

# Warners Bay High School



## Subject Selection Booklet



YEAR 11 COURSE 2020

YEAR 12 COURSE 2021



# 2020 Subject Selection

## Year 11 Course

### Introduction

This booklet has been developed so that our current Year 10 students can make an informed choice for their Stage 6 (Year 11 and Year 12) courses. This booklet is to be used in conjunction with the information provided in careers lessons.

Students need to actively participate in the process to explore the options available for 2020, whether it be returning to school or attending TAFE or entering the workforce. Students returning to school to complete Year 12 need to be realistic about their choices and select subjects on the basis of their personal interests and those in which they can succeed. Considerations should also be given to selecting subjects which are needed for study beyond Year 12.

This booklet is categorised into sections:

- General Information
- Board Developed Courses
- Board Developed Vet Framework Courses
- Board Developed Life Skills Courses
- Board Endorsed Courses
- TAFE Delivered Vet Courses

The process for establishing classes in Year 11 2020 is based on the number of students who apply to study each course. Some subjects with very few students choosing them may not eventuate in the Year 11 2020 Curriculum Pattern.

You can also gain advice from the

- The NSW Education Standards Authority (NESA) website or by contacting the Hunter Liaison Officer on 49249976.

# Subject Choice Process for 2020

Students are required to make their initial subject choices **on the subject selection ‘open choice’ sheet**. The Subject Selection sheet is due by **Friday 14th June 2019 at 3.20pm**.

The timetable Live Structure will be developed and finalised based on the initial subject selection sheet and student will make their final subject selections early in Term 3, 2019.

## **Other factors to consider**

- As in past years the Board Endorsed Courses will initially be offered only as a Preliminary course. The HSC course will depend on student demand for the course.
- Students selecting **Industrial Technology** must choose **EITHER** Timber or Metal (not both)
- **Some courses being offered will not run if there is insufficient demand**
- All subjects listed are 2 units except the extension courses.

## **Rules for Science Subjects**

- **No more than 6 units of Science courses in the Preliminary course and 7 units in the HSC course.**

# **SECTION 1**

## **GENERAL**

### **INFORMATION**

# Requirements for the Award of the Higher School Certificate

To be eligible for the award of the Higher School Certificate:

- Students must satisfactorily complete at least 12 units in the Year 11 study pattern and at least 10 units in the Year 12 study pattern
- Both study patterns must include:
  - » At least six units of Board Developed Courses
  - » At least two units of English
  - » At least three courses of 2 unit value or greater
  - » At least four subjects
- A maximum of six units of courses in Science Year 11 and seven units in Year 12 can contribute to HSC eligibility.
- The Year 11 component of a course must be completed before commencing the HSC component
- To receive a result in any course, students must satisfactorily complete the course by:
  - » Following the course developed or endorsed by the NSW Education Standards Authority (NESA); and
  - » Applying themselves with diligence and sustained effort to the set tasks provided in the course by the school; and
  - » Achieving some or all of the course outcomes

# Structure of the Higher School Certificate

- The NSW Education Standards Authority (NESA) has organised the Higher School Certificate into the
  - » **Year 11 Course**; and
  - » **Year 12 Course**
- All HSC courses are prescribed a unit value of either one or two units. Each unit involves class time of about 120 hours and has a value of 50 marks in the HSC. Since most courses are 2 units it means that these will take 240 hours (6 periods per week) and be marked out of 100.
- Most Board Developed Courses are 2 unit courses studied over two years. They comprise the Year 11 followed by the HSC course. Students must satisfactorily complete Year 11 before they are permitted to study the HSC course. HSC courses may be accumulated over a period of up to five years.
- One unit **Extension** courses are also available in a number of subjects and they build upon the content of the 2 Unit course. In Year 11 the Extension courses are available in English and Mathematics. In the Year 12 Extension courses will also be available in History, Music, Languages, Science and some of the VET courses. Students need to be high achievers in these subject areas if they plan to successfully attempt the extension courses.
- **VET** courses are not divided into Year 12 and Year 11 components and may be counted as Year 11 or/and Year 12 courses.

# Types of Courses

There are two broad categories of courses: Board Developed Courses and Board Endorsed Courses.

## Board Developed Courses

- These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus and support documents for each course which contains the course objectives, structure, content and outcomes, specific course requirements, assessment requirements and examination papers.
- Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

## Board Endorsed Courses

- There are three types of Board Endorsed Courses:
  - » School Developed Courses
  - » University Developed Courses
  - » Content Endorsed Courses
- Board Endorsed Courses count towards the HSC and are listed on the students Record of Achievement. However, Board Endorsed Courses do not count towards the calculation of the ATAR.

## Vocational Education and Training Courses

- Vocational Education and Training (VET) industry curriculum frameworks are Board Developed Courses that allow the student to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.
- AQF qualifications are recognised by industry and employers throughout Australia. These courses require the student to spend a minimum number of hours in the workplace.



- Board Developed VET Courses are available in 13 industry curriculum frameworks:
  - » Automotive
  - » Business Services
  - » Construction
  - » Electrotechnology
  - » Entertainment Industry
  - » Financial Services
  - » Hospitality
  - » Human Services
  - » Information and Digital Technology
  - » Metal and Engineering
  - » Primary Industries
  - » Retail Services
  - » Tourism, Travel and Events
- The 240-hour (usually 2 year) VET industry curriculum frameworks courses have an optional HSC examination. Students who choose to sit for the examination may have the result for that course included in the calculation of their ATAR.
- These courses provide students with a valuable head start towards future employment and training in an industry while they are still at school. Employers will benefit by being able to choose HSC graduates who have already completed industry-recognised training and qualification before they commence work.

## Life Skills Courses

- Students with special education needs are able to access the HSC using a combination of:
  - » Board Developed Life Skills Courses and/or
  - » Board Developed Courses and/or
  - » Board Endorsed Courses
- Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Year 11 and Year 12 years.
- Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises of a 2 unit Year 11 course and a 2 unit Year 12 course.

# Australian Tertiary Admission Rank (ATAR)

**Students who wish to use their HSC to gain admission to a university need to satisfy the requirements for an ATAR**

- The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. A candidate's ATAR is calculated from the scaled aggregate of the marks in the best ten units in Board Developed HSC courses, subject to the following restrictions:
  - » at least two units of English must be included;
  - » at least three Board Developed courses of two units value or greater must be included;
  - » courses from at least four subjects must be included;
  - » at most, two units of category B courses may be included in the calculation of the ATAR.
  
- The universities categorise Board Developed Courses as either Category A or Category B. To have an ATAR based on an aggregate of scaled marks in 10 units students must have completed at least eight Board Developed Category A units.
- The ATAR may include units accumulated by a candidate over a total time span of five years.
- Only the best TWO units from Category B courses are available for inclusion in the calculation of the ATAR. All the VET courses eligible for an ATAR are Category B.
- For inclusion in the calculation of the ATAR, students must undertake the external HSC examination in the VET Frameworks course

# Pathways

The Higher School Certificate offers students a great deal of flexibility in the way they can approach their study program through the provisions offered by Pathways.

- Under Pathways provisions, students are able to take extra time to complete their Higher School Certificate, move through their program more quickly, or repeat one or more courses.
- Students may “accumulate” their studies over a longer period of time by taking up to five consecutive years to complete the HSC starting from the first year a HSC Course is completed.
- Another option is to “accelerate” HSC courses. Students who are gifted or talented in a particular area can undertake HSC courses ahead of their peers.
- After completing their Higher School Certificate, students can also use the Pathways provisions to repeat one or more courses in an attempt to improve their Australian Tertiary Admission Rank (ATAR). Students need to be aware that the marks used in the calculation of the ATAR will be the most recent attempt.
- Two other options to consider for Pathways are:

**Credit transfer** - courses successfully completed at TAFE or other educational institution may be counted towards the HSC as “credit transfer”

**Recognition of prior learning** whereby students may be exempt from certain study requirements of a particular course if they are able to demonstrate that they have already achieved the relevant outcomes.

**SECTION 2**

**COURSES OFFERED**

**TO STUDENTS**

# BOARD DEVELOPED COURSES

## Contribute to the ATAR

- Aboriginal Studies
- Ancient History
- Biology
- Business Studies
- Chemistry
- Chinese Beginners
- Community & Family Studies
- Design and Technology
- Drama
- Earth & Environmental Science
- Economics
- Engineering Studies
- English – Standard, Advanced, Extension, English Studies
- Food Technology
- French Continuers
- Geography
- Industrial Technology - Metals and Engineering Technologies
- Industrial Technology - Timber Products and Furniture Technologies
- Information Processes & Technology
- Investigating Science
- Japanese Continuers
- Legal Studies
- Mathematics – Standard, Advanced and Extension 1
- Modern History
- Music – 1 & 2
- Personal Development, Health & Physical Education
- Physics
- Society & Culture
- Software Design & Development
- Studies of Religion
- Textiles and Design
- Visual Arts

# ABORIGINAL STUDIES

## 2 UNITS

### INTRODUCTION

Aboriginal Studies is a Board Developed Course which consists of a 2 Unit Course in both Years 11 & 12. The Year 11 course focuses on Aboriginal peoples' relationship to the land, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The HSC course covers in depth study of legislation, policy, judicial processes and current events from 1960s.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course suits students who are interested in the historical and contemporary experiences of Aboriginal peoples within the context of the concepts of social justice and shared histories, which are fundamental to the development of Australian identity. It develops skills in culturally appropriate research and inquiry methods through critical thinking and analytical examinations. Students develop the ability to engage in independent research to develop coherent arguments, as well as the ability to 'learn together' through community-based fieldwork with Aboriginal people and communities. Aboriginal Studies provides a flexible structure to prepare for further education, training and employment and is an asset for any student considering careers in Law, Sociology, Education, Government, Community and Diplomatic Services. It is designed to foster intellectual, social and moral development to promote students as active and informed citizens.

### PRE-REQUISITES

There are no pre-requisites for this course.

### CONTENT

#### Year 11

Students will complete the following Topics:

Part 1: Aboriginality and the Land

Part 2: Heritage and Identity

Part 3: International Indigenous Community: Comparative Study

Part 4: Research and Inquiry Methods: Local Community Case Study

#### Year 12

Topics studied:

Part 1: Social Justice and Human Rights Issues

a) Global Perspective

b) Comparative Study

Part 2: Case Study of an Aboriginal community for each topic

a) Aboriginality and the Land

OR

b) Heritage and Identity

Part 3: Research and Inquiry Methods - Major Project

### EXCLUSIONS:

Nil

### ASSESSMENT:

There are 3 Assessment Tasks in Year 11 and 4 in Year 12. They include: research task, comparative study, exam essays, group work, oral work, structured questions. The Year 12 course requires independent research for Major Project. The HSC exam includes multiple-choice answer questions, structured questions and essays.

### COSTS:

Excursion costs.

### CONTACT PERSON

Ms Corliss - Head Teacher History

# ANCIENT HISTORY

## 2 UNITS

### INTRODUCTION

Ancient History consists of a 2 Unit Course in both Years 11 & 12. There is an Extension Course (1 Unit) available in Year 12 for those students who display high interest and outstanding ability, especially in research skills. Students can do both Ancient and Modern History. The course focuses on the Ancient societies of Egypt, Greece and Rome.

### PRE-REQUISITES

There are no pre-requisites for this course.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course suits students who are interested in historical studies and want to understand continuity and change over time. It develops communication skills, research skills and critical thinking skills. History is an asset for any student contemplating university study and it helps in careers such as journalism, law, education and the diplomatic service.

### CONTENT

#### Year 11

Students will complete two Case Studies from a variety of Ancient History Depth Studies. Topics may include: Tutankhamun's Tomb, Masada and Persepolis. Students must also study a unit on Features of Ancient Societies as a comparative study. This may include: Women/Slavery/Warfare in Greece, Rome or Persia. Students will also study an introductory topic: "Investigating Ancient History" and complete an individual Historical Investigation.

#### Year 12

Students complete the study of 4 topics:

- CORE STUDY: CITIES OF VERSUVIUS - Pompeii and Herculaneum
- ANCIENT SOCIETY: Spartan Society to the Battle of Leuctra
- PERSONALITIES in their TIMES: Agrippina the Younger or Xerxes
- HISTORICAL PERIOD: The Greek World 500-440 BC or The Julio-Claudians AD14-69

### ASSESSMENT:

There are 3 Assessment Tasks in year 11 and 4 in Year 12. They include: research task, source analysis, essays and creative tasks using technology and multimedia. The HSC Examination consists of 4 sections each worth 25 marks. The first section requires students to analyse and interpret sources and apply their own knowledge. Section II and III contain two or three parts. Section IV is one extended response.

### COSTS:

Booklets are prepared for students so a \$10.00 fee may be encouraged to defray printing costs. Students will be informed of different extra curricular activities to get out of the classroom and see history being delivered first hand. Macquarie Museum and artefact tour, HTA Study Day and the on site BIG DIG archaeology excursions are encouraged and will cost up to \$35 per excursion. Students may also wish to be part of the 2021 History Europe Trip. Costs will be discussed at future information evenings.

### CONTACT PERSON

Ms Hibbert - Teacher

Mr Fromson - Teacher

Ms Corliss Head Teacher History



# BIOLOGY

## 2 UNITS

### INTRODUCTION

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

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.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is designed for students who wish to continue with further studies at TAFE or University such as Nursing, Health Sciences, Pathology, Medical Sciences, Environmental Sciences, and Applied Sciences such as Speech Pathology.

### CONTENT:

Year 11	Year 12
<b>Module 1</b> Cells as the Basis of Life	<b>Module 5</b> Heredity
<b>Module 2</b> Organisation of Living Things	<b>Module 6</b> Genetic Change
<b>Module 3</b> Biological Diversity	<b>Module 7</b> Infectious Disease
<b>Module 4</b> Ecosystem Dynamics	<b>Module 8</b> Non-Infectious Disease and Disorders

The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Year 11 and Year 12 courses.

### ASSESSMENT:

Component	Weighting %
Skills in working scientifically	60%
Knowledge and understanding of course content	40%
TOTAL	100%

### COSTS:

No mandatory textbook for course. Excursion costs payable at time of excursion.

### CONTACT PERSONS

Mr Ryan - Teacher

Ms Ling - Teacher

Ms Curran - Head Teacher Science

# BUSINESS STUDIES

## 2 UNITS

### INTRODUCTION

The Business Studies Course gives students the theoretical knowledge, practical skills and flexibility to be employed in a number of fields. The course prepares students with the background knowledge for what is required to own and operate a small business. It will help them determine the feasibility of a small business idea and how to develop an operational plan. Students will acquire communication skills and learn to work as part of a team. Students will develop a better understanding of the dynamics of the current business environment.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Students interested in accounting, banking and finance, credit management, insurance, marketing, personnel management, purchasing, warehousing and distributions organisations, retailing, market research and information, media and communications and hospitality and tourism will benefit from this course. Students who are considering owning and operating a small business will gain invaluable insights into the management and organisation of such a business. The course is for those who wish to improve their research and reporting skills or for those who simply enjoy observing how individuals and businesses function in the commercial environment.

### PRE-REQUISITES:

No formal pre-requisites for the study of this subject are required. Students with an interest in, and an awareness of, the world of business or have undertaken Commerce previously will greatly benefit.

### CONTENT:

Year 11	Year 12
1. Nature of Business . . . . . 20% of Course Time	1. Operations ..... 25% of Course Time
2. Business Management . . .40% of Course Time	2. Marketing ..... 25% of Course Time
3. Business Planning . . . . . 40% of Course Time	3. Finance ..... 25% of Course Time
	4. Human Resources. .... 25% of Course Time

### ASSESSMENT:

School Assessment in both the Year 11 and Year 12 course comprises a formal examination and a range of tasks, such as reports, research assignments and stimulus based exams. Assessment items are often related to real world domestic and global case studies.

### COSTS: \$20.00

Students will also be expected to meet the costs associated with excursions and study days. A textbook will need to be purchased.

### CONTACT PERSON:

Mr Husband - Teacher  
Ms Bligh - Teacher  
Ms Noonan - Head Teacher

# CHEMISTRY

## 2 UNITS

### INTRODUCTION

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

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 provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is designed for students who are skilled in both Science and Mathematics. It is designed to prepare students for further studies in Chemistry that are required in Science at a University level, Health Sciences, Applied Sciences, Environmental Science, Engineering, Nursing and Science Education.

### PRE-REQUISITES:

Students should be concurrently studying at a minimum Mathematics. Chemistry is a demanding course and students would benefit from achieving at a Band 5 or 6 level in the Record of Student Achievement (ROSA) in Stage 5 Science.

### CONTENT:

Year 11	Year 12
<b>Module 1</b> Properties and Structure of Matter	<b>Module 5</b> Equilibrium and Acid Reactions
<b>Module 2</b> Introduction to Quantitative Chemistry	<b>Module 6</b> Acid/base Reactions
<b>Module 3</b> Reactive Chemistry	<b>Module 7</b> Organic Chemistry
<b>Module 4</b> Drivers of Reactions	<b>Module 8</b> Applying Chemical Ideas

The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Year 11 and Year 12 courses.

### ASSESSMENT:

Component	Weighting %
Skills in working scientifically	60%
Knowledge and understanding of course content	40%
TOTAL	100%

### COSTS:

Pearson Chemistry textbook approximately \$75.00. Excursion costs payable at time of excursion.

### CONTACT PERSON:

Mr Morgan - Teacher

Mr Pickering - Teacher

M Curran - Head Teacher Science

# CHINESE BEGINNERS

## 2 UNITS

### INTRODUCTION

Chinese language study aids the development of higher order thinking skills necessary for further education, work and everyday life. The ability to communicate in China may, in conjunction with other skills, provide students with enhanced vocational opportunities in many areas such as trade, tourism, diplomacy, technology and education. Examples of specific roles involve: tourist info officer, flight attendant, hotel receptionist, tour guide, travel consultant, border force officer, captioner, reporter, travel consultant, ships officer, Interpreter, linguist, speech pathologist, translator, archaeologist, historian, hotel manager, border force officer, anthropologist, English as a second language teacher, Australian Federal Police Officer, importer/exporter.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Those interested in careers in this field involve diplomacy, tourism, trade, technology, education, international relations, working in international institutions across all fields. Mandarin Chinese is an official language used in the United Nations.

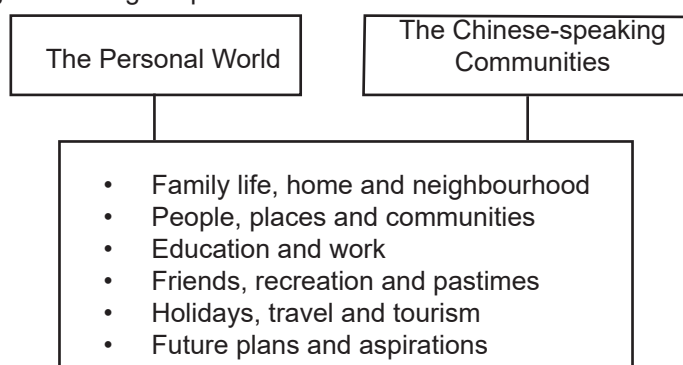
### PRE-REQUISITES

An interest in the language and culture of China.

### CONTENT: Year 11 & Year 12

Students will develop their knowledge and understanding of China through an integrated use of the four skills: listening, speaking, reading and writing. Topics treated in the Year 11 Course will be studied in greater depth for the HSC course.

### TOPICS:



### EXCLUSIONS:

Chinese Background Speakers

Those with a knowledge of Chinese equivalent to (ROSA Standard).

### ASSESSMENT:

This course has a heavy emphasis on practical skills : answers in assignment and assessment work are short answer type and no essay writing is required. The HSC Examination will consist of three parts:

- Speaking Examinations (10 min)
- Listening Examination (40 min)
- Written Examination – Reading and Writing (2 hours)

Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination:		Listening Skills	30
Listening Skills	30	Speaking skills	20
Speaking skills	20	Reading Skills	30
A two hour written examination:		Writing Skills	20
Reading Skills	30		
Writing Skills	20		
Total	100		100

### COSTS:

Year 11 Course Workbook \$35 Year 12 Course Course Workbook: \$10

Optional access to language Perfect available at \$25.00 for the year.

CONTACT PERSON: Ms Tamas - Head Teacher Languages

# COMMUNITY AND FAMILY STUDIES

## 2 UNITS

### INTRODUCTION

This interdisciplinary course draws upon concepts in sociology, economics, health studies, family law, psychology and group analysis. It reflects rapid social and technological changes, cultural diversity, conflict resolution and well-being.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE

This course is suitable for students who have an interest in fields such as welfare, management, sociology, teaching, nursing and psychology.

### PRE-REQUISITES

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

### CONTENT

#### Year 11

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

#### Year 12

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

### PARTICULAR COURSE REQUIREMENT:

As part of Year 12, students are required to complete an Independent Research Project. The focus of the IRP should be related to the course content of one or more of the following areas: Individuals, Groups, Families, Communities, Resource Management.

### ASSESSMENT:

Assessment may include written examinations, case studies and interviews and research projects. There is a single Year 12 examination of 3 hours duration.

#### Section I

Part A – multiple choice

Part B – short answer

#### Section II

Three questions, one of each of the HSC option modules:

Family and Societal Interactions

Social Impact of Technology

Individuals and Work.

Candidates attempt **one** question from Section II.

### COSTS:

Year 11: \$12.00    Year 12 \$12.00

Excursions may be organised throughout the course and will incur costs. Students will be advised prior to excursion.

### CONTACT PERSON:

Ms O'Keefe

Ms Jones

# DESIGN & TECHNOLOGY

2 UNITS

## COMPUTER MULTIMEDIA

### INTRODUCTION

Multimedia incorporates a multiplicity of visual elements such as sound, movies, still images and animations, text based information using a variety of computer hardware and software.

Students study design processes, design theory and factors in relation to design projects. Students will have the opportunity to participate in excursion/throughout the course and create hands-on computer based multimedia design projects.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course encourages the original and innovative use of multimedia products and our school has historically performed strongly in the HSC for this course. Students generally achieve above the state average mark and the subject is usually their best performing HSC course result or 2nd best course result.

You will gain practical "hands on" experience with a wide range of creative tools including Adobe Animate, Dreamweaver, Illustrator, InDesign, Photoshop, and Premier Pro. CAD Software & 3D printing, Robotics and other online free software.

### FUTURE STUDY OPPORTUNITIES

University, TAFE & private college - Architecture & Interior Design, Computer programmer, Construction management, Computer Science, Creative Industries, Engineering, Game design & animation, Graphic Design & Illustrator, Industrial design, Information Technology, Multimedia design, Software design, Teaching - Art, TAS, Primary school, Visual Communication, Web design.

### EMPLOYMENT OPPORTUNITIES

App designer, Database administrator, Game Developer & Animator, Information systems manager, IT consultant, Multimedia programmer, SEO Specialist, Systems analyst, Systems developer, Teaching, Web developer.

### CONTENT

<b>Year 11</b> <i>Designing and Producing:</i> including the study of design theory, design processes, creativity, collaborative design research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques	<b>Year 12</b> <i>Innovation and Emerging Technologies:</i> including a case study of innovation. The study of designing and producing includes a <i>Major Design Project</i> . The <i>project folio</i> includes a project proposal and management, project development and realisation, and project evaluation.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### Year 11

In Year 11, student's study designing and producing, which includes the completion of at least one or two design hands-on computer based multimedia design projects to gain experience using a variety of hardware and software. They will learn about the design process to develop a design portfolio for each for each of their projects.

#### Year 12

Students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

#### Assessment:

<b>Section I</b> : Written exam paper (40% weighting). Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	<b>Section II</b> : Major Design Project (60% weighting). This will include submission of a practical computer based project and a design portfolio documenting the project proposal and project management, project development and realisation and project evaluation for a product system or environment. <i>Practical projects</i> could include creating and designing - animations, architecture design, app design, book designs - children's comic, graphic novels, photographic, travel etc. developing a website for a business, game design, short movies, web comic, 3D printing
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Students undertake a case study of an Innovative and Emerging Technology and this includes producing a case study of the innovation.

#### COSTS:

Year 11: \$20.00      Year 12: \$20.00

CONTACT PERSON: Ms Kennedy - Teacher TAS and Ms Whitton – Head Teacher TAS

# DRAMA

## 2 UNITS

### INTRODUCTION

This Course is designed for students who have an interest in dramatic performance and production. It is not necessary for students to have a background of performance. A wide range of opportunities are provided for students to develop their dramatic technique. These include individual and group performances both public and private, script writing, set design, costume design, etc.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Students from a wide range of academic abilities can achieve success in this course. It provides students with an insight into the historical and contemporary dramatic world and allows for the development of confidence and an enrichment of their own values and the culture and values of others.

### PRE-REQUISITES

Nil

### CONTENT

#### Year 11

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

#### Year 12

- Group Presentation
- Individual Project
- Australian Drama and Theatre
- Studies in Drama and Theatre

### EXCLUSIONS:

Nil.

### ASSESSMENT: Year 12

External:	Group = 30%	Internal:	Aus. Drama & Theatre = 25%
	Individual Project = 30%		Studies in Drama & Theatre = 25%
	1½ hour written exam = 40%		Development of Group Performance = 25%
			Development of Individual Project = 25%

### COSTS:

\$20.00

### CONTACT PERSON:

Ms Monk - Head Teacher English/Drama (Relieving Term 2)  
Ms Fraser - Head Teacher from Term 3

# EARTH & ENVIRONMENTAL SCIENCE

## 2 UNITS

### INTRODUCTION

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. An understanding of the Earth's resources and the ability to live sustainably on the planet is a key focus, as well as exploring the Earth's renewable and non-renewable resources and other environmental issues. Students 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.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Any student would benefit from the study of the Earth and how to live sustainably, and it is essential in addressing current and future environmental issues and challenges, such as clean water, renewable energy sources and food shortages. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future. It would benefit students who wish to study Environmental Science, Geology, Engineering, Water Health and Contamination, Environmental Assessment and Management, Mining and Exploration and Oil, as well as those students who wish to pursue a career as a Marine Geologist, Paleontologist, Geochemist, Geophysicist or Oceanographer.

### PRE-REQUISITES

A genuine interest in geology, rocks and minerals and the future of the planet is an advantage. Students would also benefit from achieving at least a Band 4 in Science in the Record of Student Achievement (ROSA) in Stage 5 Science.

### CONTENT

Year 11	Year 12
<b>Module 1</b> Earths Resources	<b>Module 5</b> Earth's Processes
<b>Module 2</b> Plate Tectonics	<b>Module 6</b> Hazards
<b>Module 3</b> Energy Transformations	<b>Module 7</b> Climate Science
<b>Module 4</b> Human Impacts	<b>Module 8</b> Resource Management

The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Year 11 and Year 12 courses.

### ASSESSMENT:

Component	Weighting %
Skills in working scientifically	60%
Knowledge and understanding of course content	40%
TOTAL	100%

### COSTS:

No mandatory textbook for course. Excursion costs payable at time of excursion.

### CONTACT PERSON:

Mr Ryan - Teacher

Mr Thompson - Teacher

Ms Curran - Head Teacher Science



# ECONOMICS

## 2 UNITS

### INTRODUCTION

Economics provides considerable insight into the operation of businesses, markets and economies. It helps students to understand the decisions consumers, businessmen and the government make. It gives students the skills to make more informed decisions about what to do with their finances and to understand the policies and platforms of political parties. It can make students much more informed voters. It helps students understand issues such as the GST, interest and exchange rate changes, unemployment, the Current Account Deficit and the Foreign Debt, government budgets and privatisation.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Any student would benefit from the study of Economics as it provides a unique opportunity to develop insights into current events and issues. It will benefit students considering studying business, management, accounting, finance, media, law, marketing, employment relations and tourism at tertiary level. It would benefit those interested in starting a business as it helps them understand the external factors that can influence the operation of their business. Economics is based on the here and now and develops those skills which enable students to understand and effectively function in the here and now.

### PRE-REQUISITES

There are no pre-requisites for doing this course.

### CONTENT

Year 11	Year 12
The Year 11 course focuses on aspects of the economic behaviour of consumers, business and government. Six topics are studied. Introduction to Economics Economic Behaviour: Consumers & Films The Market Labour Markets Financial Markets Government in the Economy	The HSC course examines the external framework in which the Australian economy operates. There are four topics. The Global Economy Australia's Place in the Global Economy Economic Issues Economic Policies and Management

### ASSESSMENT

Assessment takes the form of the HSC examination of three hours duration. Internal assessment consists of formal examinations, such as the Trial HSC and course work submitted periodically throughout both Year 11 and Year 12 years. This includes reports, research assignments and oral presentations.

### COSTS: \$20.00

Students will also be expected to meet the costs associated with inservicing and updating knowledge at lecture days. A textbook will need to be purchased.

### CONTACT PERSON:

Mr Husband - Economics Co-Ordinator

Ms Noonan - Head Teacher - Social Science

# ENGINEERING STUDIES

## 2 UNITS

### INTRODUCTION

Engineering Studies offers students the opportunity to study the many aspects of engineering in a broad range of areas. These areas include engineering mechanics / hydraulics, engineering materials, engineering electronics, drawing and communication and the scope of the profession. Students are encouraged to solve engineering problems through collaboration, research and the meaningful application of engineering principles.

The course is based on the study of realistic engineering situations. It is a module based course where products and systems are studied separately with students applying engineering principles to solve real problems, finishing in the production of an engineering report. Study of these modules will be based on actual products and systems and will involve practical application of engineering knowledge and experimentation designed to complement the engineering knowledge.

Practical application and theory are integrated into this course. Engineering reports are also entered in the University of Wollongong engineering competition. Students are also encouraged to enter competitions such as the Institute of Engineers Australia 'The Great Engineering Challenge' at UNSW.

### STUDENTS WHO WOULD BENEFIT FROM THIS COURSE

This course will give students the opportunity to follow professional, vocational and employment pathways. The insight and experience associated with Engineering Studies will provide very useful background for further study at university in the areas of Engineering, Surveying, and Architecture.

### CONTENT

#### Year 11:

Students undertake study in the following modules of engineering:

- Engineering fundamentals
- Engineered products
- Braking systems
- Biomedical engineering

#### Year 12:

Students undertake study in the following modules of engineering:

- Civil structures
- Personal and public transport
- Aeronautical engineering
- Telecommunications

### COURSE REQUIREMENTS

Students develop an engineering report in both the Year 11 and Year 12. At least one report in each of the Year 11 and Year 12 courses must be the result of collaborative work.

### COSTS:

To cover basic range of consumables

Year 11 \$30.00

Year 12 \$30.00

### CONTACT PERSON:

Mr Bruce - Teacher TAS

Ms Whitton - Head Teacher TAS

# ENGLISH STUDIES

## 2 UNITS

### INTRODUCTION

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

### PRE-REQUISITES

There are no formal pre-requisites; the course would be suitable for those who are seeking non-literary or vocational pathways.

### CONTENT

#### **Year 11 - 3-5 Modules**

- Module : Achieving through English: English in Education, Work and Community.
- Additional modules to be selected based on student needs and interests.
- One school designed module is allowed in the Year 11 course.
- Students must study one substantial print text, and one substantial multi-modal text.
- Students must present a portfolio of texts
- Students engage with the community through activities such as visits, surveys, interviews and/or excursions

#### **Year 12 - 3-5 Modules**

- Common Module : Texts and Human Experiences is mandatory.
- Other Modules to be chosen according to student needs and interests.
- Students must study one substantial print text, and one substantial multi-modal text.
- Students must present a portfolio of texts
- Students engage with the community through activities such as visits, surveys, interviews, guest speakers and/or excursions.

### EXCLUSIONS:

Advanced, Standard, Extension English

### ASSESSMENT:

There is now an optional external examination for students in the English Studies Board Developed Course to attain an ATAR. Students who do not sit this examination will not be eligible - Maximum three assessment tasks in Year 11 and four in Year 12. For Years 11 & 12 one must be a portfolio of student work and one in Year 11 must be a multi-modal presentation applying to a real world scenario.

### COSTS:

\$12 to cover costs of booklets and printing.

### CONTACT PERSON:

Ms Monk – Head Teacher English (Relieving Term 2)

Ms Fraser - Head Teacher English from Term 3

# ENGLISH STANDARD

## 2 UNITS

### INTRODUCTION

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

Year 12: Students will continue to develop their creative and critical faculties and broaden their capacity for cultural understanding and to create flexible and critical thinkers.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE

This course is for students who wish to use English to enhance their expertise in English in their personal, educational, social and vocational lives. The majority of students are expected to study this course. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

### PRE-REQUISITES

Year 10 English

### CONTENT

#### **Year 11:**

There is a common mandatory Module: Reading to Write: Transition to Senior English for the Standard and Advanced courses. There are two Elective Modules: Contemporary Possibilities; Close Study Of Literature; where students are able to examine texts and the interaction of ideas and language and their application to specific social contexts.

#### **Year 12:**

The common content for the HSC Advanced and Standard Courses is Text and Human Experiences.

Three Modules: 1. Language, Identity and Culture; 2. Close Study of Literature; 3. The Craft Of Writing (may run concurrently); emphasise aspects of shaping meaning and discussion of the effectiveness of different texts for different audiences and contexts. The modules have prescribed texts which may include film, multi-media, prose fiction, non fiction, poetry, drama and media.

### EXCLUSIONS:

Advanced English, English Extension.

### ASSESSMENT:

Year 11: A maximum of 3 Assessment Tasks will be completed throughout the course. Assessment must include a multi-modal presentation.

Year 12: A maximum of 4 Assessment Tasks will be completed throughout the year.

Students will complete two external exams as part of the HSC course.

### COSTS:

Up to \$12.00 to cover costs of booklets and printing.

### CONTACT PERSON:

Ms Monk – Head Teacher English (Relieving Term 2)

Ms Fraser - Head Teacher English from Term 3

# ENGLISH ADVANCED

## 2 UNITS

### INTRODUCTION

Year 11 and Year 12 Course: In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

### PRE-REQUISITES

Year 10 English (Suggested RoSA Grade A or B in Year 10).

### CONTENT

#### Year 11:

There is a common mandatory Module: Reading to Write.

Students undertake the intensive and close reading of quality texts from a variety of modes and media. Students read texts that are engaging thematically, aesthetically, stylistically or conceptually to inspire or provoke them to critique skillfully or to respond imaginatively.

There are two Modules: 1. Narratives That Shape Our World; 2. Critical Study of Literature; where students are able to examine texts and the interaction of ideas and language and their application to specific social contexts. Students are expected to support the study of texts with their own reading.

#### Year 12:

The common content for the Year 12 Advanced and Standard Courses is Text and Human Experiences.

Three Elective Modules: 1. Textual Conversations; 2. Critical Study of Literature; 3. The Craft Of Writing (may run concurrently) emphasise aspects of shaping meaning and discussion of the effectiveness of different texts for different audiences and situations. The modules have prescribed texts. The study of Shakespeare is compulsory. Students who wish to study English Extension in the Year 11 Course or Extension One or Two in the Year 12 Course must study Advanced English.

### EXCLUSIONS:

Standard English, English Studies

### ASSESSMENT:

#### Year 11

A maximum of three Assessment Tasks will be completed throughout the course. Assessment must include a multi-modal presentation.

#### Year 12:

A maximum of four Assessment Tasks will be completed throughout the year. Students will complete two external exams as part of the HSC course.

### COSTS:

Up to \$12.00 to cover costs of booklets and printing.

### CONTACT PERSON:

Ms Monk – Head Teacher English (Relieving Term 2)

Ms Fraser - Head Teacher English from Term 3

# ENGLISH EXTENSION

## 1 UNIT

### INTRODUCTION

#### Year 11 and Year 12 Course

These courses provide students with the opportunity to pursue areas of interest and to engage in research methodology and extended compositions exploring multiple meanings and values of complex texts. This course is also a prerequisite to the English Extension 2 Course which will be available to Extension One students in Year 12.

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

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE

The Year 11 and Year 12 Extension Courses are designed for students who are accomplished, analytical and imaginative in their use of English and have a passion for the subject.

**PRE-REQUISITES:** Year 10 English – Suggested RoSA Grade A.

**CO-REQUISITE:** Advanced English

### CONTENT

**Year 11:** Students study the module: TEXTS, CULTURE AND VALUE, which explores the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students understanding of how and why cultural values are maintained and changed. Students must also complete a Related Research Project.

**Year 12:** Students must complete one Common Module - Literary Worlds and one Elective chosen from ONE of the Modules. The Year 12 Course has prescribed texts.

**EXCLUSIONS:** Standard English, English Studies

### ASSESSMENT

#### Year 11 Course

The components of the course will be assessed throughout the year with a maximum of three formal Assessments. Assessment must include a multi-modal presentation on the Related Tasks Research Project.

#### Year 12 Course

The components of the course will be assessed throughout the year with a maximum of three formal Assessment Tasks. One Assessment Task must be a Creative Response. Students will complete an external exam as part of the HSC.

### COSTS:

Up to \$12.00 to cover costs of booklets and printing.

### CONTACT PERSON:

Ms Monk – Head Teacher English (Relieving Term 2)

Ms Fraser - Head Teacher English from Term 3

# FOOD TECHNOLOGY

## 2 UNITS

### INTRODUCTION

The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, sensory characteristics of food, the influences on the food availability and the factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The Year 12 course involves the study of : Sectors, aspects, policies plus legislation of the Australian Food Industry: production, processing, preserving, packaging, storage and distribution of food: factors impacting, reasons, types, steps and marketing food product development: nutrition, incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This is an interesting course with diverse content that contains practical experience related to experimentation.

Food Technology will suit students with an interest in food, nutrition, food production and product development. It blends theory with real-life examples to capture students' imagination and their willingness to learn more. Students who are passionate about food and are enthusiastic and open to learning more about what food we put into our bodies will enjoy this course.

### CONTENT

#### YEAR 11

• Food Availability & Selection
• Food Quality
• Nutrition

#### YEAR 12

• The Australian Food Industry
• Food Manufacture
• Food Product Development
• Contemporary Food Issues in Nutrition

### ASSESSMENT:

Practical and theory components of this course will be assessed. The practical component may be assessed by experiments, food presentations and food photography.

The HSC examination will be three hours in duration consisting of 20 multiple choice questions, eight short response questions, and two extended response questions.

### COSTS:

Year 11: \$50.00  
Year 12: \$40.00

### CONTACT PERSON:

Ms Whitton – Head Teacher TAS



# FRENCH CONTINUERS

## 2 UNITS

### INTRODUCTION

French language study aids the development of higher order thinking skills necessary for further education, work and everyday life. The ability to communicate in French may, in conjunction with other skills, provide students with enhanced vocational opportunities in many areas such as trade, diplomacy, tourism, banking, technology, education, and science. Examples of specific roles involve: tourist info officer, flight attendant, hotel receptionist, tour guide, travel consultant, border force officer, captioner, reporter, travel consultant, ships officer, Interpreter, linguist, speech pathologist, translator, archaeologist, historian, hotel manager, border force officer, anthropologist, English as a second language teacher, Australian Federal Police Officer, importer/exporter.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Those with an interest in the language and culture of France who have studied French as an elective subject in Years 8 to 10. Those interested in careers in diplomacy, tourism, trade, technology, education, international relations, working in international institutions. French is an official language used in the United Nations, it is spoken in France, Democratic Republic of the Congo, France, Canada, Madagascar, Cameroon, Ivory Coast, Niger, Burkina Faso, Mali, Senegal, Chad, Guinea, Rwanda, Belgium, Burundi, Benin, Haiti, Switzerland, Togo, Central African Republic, Republic of the Congo, Gabon, Djibouti, Equatorial Guinea, Comoros, Luxembourg, Vanuatu, Seychelles, Monaco

### PRE-REQUISITES

Satisfactory level of achievement in Years 9 & 10 French, OR  
Knowledge of the language equivalent to Year 10 level.

### CONTENT

The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

There are three prescribed themes, each with associated topics. These topics may be studied over both the Year 11 and Year 12 years, in varying depth and complexity according to the needs and interests of the students.

The Individual	The French-speaking Communities	The Changing World
<ul style="list-style-type: none"><li>• Personal Identity</li><li>• School and aspirations</li><li>• Leisure &amp; interests</li></ul>	<ul style="list-style-type: none"><li>• People and places</li><li>• Daily Lifestyles</li><li>• Arts and entertainment</li></ul>	<ul style="list-style-type: none"><li>• The world of work</li><li>• Youth issues</li><li>• Tourism and hospitality.</li></ul>

### EXCLUSIONS:

French Beginners

### ASSESSMENT:

The HSC Examination will consist of two parts: \* Oral Examination (approx 10 minutes)  
\* Listening and Written Examination (3 hours)

Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination:		Speaking	20
Conversation	20	Listening & Responding	25
		Reading & Responding	40
A three hour written examination:		Writing in French	15
Listening & Responding	25		
Reading & Responding	25		
• Part A	15		
• Part B	15		

### COSTS:

Year 11: Course Workbook - \$35.00 (may be subject to price increase) Year 12: \$10.00

Optional 5 week study trip to France available for December 2020. Optional access to Language Perfect available at \$25.00 for the year.

CONTACT PERSON: Ms Tamas - Head Teacher Languages



# GEOGRAPHY

## 2 UNITS

### INTRODUCTION

Geography provides students with a sound general knowledge of the world. Geography studies physical and human environments. Students will be involved in fieldwork activities in both Year 11 and Year 12 and must complete a Senior Geography Project. Students will learn about processes shaping the natural world, cultural integration, population, ecosystems at risk, urban dynamics and economic activities. Geography allows students to broaden their understanding of the world in which we live. Students will benefit from studying the subject no matter what career path they elect.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

The skills developed in Geography are transferable to many types of employment. It provides an important grounding for employment in local, state and federal government departments, environmental management organisations, national and state authorities and CSIRO. It provides a knowledge useful in occupations such as journalism, law, teaching, environmental management, project management, urban planning, tourism management and engineering.

### PRE-REQUISITES

There are no pre-requisites. Students have studied Geography in Years 7 – 10.

### CONTENT

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

### FIELDWORK:

Fieldwork is not just a mandatory part of Year 11 and Year 12 Geography, it offers a wonderful way of seeing theory work come to life, and a chance for personal development. Doing fieldwork makes a difference to student understanding of course content. Fieldwork helps students apply their knowledge in assessment tasks and develop their skills in geographical inquiry. Some of the other benefits of fieldwork include: appreciating environments, developing opinions and views, taking responsibility for their learning, gaining confidence and most importantly it is an enjoyable and bonding experience for the class. Fieldwork experiences include excursions to Port Stephens, Sydney and the Hunter Valley Wine Region and local activities within class time. Fieldwork experience vary slightly from year to year and do come at an additional cost, further information can be provided on this.

### ASSESSMENT:

#### Year 11

This is assessed by both course work and a final examination (2 hours). An important component of course work is the SGP, a project where the student chooses a topic for investigation, designs a program of research and selects means of presenting the findings of this research. Students find this a most rewarding and satisfying achievement.

#### Year 12

The HSC examination is of three hours duration. Internal assessment comprises a Trial HSC examination of three hours and a range of course work submitted during the year.

### COSTS: \$20.00

Students will also be expected to meet the costs associated with excursions/fieldwork and study days. A textbook is recommended to be purchased.

### CONTACT PERSON:

Ms Noonan - Head Teacher Social Science

# INDUSTRIAL TECHNOLOGY

## METALS AND ENGINEERING TECHNOLOGIES

### 2 UNITS

#### INTRODUCTION

This course is about students developing knowledge and practical fabrication skills relating to metalwork and engineering, leading to the design, planning and construction of a quality practical major work project in Year 12.

Students will complete a minor project during Year 11 to expand practical fabrication skills such as MIG Welding, Machining and Technical Drawing to name a few.

There are many possibilities relating to practical projects, previous projects include: Go Karts, Motorbike Restoration, dining room tables, Indoor and Outdoor Chairs, Work benches and small mini bikes.

#### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course should appeal to students pursuing a career relating to metal and engineering fabrication, metal and engineering design work.

It is predominantly a practical course using a variety of metalworking equipment and techniques. Students acquire and develop skills in designing, planning, constructing and communication through the completion of practical projects. Traditionally students studying this course attain excellent results, which can boost their ATAR.

Note: Students cannot do both Timber and Metals and Engineering Technologies.

#### PRE-REQUISITES

Nil. However students with previous experience in their selected strand of automotive technology would find it advantageous.

#### CONTENT

##### Year 11 and Year 12

The Year 11 Course is organised around five sections:

1. Industry Study
2. Design
3. Management & Communication
4. Production of practical project
5. Industry related manufacturing technology

Year 11	Year 12
Practical skill enhancing exercises and minor projects combined with a study of industry in their focus area.	The development of a Major Project and folio in your focus strand and the Industry Study.

#### ASSESSMENT:

School Assessment structure for the Year 12 Course.

Assessment Components	Weighting
Industry Study	15 %
Major Project	60 %
Industry related manufacturing technology	25 %

For Year 12 there is also an External Paper and a Major work and Folio showing evidence of the planning, research and management in relation to the Major Work.

#### COSTS:

The costs detailed below are based on the current costs of material and associated resources.

Year 11 \$60.00 to cover workshop expendables and materials for all project work.

Year 12 \$30.00 for Machinery, equipment and expendable items. All materials for Major projects in the Year 12 course are to be supplied by the student.

#### CONTACT PERSON:

Mr Mackay – Teacher TAS

Ms Whitton – Head Teacher TAS

# INDUSTRIAL TECHNOLOGY

## TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

### 2 UNITS

#### INTRODUCTION

This course is about students developing a range of practical skills leading to the design, planning and construction of a quality practical project made from timber. Examples of projects which have been made include: beds, billiard/pool tables, stereo/TV units, all types of indoor and outdoor furniture etc.

#### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course will appeal to students who wish to pursue timber based subjects and careers such as cabinet making, carpentry or building construction. No previous woodworking experience is necessary. It is predominantly a practical course and involves using a variety of wood working equipment, hand tools and finishing techniques. Students acquire and develop skills in designing, planning, constructing and communicating through the completion of practical projects. It provides a practical alternative to the more text book orientated subjects. Traditionally, students studying this course, attain excellent results, which can boost their ATAR.

Note: Students cannot do both Timber and Metal & Engineering Technologies.

#### PRE-REQUISITES

Nil.

#### CONTENT – Year 11 and Year 12

The Year 11 Course is organised around five sections:

1. Industry Study
2. Design
3. Management and Communication
4. Production (eg. hall stand)
5. Industry related manufacturing technology

Year 11	Year 12
Practical skill enhancing exercises and minor projects combined with a study of industry in their focus area.	The development of a Major Project and Folio in your focus strand and the Industry Study.

#### ASSESSMENT:

School Assessment structure for the Year 12 Course.

Assessment Components	Weighting %
Industry Study	15 %
Major Project	60 %
Industry related manufacturing technology	25 %

For Year 12 there is also an External Paper and a Major work and Folio showing evidence of the planning, research and management in relation to the Major Work.

#### COSTS:

The costs detailed below are based on the current costs of material and associated resources.

Furniture and Timber Products Industries

Year 11 \$60.00

Year 12 \$30.00

To cover workshop expendables and materials for all project work

Year 12 Course

\$30 per year for machinery, equipment and expendable items. All materials for Major Projects in the Year 12 Course are to be supplied by the student.

#### CONTACT PERSON:

Mr Butler - Teacher TAS

Ms Whitton – Head Teacher TAS

# INFORMATION PROCESSES AND TECHNOLOGY

## 2 UNITS

### INTRODUCTION

IPT is the study of computer based information systems. It focuses on processes performed by these systems and the information technology that supports those processes. Social, ethical and non-computer procedures are considered, and different types of information system case studies are examined. Through project work, students will create their own information system to solve business problems.

Students use a wide range of software such as Microsoft – word, access, excel, Adobe Flash, Sony Vegas (video editing) and Sony Acid pro (audio editing) and various other audio. Video and graphics software and Adobe Master Collection (Photoshop, Illustrator, InDesign).

Students will also learn to use a range of hardware (digital and video cameras, microphones, CD/DVD burners, graphic tablet, scanners, etc).

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Through this course, students will gain knowledge and skills of the key concepts of interactive information and systems through the study of current and emerging information technologies. The social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright are considered. It is designed for students who wish to develop skills necessary in understanding the design and use of information systems across a broad area of computing applications.

### PRE-REQUISITES

There are no pre-requisites for this course but those students who have studied computing in Junior school will find it easier in the initial stages. Students who demonstrate good written language skills would benefit.

### CONTENT – Year 11 and Year 12

The Year 11 Course is organised around three topics relating to principles of information processes; the tools required to process information; and developing information systems. All topics and their related projects are based on the information processes and skills of collecting, organising, analysing, storing and retrieving, processing, transmitting, receiving and displaying.

The Year 12 Course is organised around three prescribed topics: Information Systems and Communication Systems project work, together with four optional areas of study.

### ASSESSMENT:

Year 11	Year 12
Information System Case Study	Assignment 1
Group Project - Business in System	Semester 1 Exam
Semester 2 Exam	Major Project Individual
	Trial HSC Exam

### HSC Course External Assessment:

This course has an external 3 hour exam set by the NSW Education Standards Authority (NESA). This exam consists of five sections – 20 marks each. It consists of multiple choice questions and an extended question based on each topic studied in the HSC Course.

### COSTS:

Year 11 \$15.00

Year 12 \$15.00

### CONTACT PERSON:

Ms Kennedy – Teacher TAS

Ms Whitton – Head Teacher TAS

# INVESTIGATING SCIENCE

## 2 UNITS

### INTRODUCTION

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

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. It promotes active inquiry and explores key concepts, modules and phenomena. The course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is designed for students who have a broad interest in Science and Experimentation. It is designed as a stand-alone course for those who wish to further their Science education or as a complementary subject to the other Science courses. Choosing this subject will assist students completing Biology, Chemistry, Earth and Environmental Science and Physics.

### PRE-REQUISITES

There are no specific pre-requisites for this course, however, students should enjoy and have an interest in Stage 5 Science and be prepared to complete some mathematical calculations as part of the course.

### CONTENT

Year 11	Year 12
<b>Module 1</b> Cause and Effect - Observing	<b>Module 5</b> Scientific Investigations
<b>Module 2</b> Cause and Effect - Inferences and Generalisations	<b>Module 6</b> Technologies
<b>Module 3</b> Scientific Modules	<b>Module 7</b> Fact or Fallacy?
<b>Module 4</b> Theories and Laws	<b>Module 8</b> Science and Society

The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Year 11 and Year 12 courses.

### ASSESSMENT

Component	Weighting (%)
Skills in working scientifically	60
Knowledge and understanding of course content	40
TOTAL	100

### COSTS:

Excursion costs payable at time of excursion. No mandatory textbook for course.

### CONTACT PERSON:

Mr Murdoch - Teacher

Ms Davis - Teacher

Ms Curran - Head Teacher Science

# JAPANESE CONTINUERS

## 2 UNITS

### INTRODUCTION

Japanese language study aids the development of higher order thinking skills necessary for further education, work and everyday life. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in many areas such as trade, tourism, diplomacy, technology, education and many other professional occupations.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Those who have studied Japanese as an elective subject in Years 8 to 10 or who have a knowledge of the language equivalent to approximately 200 hours study. Those interested in careers in the above mentioned areas.

### PRE-REQUISITES

Satisfactory level of achievement in Year 10 Japanese, OR

Knowledge of Japanese equivalent to Year 10 level.

Knowledge of the Hiragana, Katakana and Kanji prescribed for study up to, and including, Year 10.

### CONTENT

The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

There are three prescribed themes, each with associated topics. These topics may be studied over both the Year 11 and Year 12 years, in varying depth and complexity according to the needs and interests of the students.

The Individual	The Japanese-speaking Communities	The Changing World
<ul style="list-style-type: none"><li>• Personal Life</li><li>• Daily Life</li></ul>	<ul style="list-style-type: none"><li>• Visiting Japan</li><li>• Life in Japan</li></ul>	<ul style="list-style-type: none"><li>• Working Life</li><li>• Changes in daily life</li><li>• Environmental issues</li></ul>

### EXCLUSIONS:

Japanese Beginners

Japanese Background Speakers

### ASSESSMENT:

The HSC Examination will consist of two parts \* Oral Examination (approx. 10 minutes)  
\* Listening and Written Examination (3 hours)

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination: Conversation	20	Speaking Listening & Responding Reading & Responding	20 25 40
A three hour written examination: Listening & Responding Reading & Responding Part A Part B	25 25 15 15	Writing in French	15
	100		100

### COSTS:

Course Workbook - \$35.00 – Year 11    \$10.00 – Year 12 (may be subject to price increase)

### CONTACT PERSON:

Ms Gordon - Teacher

Ms Tamas - Head Teacher Languages

# LEGAL STUDIES

## 2 UNITS

### INTRODUCTION

Students are introduced to the basic structure and operation of the legal system. They will learn about the personnel and process of courts and parliament and the differences between criminal and civil law, courts and tribunals, solicitors and barristers. Students are given the opportunity to evaluate the legal system's treatment of disadvantaged groups and through the focus studies learn about particular areas of the law.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Legal Studies is for all students, as all citizens need to know their rights, particularly in the workplace as consumers, and in their personal dealings with others. Many occupations that directly deal with the law include lawyers and those involved in law enforcement such as police and security guards. Commerce, accountancy, finance, banking management, business and marketing are degrees at university that have components which deal with the law. Students who are interested in public speaking and performance can gain benefit through their involvement in the Mock Trial Competition.

### PRE-REQUISITES

There are no pre-requisites for this Course. Students who have undertaken Commerce or Legal Studies previously will benefit greatly.

### CONTENT

Year 11	Year 12
The Year 11 Course consists of three sections Part I – The Legal System Part II – The Individual and the Law Part III – Law in Practice	The HSC Course consists of three sections Part I – Crime Part II – Human Rights Part III – Additional Focus Studies covering areas such as Consumers, Family, Shelter, Workplace and World Order.

### ASSESSMENT:

There are a variety of assessments throughout Years 11 and 12.

The HSC examination in this subject is of 3 hours duration and is divided into three sections which consists of multiple choice questions 20%, short responses 15% and essays 65%.

### COSTS: \$20.00

Students will also be expected to meet the costs associated with excursions and study days. A textbook will need to be purchased.

### CONTACT PERSON:

Ms Banks - Teacher

Mr McGarvey - Teacher

Ms Noonan - Head Teacher Social Science



# MATHEMATICS STANDARD

## 2 UNITS

### INTRODUCTION

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 HSC subjects.

### MATHEMATICS STANDARD OVERVIEW

YEAR 11 COURSE (120 HOURS)	Mathematics Standard Topics	Subtopics
	Algebra	<b>MS-A1</b> Formulae and Equations <b>MS-A2</b> Linear Relationships
	Measurement	<b>MS-M1</b> Applications of Measurement <b>MS-M2</b> Working with time
	Financial Mathematics	<b>MS-F1</b> Money Matters
	Statistical Analysis	<b>MS-S1</b> Data Analysis <b>MS-S2</b> Relative Frequency and Probability

At the end of Year 11 students will then choose the pathway Mathematics Standard 1 or Mathematics Standard 2. These are brand new courses and take the following paths:

### MATHEMATICS STANDARD 1 (Year 12)

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.

YEAR 12 COURSE (120 HOURS)	Mathematics Standard 1		Mathematics Standard 2
	Topics	Subtopics	Subtopics
	Algebra	<b>MS-A3</b> Types of Relationships	<b>MS-A4</b> Types of Relationships
	Measurement	<b>MS-M3</b> Right-angled Triangles <b>MS-M4</b> Rates <b>MS-M5</b> Scale Drawings	<b>MS-M6</b> Non-Right-angled Trigonometry <b>MS-M7</b> Rates and Ratios
	Financial Mathematics	<b>MS-F2</b> Investment <b>MS-F3</b> Depreciation and Loans	<b>MS-F4</b> Investments and Loans <b>MS-F5</b> Annuities
	Statistical Analysis	<b>MS-S3</b> Further Statistical Analysis	<b>MS-S4</b> Bivariate Data Analysis
	Networks	<b>MS-N1</b> Networks and Paths	<b>MS-N2</b> Network Concepts <b>MS-N3</b> Critical Path Analysis

### MATHEMATICS STANDARD 2 (Year 12)

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.

### HSC EXAMINATION SPECIFICATIONS

The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by providing clear links to syllabus outcomes; enabling students to demonstrate the levels of achievement outlined in the performance band descriptions; applying marking guidelines based on criteria that relate to the quality of the response; aligning performance in the examination each year to the standards established for the course.

Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). All students studying Mathematics Standard 2 will sit for a HSC examination. Examination specifications for Mathematics Standard 1 and Mathematics Standard 2 will be available in Term 3 2019.

### CONTACT PERSON

Mr Furner - Head Teacher Mathematics



# MATHEMATICS ADVANCED

## 2 UNIT

### INTRODUCTION:

The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication

### STUDENTS WHO WOULD BENEFIT FROM THIS COURSE:

The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such Engineering, Commerce and Science. Students should consult Careers Advisers to ascertain tertiary course prerequisites.

### MATHEMATICS OVERVIEW - YEAR 11

Year 11 course ( 120 hours )	Mathematics Advanced	
	Topics	Subtopics
	Functions	MA-F1 Working with Functions
	Trigonometric Functions	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and identities
	Calculus	MA-C1 Introduction to Differentiation
	Exponential and Logarithmic Functions	MA-E1 Logarithms and Exponentials
	Statistical Analysis	MA-S1 Probability and Discrete Probability Distributions

### MATHEMATICS OVERVIEW - YEAR 12

Year 12 course ( 120 hours )	Mathematics Advanced	
	Topics	Subtopics
	Functions	MA-F2 Graphing Techniques
	Trigonometric Functions	MA-T3 Trigonometry Functions and Graphs
	Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-C4 Integral Calculus
	Financial Mathematics	MA-M1 Modelling Financial Situations
	Statistical Analysis	MA-S2 Descriptive Statistics and Bivariate Data Analysis

### COURSE PRE-REQUISITE

Students should only attempt this course if they have demonstrated success at stage 5.3 in year 10.

ASSESSMENT : Year 11 - 3 Assessment Tasks

COURSE COSTS: Textbook

HSC Examination Specifications - will be available Term 4 2019

### CONTACT PERSON:

Mr Furner - Head Teacher Mathematics

# MATHEMATICS EXTENSION 1

## 1 UNIT

### INTRODUCTION:

The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

### YEAR 11 COURSE STRUCTURE

<b>Year 11 course ( 60 hours )</b>	<b>Mathematics Extension</b>	
	<b>Topics</b>	<b>Subtopics</b>
	Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
	Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
	Calculus	ME-C1 Rates of Change
	Combinatorics	ME-A1 Working with Combinatorics

### MATHEMATICS OVERVIEW - YEAR 12

<b>Year 12 course ( 60 hours )</b>	<b>Mathematics Advanced</b>	
	<b>Topics</b>	<b>Subtopics</b>
	Proof	ME-P1 Proof by Mathematical Induction
	Vectors	ME-V1 Introduction to Vectors
	Trigonometric Functions	ME-T3 Trigonometric Equations
	Calculus	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
Statistical Analysis	ME-S1 The Binomial Distribution	

### COURSE PRE-REQUISITE

Students studying the Extension 1 Course are expected to have achieved a demonstrated level of competence at stage 5.3.

Students who demonstrate competence in Year 11 in Extension 1 can study the Extension 2 Course in Year 12.

COURSE COSTS: Textbook only

Examination Specifications - will be available Term 3 2019

### CONTACT PERSON:

Mr Furner - Head Teacher Mathematics

# MODERN HISTORY

## 2 UNITS

### INTRODUCTION

Modern History consists of a 2 Unit Course in both Years 11 & 12. There is an Extension Course (1 Unit) available in Year 12 for those students who display high interest and outstanding ability, especially in research skills. Students can do both Modern and Ancient History. The course focuses on understanding the World of the 19th and 20th Centuries.

### PRE-REQUISITES

There are no pre-requisites for this course.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course suits students who are interested in historical studies and want to understand today's world. It develops communication skills, research skills and critical thinking skills. History is an asset for any student contemplating university study and it helps in careers such as journalism, law, education and the diplomatic service.

### CONTENT

#### Year 11

Students will complete the following Case Studies from a variety of National Depth Studies. Topics may include: The Making of Modern South Africa; The American Civil War; The Decline and Fall of the Romanovs or The Cuban Revolution. Students must also study a unit on Shaping the Modern World which may include: World War I. Lastly, students will also study "Investigating Modern History" and complete an individual Historical Investigation.

### ASSESSMENT:

There are 3 Assessment Tasks in Year 11 and 4 in Year 12. They include: research task, source analysis and essays. The HSC Examination consists of 4 sections each worth 25 marks. The first section requires students to analyse and interpret sources and apply their own knowledge. Sections II and III both have one extended response section IV contains two or three parts.

### CONTENT

#### Year 12

Students complete the study of 4 topics:

**CORE STUDY:** Power & Authority in the Modern World 1919-46 (focus on Nazi Germany)

**NATIONAL STUDIES:** Russia and the Soviet Union 1917-1941

**PEACE & CONFLICT:** Conflict in Europe 1935-45 or Conflict in Indochina 1954-1979

**CHANGE IN THE MODERN WORLD:** Apartheid in South Africa 1960-1994

### CONTACT PERSON

Ms Corliss - Head Teacher History

Ms Hibbert - Teacher

Mr McCarthy - Teacher

# MUSIC 1

## 2 UNITS

### INTRODUCTION

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

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

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

### PRE-REQUISITES

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

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

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

### CONTENT

#### Year 11

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

#### Year 12

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

EXCLUSIONS: Music 2

### ASSESSMENT:

<b>Year 11</b> Performance 25% Musicology 25% Composition 25% Aural 25%	<b>CORE</b> Internal HSC Performance 10% Musicology 10% Composition 10% Aural 25% <i>Three Electives 45%</i> <i>(Any combination of Performance Musicology or Composition)</i>	<b>CORE</b> External HSC Performance 10% Aural 30% <i>Three Electives 60%</i> <i>(Any combination of Performance, Musicology or Composition)</i>
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

### COSTS:

\$20.00

### CONTACT PERSON:

Ms Pfister - Head Teacher CAPA

Mr Forbes - Teacher Music

Ms Husband - Teacher Music

# MUSIC 2

## 2 UNITS

### INTRODUCTION

This course is for students who are experienced at playing an instrument or singing and have a good understanding of music theory. It assumes students have a formal background in music, have developed literacy skills and have some knowledge of musical styles. This course focuses on both Western Art Music (Orchestral/Operatic) and some popular contemporary styles.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Music 2 is intended for students who have a good understanding of music and the ability to apply that knowledge in analytical and practical activities. It is a full matriculation course and is most suitable for students wishing to further their musical career at tertiary level. The state-wide standard and competition in this course is very high. Students wishing to do the one unit extension must do this course.

### PRE-REQUISITES

Students must be able to read and write music fluently, have some understanding of harmony and music theory and have some formal training in singing or on their chosen instrument.

### CONTENT

#### Year 11

Through performance, composition, musicology and aural students will study:

1. Compulsory topic: Music 1600-1900
2. Additional topic: Music 1900-1945

#### Year 12

Through performance, composition, musicology and aural students will study:

1. Compulsory topic: Music of the last 25 years (with an Australian focus)
2. Additional Topic: to be chosen from a list of 6.

EXCLUSIONS: Music 1

### ASSESSMENT:

Year 11	Internal HSC	External HSC
Performance 25% Composition 25% Musicology 25% Aural 25%	Performance 20% Musicology 20% Composition 20% Aural 20% <i>One elective 20%</i> <i>(chosen from Performance, Composition or Musicology)</i>	Performance 15% Sight singing 5% Submitted composition 15% Written Musicology and Aural Exam 35% <i>Three electives 30%</i> <i>(Any combination of performance, composition, musicology)</i>

### COSTS:

\$20.00

### CONTACT PERSON:

Ms Pfister - Head Teacher CAPA

Mr Forbes - Teacher Music

Ms Husband - Teacher Music

# PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

## 2 UNITS

### INTRODUCTION

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

The course also includes a detailed study of movement and physical activity. Key scientific aspects to be studied include anatomy, physiology, biomechanics and skills acquisition.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

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

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

### PRE-REQUISITES

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

### CONTENT:

#### Year 11

Core Strands:	<ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul>	(30% time) (30% time)
Option Modules:	<ul style="list-style-type: none"> <li>• Fitness Choices</li> <li>• Outdoor Recreation or First Aid</li> </ul>	(20% time) (20% time)

#### Year 12

Core Strands:	<ul style="list-style-type: none"> <li>• Health priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul>	(30% time) (30% time)
Option Modules: (Choose two)	<ul style="list-style-type: none"> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Health of Young People</li> </ul>	(20% time) (20% time) (20% time)

### EXCLUSIONS:

Nil

### ASSESSMENT:

<b>School Assessment:</b>	Both Year 11 and Year 12 Courses are internally assessed. Tasks include: Formal exams, research and reports.
<b>HSC Examination:</b>	A three hour written paper. (multiple choice; short answer; extended responses)

### COSTS:

Year 11 \$12.00 and Year 12 Course \$12.00

Use of community facilities and equipment for some practical work will involve a small cost. Payment for these activities will be made at the venue.

Excursions will also incur a cost and details will be given several weeks before such activities.

### CONTACT PERSON:

Ms Blaszczyk - Head Teacher PDHPE

# PHYSICS

## 2 UNITS

### INTRODUCTION

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It focuses on the advanced concepts that students will need to succeed in tertiary study such as mechanics, electromagnetism, waves and the atom. It will extend and challenge students, while providing them with a greater understanding of how the universe works.

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.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is designed for students who are skilled in both Science and Mathematics. It is designed to prepare students for further studies in Physics that are required in Engineering, Medicine, Computing and Science at a university level.

### PREREQUISITES

Students should be concurrently studying at a minimum Mathematics. Physics is a demanding course and students would benefit from achieving at a Band 5 or 6 level in the Record of Student of Achievement (ROSA) in Stage 5 Science.

### CONTENT

Year 11	Year 12
<b>Module 1</b> Kinematics	<b>Module 5</b> Advanced Mechanics
<b>Module 2</b> Dynamics	<b>Module 6</b> Electromagnetism
<b>Module 3</b> Waves and Thermodynamics	<b>Module 7</b> Nature of Light
<b>Module 4</b> Electricity and Magnetism	<b>Module 8</b> From the Universe to the Atom

The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up to 15 hours of their course time in each of the Year 11 and Year 12 courses.

### ASSESSMENT

Assessment Components	Weighting %
<b>Skills in working scientifically</b>	60%
<b>Knowledge and understanding of course content</b>	40%
TOTAL	100%

### COSTS:

Pearson Physics textbook approx \$75.00. Excursion costs payable at time of excursion.

### CONTACT PERSON:

Mr Murdoch - Teacher  
Mr Thompson - Teacher  
Mr Pickering - Teacher  
Ms James - Teacher  
Ms Curran - Head Teacher Science

# SOCIETY & CULTURE

## 2 UNITS

### INTRODUCTION

Society and Culture provides an opportunity for students to develop a large number of personal and transferable skills. Communication and presentation skills, improvement of conceptual and problem solving ability, teamwork, verbal reasoning skills, leadership and research are emphasised in this course. It gives students an insight into societal structures and human relationships. It helps students to develop a sense of social responsibility by engaging critically with social issues at the micro, meso and macro levels of society. Students are equipped with an understanding of concepts, values, social and cultural research methods and experience in conducting ethical research accessing the State Library of NSW.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Students wishing to pursue tertiary studies will benefit due to the primary and secondary research component and the academic referencing required to complete the HSC PIP (Personal Interest Project).

The course is an excellent preparation for university subjects in the Humanities such as Sociology and Psychology, Development Studies, Public Relations, Communication, Cultural and Media Studies, Social Research, Anthropology, Archaeology, Politics, Tourism, Youth and Social Work, Health and even Teaching. The course will benefit any student who is interested in the influence of power, authority, identity, gender, technology and globalisation on society and culture.

### PRE-REQUISITES

There are no pre-requisites for the study of Society and Culture.

### CONTENT

#### Year 11

Three topics are studied:

- The Social and Cultural World - examines the interactions in the contemporary world and in societies across time.
- Personal and Social Identity - examines the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of cultural setting.
- Inter-cultural Communication - examines the nature of communication in different social, cultural and environmental settings to improve intercultural understanding.

#### Year 12

Topics studied: Personal Interest Project

- Social and Cultural continuity and change

Then students will do TWO of the following depth studies:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

### ASSESSMENT

Apart from School Assessment there is one paper in the HSC of two hours duration.

- This paper is user friendly and consists of 8 multiple choice, two - three short answer questions, and for each of the chosen two Depth Studies one short answer and one extended response - totalling 60 marks.
- An externally marked personal Interest Project is also submitted, which contributes 40 marks. It should be noted that 30% of class time is spent completing the project

### COSTS: \$27.00

Students will be expected to meet the costs associated with excursions and student inservicing in Sydney. The Personal Interest Project must be submitted as a PDF electronically. A text book will need to be purchased.

### CONTACT PERSON:

Ms Weston - Teacher

Ms Noonan - Head Teacher Social Science

Ms Banks - Teacher



# SOFTWARE DESIGN and DEVELOPMENT

## 2 UNITS

### INTRODUCTION

The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The Year 12 course builds on the Year 11 course and asks students to develop and document software application. Through this they will learn to solve a number of interesting and relevant software problems.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE

Software Design & Development offers opportunities for creativity and problem solving in a collaborative work environment. The subject provides students with the knowledge, understanding and skills necessary to pursue the exciting and highly paid employment opportunities that exist in the field of Information and Telecommunications Technology, Computer Science and Software Engineering. The subject provides students with various options in further university study.

### PRE-REQUISITES

There are no pre-requisites for this course.

### CONTENT

#### Year 11

• Concepts and Issues in the Design and Development of Software
• An Introduction to Software Development
• Developing software solutions through projects and practical activities.

#### Year 12

• Development and Impact of Software Solutions: social and ethical issues;
• Software Development Cycle
• Developing a Solution Package through a group and an individual project
• Programming paradigms

### ASSESSMENT:

Students will design and develop projects using application software. These projects may include:

- 1 Database design – small business
- 2 Group Project Website Design
- 3 Workshops Visual Basic Programming Tutorials
- 4 Workshop Projects including online interactive games
- 5 Mobile phone/tablet App development
- 6 Group project website design and an online ecommerce store
- 7 Individual project – Strategy game

### COSTS:

Year 11 - \$15.00

Year 12 - \$15.00

Covers the cost of teaching materials, replacement of consumable items and hardware and software costs associated with this course. Students will need to purchase a required text in both Year 11 and 12

### CONTACT PERSON:

Mr Ford – Teacher TAS

Ms Whitton – Head Teacher TAS

# STUDIES OF RELIGION

## 2 UNIT

### INTRODUCTION

Studies in Religion consists of a 2 Unit course in both Year 11 and Year 12. This course explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness of and respect for cultural diversity in the Australia society.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE

This course suits students who are interested in cultural, social and historical studies and want to understand today's societies. It develops communication skills, research skills and logical thinking skills. Studies in Religion is an asset for any student contemplating University study and it helps in careers like Journalism, Social Work, Law, Education and the Diplomatic Service.

### PRE-REQUISITES

There are no pre-requisites for this course.

### CONTENT

#### Year 11

Students will begin with 3 Compulsory Foundation Studies. They will include: The Nature of Religion, Australian Aboriginal Beliefs & Spiritualities - The Dreaming and Religion in Australia pre 1945. They will then study the Religious Traditions studies from the following topics: Origins, Principal Beliefs, Sacred Texts and Writing, Core Ethical Teachings and Observations. Lastly, students will study the Religions of Ancient Origins including Nordic, Aztec, Celtic and Shinto societies.

#### Year 12

Students complete the following topics, extending the concepts studied in Year 11.

#### **COMPULSORY FOUNDATION STUDIES**

Contemporary Aboriginal Spiritualities

Religious Expression in Australia - 1945 to the Present

#### RELIGIOUS TRADITIONS DEPTH STUDIES:

Buddhism, Christianity, Hinduism, Islam, Judaism, looking at: Significant People & Ideas, Ethics and Significant Practices in Life Adherents.

#### RELIGION AND PEACE:

The response of religious traditions to peace including inner and world peace

EXCLUSIONS: Nil

### ASSESSMENT:

A variety of Assessment Tasks are set in both Years 11 & 12. They include: research task, oral tasks, group work, and short answer responses. The HSC exam of 3 hours duration and includes multiple choice based on stimulus material, short and long responses. This course counts towards an ATAR.

### COSTS:

Booklets are prepared for students so a \$10.00 fee may be charged to defray printing costs.

### CONTACT PERSON:

Ms Corliss - Head Teacher History

# TEXTILES AND DESIGN

## 2 UNITS

### INTRODUCTION

Over the two years you will study the design and construction of textile items, fashion drawing techniques, textile design, the textile industry, fabric decoration techniques, history and culture of fashion, contemporary designs and the properties and performance of textiles. Practical experiences are integrated throughout the course covering project work, fashion illustrating, experimental tasks, fabric decoration, garment construction, interior furnishings, textile art and costume construction.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is suitable for creative students who may wish to pursue a career in the following pathways: fashion designer, costume designer, interior decorator, graphic designer, jeweller, set designer, fashion co-ordinator, textile technician and many more. This course is open to all students.

### PRE-REQUISITES

There are no formal pre-requisites. Students require strong research and reporting skills, independent work skills, time management skills, problem solving and organisational skills.

### COURSE CONTENT

#### YEAR 11

• Design	40%
• Properties and Performance of Textiles	50%
• The Australian Textiles, Clothing, Footwear and Allied Industries	10%
Students will complete two mandatory design projects in the Preliminary Course	

#### YEAR 12

• Design	20%
• Properties and Performance of Textiles	20%
• The Australian Textiles, Clothing, Footwear and Allied Industries	10%
• Major Textiles Project	50%

The Major Textile Project allows students to develop a textile project throughout the HSC course that reflects cultural, historical or contemporary aspects of design. This project is assessed externally by the NSW Education Standards Authority (NESA) markers.

### ASSESSMENT:

Assessment tasks through the course may include design projects and portfolios, research tasks, oral presentations, experimental work, construction, etc.

The HSC examination is 1½ hours in duration - value of 50%. The Major Textile Project (MTP) carries a weighting of 50%.

### COSTS:

Year 11: \$40.00

Year 12: \$40.00

Students will need to supply their own fabrics and materials for the major projects.

Assessment :	Weighting %
HSC 1 1/2 Hours	50%
MTP	50%

### CONTACT PERSON:

Ms Parker-Kennedy - TAS

Ms Whitton - Head Teacher TAS

The MTP is a practical project from one of the following areas: Costume, Furnishings, Apparel, Textile Art and Non-Apparel eg. toys.

# VISUAL ARTS

## 2 UNITS

### INTRODUCTION

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

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This subject is suitable for any student who has the inclination to develop concepts and thoughts along a creative path. The wide variety of media allows all students to develop works to a successful end.

### PRE-REQUISITES

Nil

### CONTENT

#### Year 11

Making Artworks  
Art Criticism and Art History

#### Year 12

Development of Body of Work  
Art Criticism and Art History

### EXCLUSIONS:

- 1U Ceramics students cannot include Ceramics in B.O.W.
- 1U & 2U Photography students cannot include Photography in B.O.W.
- 1U Visual Design students cannot include Visual Design projects in the B.O.W.

### ASSESSMENT:

#### Year 11

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

#### Year 12

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

External - 1½ hr written paper = 50%

- Body of Work = 50%

### COSTS:

Year 11 - \$80.00

Year 12 - \$80.00

### CONTACT PERSON:

Ms Pfister - Head Teacher – CAPA

# **BOARD DEVELOPED VET FRAMEWORK COURSES**

**Contribute to the ATAR**

- VET - Entertainment Industry
- VET - Hospitality
- VET - Retail Services



## 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

This Course is available as	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)
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> 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>				

<b>Board Developed Course</b>	<b>Category B</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.	
<b>Course description</b> - 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 <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>	

<b>Course structure:</b> 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>			
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
CUALGT301	Operate basic lighting	<b>Elective Units</b>	(35 hours minimum)
CPCCOHS1001A	Work safely in the construction industry	CUASMT301	Work effectively backstage during performances
CUAWHS302	Apply work health and safety practices	CUASTA202	Assist with bump in and bump out of shows
CUASTA301	Assist with production operations for live performances	CUALGT304	Install and operate follow spots
CUAVSS302	Operate vision systems	CUASOU306	Operate sound reinforcement systems
CUAIND301	Work effectively in the creative arts industry	MEM18002B	Use power tools/hand held operations
<b>Course contribution (to be made directly to school):</b> \$80.00 Year 11 and \$80 Year 12 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>			
<b>Refunds:</b> 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>			
<b>Course specific resources and equipment:</b> Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> <li>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.</li> </ul>	

**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](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.

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

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

This Course is available as 2 Units x 2 years/240 hours

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

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

<b>Board Developed Course</b>	<b>Category B</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.	
<b>Course description</b> - 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 <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>	

**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	
SITXFA001	Use hygienic practices for food safety	SITHCCC001	Use food preparation equipment
SITXWHS001	Participate in safe work practices	SITHCCC002	Prepare and present simple dishes
BSBWOR203	Work effectively with others	SITHCCC006	Prepare appetisers and salads
SITHIND002	Source and use information on the hospitality industry		
SITXCCS003	Interact with customers		
SITHFAB004	Prepare and serve non-alcoholic beverages		
SITHFAB005	Prepare and serve espresso coffee		
SITHFAB007	Serve food and beverage		
<b>Qualification Core</b>			
SITXCOM002	Show social and cultural sensitivity		
SITHIND003	Use hospitality skills effectively		

**Course contribution (to be made directly to school):**      **\$180 (Year 11)      \$160 (Year 12)**  
 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*

<p><b>Course specific resources and equipment:</b>          Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.  <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>	<p><b>Students will be required to wear fully enclosed leather shoes for practical lessons. All other Personal Protective Equipment will be provided. Students will need to purchase a black shirt and black pants for functions. Students will be required to attend a mandatory Barista Course (no course fee required) at a date to be advised</b></p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



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

### 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

#### Optional HSC examination

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

#### N Determinations

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

#### Appeals

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

#### Qualification changes and updates

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

#### Foundation skills:

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

#### School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

**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 <b>the volume of learning</b> and the <b>amount of training</b> 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>			

<b>Board Developed Course</b>	<b>Category B</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.	
<b>Course description</b> - 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 <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>	

<b>Course structure:</b> 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	SIRXSLS002	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
SIRXSLS001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
<b>Course contribution (to be made directly to school):</b> \$20.00 Year 11 and \$10 Year 12 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> <b>Refunds:</b> 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>			
<b>Course specific resources and equipment:</b> 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>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="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</a>			

### Assessment and course completion

#### Competency-based assessment

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

#### Credit Transfer and Recognition of Prior Learning (RPL)

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

#### Mandatory Work Placement

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

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

#### Optional HSC examination

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

#### Specialisation studies

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

#### N Determinations

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

#### Appeals

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

#### Qualification changes and updates

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

#### Foundation Skills

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

#### School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

**SPECIAL PROGRAM  
OF STUDY**

**BOARD DEVELOPED  
LIFE SKILLS COURSES**

**Do not contribute towards the ATAR**

# SPECIAL PROGRAMS OF STUDY

## LIFE SKILLS COURSES

### STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs will be able to access the Higher School Certificate using any combination of:

- Board Developed Life Skills Courses and/or
- Board Developed Courses and/or
- Board Endorsed Courses (including Content Endorsed Courses).

The Board has developed 2 Unit Life Skills Courses for Stage 6 in:

- Creative Arts Life Skills
- Dance Life Skills
- Drama Life Skills
- Music Life Skills
- Visual Arts Skills
- Community and Family Studies Life Skills
- English Life Skills
- Human Society and Its Environment Life Skills
- Aboriginal Studies Life Skills
- Ancient History Life Skills
- Business and Economics Life Skills
- Citizenship and Legal Studies Life Skills
- Geography Life Skills
- Modern History Life Skills
- Society and Culture Life Skills
- Studies of Religion I Life Skills
- Studies of Religion II Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Science Life Skills
- Technology Life Skills
- Agriculture Life Skills
- Design and Technology Life Skills
- Food Technology Life Skills
- Industrial Technology Life Skills
- Information Processes and Technology Life Skills
- Textiles and Design Life Skills
- Work and the Community Life Skills

The enrolment of a student in Life Skills Courses for the Higher School Certificate will be the result of an **Individual Transition Planning** process developed by The Learning Support Team that addresses how the student's study will contribute to his or her transition from school to adult life. This transition is achieved through a process of ongoing planning involving the student, parents and all those concerned with his or her welfare.

Students with special education needs must meet all eligibility and pattern of study requirements for the Higher School Certificate.

Generally, entry to Life Skills Courses for the Higher School Certificate will be restricted to students who have completed at least four Life Skills Courses in Years 7-10. Contact Head Teacher Wellbeing for more information.

#### WHO SHOULD ENTER A SPECIAL PROGRAM OF STUDY?

Generally, students who have:

- gained the Record of School Achievement (ROSA)
- completed at least 4 Generic Life Skills courses in Stage 5
- an Individualised Transition Plan.

or special circumstances that will be considered by the School, may enrol in Life Skills courses in Stage 6.

#### SATISFACTORY COMPLETION OF COURSES

As for all subjects, a student will be considered to have completed a Stage 6 Life Skills course satisfactorily if the student has:

- followed the program developed from the relevant Life Skills syllabus
- applied themselves with diligence and sustained effort to the set tasks and experiences of the program
- achieved some or all of the course outcomes for Life Skills (refer to the Student Profiles).

#### INDIVIDUAL TRANSITION PLANS

Principals are required to certify that enrolment in a Stage 6 Life Skills program is part of an Individual Transition Planning process which prepares students for adult life in terms of:

- employment
- further education and training
- and community living
- work and the community life skills.

#### WHAT WILL STUDENTS WHO SUCCESSFULLY COMPLETE THE HSC RECEIVE?

Students will receive a:

- Testamur featuring the student's name and a statement of satisfactorily completing the requirements for the award of an HSC.
- Record of Achievement which lists all of the courses satisfactorily completed (and a result where applicable).
- Student Profile, where applicable, from the school which notes the individual outcomes achieved in each Life Skills Course.
- Where a student completes a Board Developed Course (including the HSC Examinations), relevant documentation will be provided as a part of the HSC Portfolio.

# **BOARD ENDORSED COURSES**

## **TAUGHT AT WBHS**

**Do not contribute towards the ATAR**

- Ceramics
- Exploring Early Childhood
- Marine Studies
- Photography, Video & Digital Imaging
- Sport, Lifestyle and Recreation
- VET - Sports Coaching
- Work Studies

# CERAMICS

## 2 UNITS

### INTRODUCTION

Ceramics is the art and technology of forming, firing and glazing clay to make a range of products. This course investigates contemporary applications of Ceramics in traditional forms and expressive, sculptural forms. Students are encouraged to empathise with the properties of natural materials and develop skills that are associated with the making, glazing, firing and appreciation of Ceramics.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is suitable for students who wish to develop skills in Ceramics and the creative process. It provides opportunities for students to learn the artistic, technical and vocational applications of Ceramics.

### PRE-REQUISITES

N.A.

### CONTENT – 3 – 6 MODULES

- Technical aspects of Ceramics.
- Undertaking of Ceramics as an art form.
- An accomplishment and understanding of the different interpretations and explanations of what is Ceramics.
- Technical and conceptual accomplishment.
- Critical and Historical understanding.
- An awareness of the terms artist, ceramist, sculptor, designer and maker as being people who work in the field of Ceramics.

### EXCLUSIONS:

Students undertaking Visual Arts and Ceramics in Year 12 may not produce Ceramic forms in the Body of Work.

### ASSESSMENT:

2 Unit Year 11 and/or Year 12

Component	Weighting
Making	70%
Critical and Historical Studies	30%

### COSTS:

\$60.00

### CONTACT PERSON:

Ms Pfister - Head Teacher CAPA  
Ms Armstrong - Teacher Visual Arts  
Ms Dorsett - Teacher Visual Arts



# EXPLORING EARLY CHILDHOOD

## 2 UNITS

### INTRODUCTION

This course aims to develop an awareness and understanding of the growth, development and learning of young children. It has both practical and theoretical components.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is suitable for students interested in careers in child care, welfare, sociology, psychology etc. It also contains valuable concepts for all young people and so would be suitable for all students.

### CONTENT

This course is comprised of modules focusing on Child Growth and Development, Play and the Developing Child, Pregnancy and Childbirth, Promoting Positive Behaviour, Starting School and Children's Literature.

### ASSESSMENT:

There is NO external HSC examination for this course. Students will also participate in a range of practical exercises. Assessment tasks throughout the course might include research assignments, oral presentations, practical exercises.

### COSTS:

Year 11:	\$35.00
Year 12:	\$35.00

### CONTACT PERSON:

Ms O'Keefe - Head Teacher - Teaching and Learning

# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

## 2 UNITS

### INTRODUCTION

This course offers students the opportunity to explore contemporary artistic practices that make use of photography and digital imaging. This course makes allowances for the changing boundaries of the photographic medium due to the widespread use of digital technologies. Photography encompasses the taking of the image, the manipulation of these images through technology and the manipulation of images through papers, chemicals and darkroom practice and techniques. The subject matter of this course offers the opportunity to investigate art, design, television, film, video, massmedia and multimedia.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course is suitable for students with an interest in the practical and creative process of photography, darkroom practice and digital imaging. Students will learn the artistic and vocational applications of photography and digital imaging.

### PRE-REQUISITES

N.A.

### CONTENT – 3 – 6 MODULES

- Technical aspects of photography and digital imaging.
- Undertaking of photography and digital imaging as an art form and as a communications tool.
- A knowledge of the changing boundaries of the photographic medium through technology.
- An awareness of career paths involving photography and digital imaging.

### EXCLUSIONS:

Students undertaking Visual Arts & Photography in Year 12 may not produce photographic imagery in their Body of Work.

### ASSESSMENT:

2 Unit Year 11 and/or Year 12

Component	Weighting
Making	70%
Critical and Historical Studies	30%

### COSTS:

\$130.00 – 2 Unit

### CONTACT PERSON:

Ms Pfister - Head Teacher CAPA

Ms Dorsett - Teacher Visual Arts

Mr Burton - Teacher Visual Arts

# MARINE STUDIES

2 UNITS

## INTRODUCTION

We are lucky to be so close to the marine environment in Warners Bay. As a consequence, students have a great interest in the local ecosystem and benefit greatly from learning marine based science concepts. In conjunction with a general science focus, the Marine Science course will cover a variety of skill based practical lessons related to recreation and the use of marine resources. Some of these may include snorkelling, fishing, preparing seafood and boat building.

This course is a general interest Science course. It is a non-ATAR course and is not as academically challenging as the other science courses. It has been designed for students who enjoy practical work and have an interest in the marine environment. It has both practical and theory components. Students should be prepared to complete science based research and theory lessons to support the practical components of this course.

## STUDENS WHO WOULD BENEFIT FROM DOING THIS COURSE?

This course will benefit students who have an interest in developing knowledge and skills related to the marine environment. It is suitable for all ability levels.

## PRE-REQUISