and Enterprise Skills Part 2 Managing Work Life Commitments Part 3 School Based Module a. Safety Issues b. Working for Yourself and/or Overseas c. Work Issues and Experience Portfolio

Assessment:

Year 11 Course	Year 12 Course
Work Issues Progressive Assessment and Group Assignment 30% Work Placement 55% Examination 15%	Work Issues Progressive Assessment 20% Work Placement 55% Group Presentation 25% No Exit Examination in Year 12

Particular Course Requirements:

Work Placement in each 120 hour Course. Students are required to organise their own Work Placement/s.

Work Placements are for 10 days in total and must be completed before the end of June. It is 55% of the assessment schedule and must be undertaken in each year the student is enrolled in Work Studies.

Failure to complete this compulsory element will mean the student will not meet the outcomes and requirements of this course.

VET COURSE INFORMATION 2020

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 NSW Education Standards Authority (NESA).

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?

NSW Education Standards Authority NESA 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 foundation and employability skills relate to VET courses?

Foundation and 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."

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

CUA30415 Certificate III Live Production and Services (Release 4)

Statement of Attainment towards CUA30415 Certificate III Live Production and Services (Release 4)

2020 STAGE 6 COURSE DESCRIPTION – ENTERTAINMENT INDUSTRY

2020 STAGE 6 COURSE DESCRIPTION – ENTERTAINMENT INDUSTRY	2Units x 1year/120 hours	2Units x 2years/240 hours	4Units x 1year/240 hours	1 Unit x 1 Year/60 hours specialisation (after 240 hours)
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This Course is available as Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to **the volume of learning** and the **amount of training** for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.

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

Board Developed Course **Category B** status for Australian Tertiary Admission Rank (ATAR)

This Board Developed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the entertainment industry. Students who are assessed as competent in sufficient of the units below will be eligible for a full certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways>

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

Mandatory/Core Units – HSC Examinable		RTO mandated Units (Core in qualification)	
CUASOU301	Undertake live audio operations	BSBWOR301	Organise personal work priorities and development
SITXCCS303	Provide service to customers	CUAPPR304	Participate in collaborative creative projects (35 hours minimum)
CUALGT301	Operate basic lighting	Elective Units	Work effectively backstage during performances
CPCCOHS1001A	Work safely in the construction industry	CUASMT301	Assist with bump in and bump out of shows
CUAWHS302	Apply work health and safety practices	CUASTA202	Install and operate follow spots
CUASTA301	Assist with production operations for live performances	CUALGT304	Operate sound reinforcement systems
CUAVSS302	Operate vision systems	CUASOU306	Use power tools/hand held operations
CUAIND301	Work effectively in the creative arts industry	MEM18002B	

Course contribution (to be made directly to school): \$60 Year 11 \$50 Year 12 (Extra costs may be incurred). 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.

- CPCCOHS1001A Work safely in the construction industry or the equivalent unit of competency, may be sourced from an external RTO and hence attract a fee. Please confirm this arrangement and costing with your teacher.
- Students must comply with Work, Health and Safety Regulations. Protective Footwear (Leather Upper with substantial non-slip soles) must be worn.
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Exclusions:

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- The 60 hour Specialisation Course requires no additional work placement

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

2020 STAGE 6 COURSE DESCRIPTION – HOSPITALITY	2 Units x 1year/120 hours	2 Units x 2years/240 hours	4 Units x 1year/240 hours	1 Unit x 60 hrs or 2 Unit x 120 hrs specialisation
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HOSPITALITY This

Course is available as

Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to **the volume of learning** and the **amount of training** for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.

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

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality service industry. Students who are assessed as competent in sufficient units of competency will be eligible to receive a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways>

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

Compulsory/ HSC Examinable

Elective Units

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

Qualification Core

SITXCOM002

Show social and cultural sensitivity

SITHIND003

Use hospitality skills effectively

Course contribution (to be made directly to school): \$ 170 Year 11 and \$90 Year 12 **Additional costs:** SITHFAB005 Prepare and serve espresso coffee \$130 HLTAID003 Provide first aid \$80 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.

- **Full chefs uniform and enclosed leather shoes.**

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

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>

ICT30118 Certificate III in Information, Digital Media & Technology

Statement of Attainment towards ICT30118

Certificate III in Information, Digital Media and Technology

(ICT Information and Communication Technology release 4.0)

Web and software applications stream

2020 STAGE 6 COURSE DESCRIPTION – INFORMATION & DIGITAL TECHNOLOGY

This Course is available as:	2Units x 2years 240 hours			
<p>Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</p>				
<p><i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i></p>				
Board Developed Course		Category B status for Australian Tertiary Admission Rank (ATAR)		
<p>This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.</p>				
<p>Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the information technology & digital media industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</p>				
<p>Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>				
Compulsory/Core Units (6)			Web and software applications stream	
BSBWHS304	Participate effectively in WHS communication and consultation processes	ICTICT203	Operate application software packages	
ICTICT202	Work and communicate effectively in an ICT environment	ICTICT308	Use advanced features of computer applications	
ICTICT302	Install and optimise operating system software	ICTWEB302	Build simple websites using commercial programs	
ICTSAS301	Run standard diagnostic tests	<p><i>Students must complete a 240hour course and a 180 hour specialisation study to achieve a full Certificate III qualification</i></p>		
ICTICT301	Create user documentation			
ICTSAS308	Run standard diagnostic tests			
Possible electives				
ICTWEB301(E) (Web focus only)	Create a simple markup language document	ICTWEB303(E)	Produce digital images for the web	

<p>*BSBSUS401(E) (Application focus only- core unit)</p>	<p>Implement and monitor environmentally sustainable work practices <i>*Unit is core to the training package if teaching the full Cert III specialisation study</i></p>	<p>ICTWEB201(E)</p>	<p>Use social media tools for collaboration and engagement</p>
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Specialisation to achieve a Certificate III in Information and Digital Media Technology requires additional units of 180 hour –3 units – 1 year

Course contribution (to be made directly to school): \$30

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.

Exclusions:

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

AHC20116 Certificate II in Agriculture (AHC 4.0)

Statement of Attainment towards AHC20116 Certificate II in Agriculture (AHC 4.0)

2020 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES

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

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

<p>Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i></p>			
Compulsory/Core Units – HSC Examinable		Elective units	
AHCWHS201	Participate in WHS processes	Students may study a range of units drawn from the following areas	
AHCWRK209	Participate in environmentally sustainable work practices	Tractors AHCMOM202	Operate tractors
AHCWRK201	Observe and report on weather	AHCBIO201	Inspect and clean machinery for plant, animal and soil material
AHCCHM201	Apply chemicals under supervision	AHCMOM304	Operate machinery and equipment
AHCWRK204	Work effectively in the industry	Feeding and watering stock AHCLSK211	Provide feed for livestock
and EITHER		AHCLSK209	Monitor water supplies
AHCLSK202	Care for health and welfare of livestock	Fencing AHCINF202	

			Install, maintain and repair farm fencing
AHCLSK205	Handle livestock using basic techniques	AHCINF201	Carry out basic electric fencing operations
AHCLSK204	Carry out regular livestock observation	Growing plants AHCNSY201	Pot up plants
AHCLSK206	Identify and mark livestock	AHCSOL202	Assist with soil or growing media sampling and testing
OR		AHCNSY203	Undertake propagation activities
AHCPMG202	Treat plant pests, diseases and disorders	Showtime AHCLSK316	Prepare livestock for competition
AHCNSY202	Care for nursery plants		
AHPCM201	Recognise plants	<i>A variety of other units relevant to farm assistance and agricultural work may also be delivered by other RTOs. Talk to your school for more information.</i>	

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.

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.

- **Safety boots**
- **Hat**
- **Sunblock**
- **Mosquito Repellent (roll-type)**
- **Long trousers/pants**

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/primary-industries-syllabus>

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

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

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

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

Course structure: The course structure will be based on SIR30216			
Compulsory/Core Units		HSC Examinable*	Elective Units
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSL002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK002	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSL001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
Course contribution (to be made directly to school): Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>			
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.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).

Stage 6 Terminology

From 1 January, 2017 the Board of Studies, Teaching & Educational Standards (BOSTES) is known as **New South Wales Education Standards Authority (NESA)**.

Stage 6 = Year 11 & 12

Year 11 and 12 = Minimum 12 Units

Year 12 = Minimum 10 Units

In Stage 6, TWO-UNIT courses require a minimum of 120 hours whilst, ONE-UNIT courses require a minimum of 60 hours.

The majority of courses offered for study in Stage 6 are of TWO units value, examples include, English Standard and Legal Studies. Other courses offered for study are of ONE unit value, examples include English Extension and Mathematics Extension 1. Generally, extension courses build on the content of the two unit courses. In the HSC Examination each unit has a value of 50 marks. Therefore a two-unit course has a value of 100 marks.

- **BDC** = Board Developed Course Eg: Physics
- **BEC** = Board Endorsed Course Eg: Sport Lifestyle and Recreation Studies
- **ATAR** = Australian Tertiary Admission Rank
- **VET** = Vocational Education & Training Eg: Hospitality

Only ONE VET Course can contribute towards an ATAR & the student MUST sit for and make a serious attempt at the HSC Examination for that course

- **EVET** = External Vocational Education & Training
- **SBAT** = School Based Apprenticeships & Traineeships

For the purpose of calculating a student's ATAR the University Admissions Centre (UAC) has determined that courses will be classified as either **CATEGORY A** Courses or **CATEGORY B** Courses.

- **CATEGORY A** courses are ATAR courses that have the academic rigour and depth of knowledge to provide an adequate background to tertiary studies and can contribute to the ATAR calculation.
- **CATEGORY B** courses are ATAR courses that **don't** provide an adequate background for tertiary studies, but can contribute to the ATAR when combined with Category A courses. No more than **TWO** units of Category B courses can be included with the ATAR calculation.

Source: <https://www.uac.edu.au/future-applicants/atar/atar-courses>

NESA Requirements to be Eligible for the HSC

- To be eligible for the award of the HSC, students **must**:
 - a. have gained the Record of School Achievement or other such qualifications as NESA considers satisfactory;
 - b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
 - c. have completed HSC: All My Own Work (or its equivalent);
 - d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC;
 - e. sit for and make a serious attempt at the requisite HSC examinations.

Source: <https://ace.nesa.nsw.edu.au/ace-8004>

In addition to these five eligibility requirements, a student's 'Pattern of Study' must comply with the following directives from NESA.

NESA Pattern of Study Requirements - Eligible for the HSC

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising of at least 12 units and an HSC pattern of study comprising of at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English (English Studies satisfies the pattern of study requirements for English);
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of **SIX** units from courses in **Science** in each study pattern.

Source: <https://ace.nesa.nsw.edu.au/ace-8005>

Students with Learning Support Needs

All students with a diagnosed disability can satisfy the requirements of the HSC using a combination of the following courses:

- Board Developed Courses and / or;
- Board Endorsed Courses (including Content Endorsed Courses) and / or;
- Board Developed Life Skills Courses and / or;
- Vocational Educational and Training Courses.

Families with students who have Learning Support needs are asked to discuss patterns of study with Natalie Moore HT Support and Suzie Morris Learning and Support Teacher.

Australian Tertiary Admissions Rank (ATAR) Requirements

What is the ATAR?

Tertiary institutions in Australia have found that a selection rank based on a student's overall academic achievement is the best single predictor of success for most tertiary courses. The ATAR provides a measure of a student's overall academic achievement in relation to that of other students. It is calculated solely for use by institutions, either on its own or with other selection criteria, to rank and select school leavers for their courses.

The ATAR is a rank, not a mark

The ATAR is a number between 0.00 and 99.95 and indicates a student's position relative to all the students who started high school with them in Year 7. So, an ATAR of 80.00 means that you are 20 per cent from the top of your Year 7 group, not your Year 12 group. **The average ATAR is usually around 70.00.** If everyone from Year 7 went on to achieve an ATAR, the average ATAR would be 50.00. But because some students leave early and the ones who stay on to receive an ATAR are generally a smaller, more academically able group, the average ATAR is higher.

Source: <https://www.uac.edu.au/media-releases/fact-sheet-all-about-atar>

A very good summary of the ATAR and the process of determining an ATAR is provided at the following link: <https://www.facebook.com/sydneymorningherald/videos/10154955076706264/>

ATAR Eligibility

To be eligible for an ATAR, you must satisfactorily complete at least TEN units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units or greater
- four subjects.

Source: <https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

Furthermore, for the purposes of calculating the ATAR, no more than **TWO** units can be included from **Category B** courses.

UAC has published information to assist students who are completing their HSC in 2020. This information aims to assist Year 10 students as they are selecting their courses for Stage 6. The information includes:

- General information about ATAR's;
- Various case studies demonstrating different 'Patterns of Study' students can undertake to be eligible for an ATAR;
- Advice on which Stage 6 courses are complimentary to specific career pathways;
- Tips for Year 10 students selecting their courses for Stage 6;
- Information from tertiary institutions on the courses they intend to offer in 2020.

The information can be accessed at: <https://www.uac.edu.au/assets/documents/Year-10-students-uni-entry-requirements-in-2021.pdf>

HSC All My Own Work

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

NESA requires all students to have completed the five HSC All My Own Work Modules by the start of Year 11. At Irawang High School, the students will complete the required modules during Term 4, 2018.

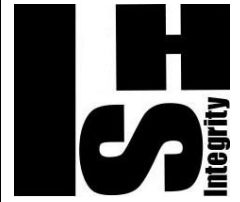
Source: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>



Subject Selection Course Sheet Year 11 2020

Due Date: Thursday 22nd August 2019

Student Name:



<p>Step 1: Do you wish to receive an ATAR? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>If yes then to be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR Courses. These ATAR courses must include at least:</p> <ul style="list-style-type: none"> • 2 Units of English • 8 Units of Category A Courses and Category B Courses. • Only 1 Category B course can contribute to the ATAR. 	
<p>Step 2: Choose an English Course</p>	<p>English Advanced <input type="checkbox"/> English Studies <input type="checkbox"/> English Standard <input type="checkbox"/> English Life Skills <input type="checkbox"/></p>	<p>Office Use Only</p>
<p>Step 3: Choose 5 Courses in order of preference.</p>	<p>Please note that if you have chosen the ATAR Pathway then you must choose 5 Category A Courses OR 4 Category A Courses and 1 Category B Course</p>	
<p>Choice 1:</p>		
<p>Choice 2:</p>		
<p>Choice 3:</p>		
<p>Choice 4:</p>		
<p>Choice 5:</p>		
<p>Step 4: Indicate if you wish to do an Extension Course. Please note that if you choose an extension course you will be committing to an 8am start several mornings per week.</p>	<p>English Extension 1 <input type="checkbox"/> History Extension <input type="checkbox"/> Mathematics Extension 1 <input type="checkbox"/> Mathematics Extension 2 <input type="checkbox"/> (Year 12 Only) Science Extension 1099 <input type="checkbox"/> (Year 12 Only)</p>	
<p>Step 5: Choose 3 Reserves.</p>	<p>This is just in case the course you have selected does not run</p>	
<p>Reserve 1:</p>		
<p>Reserve 2:</p>		
<p>Reserve 3:</p>		

Student Signature:

Parent Signature: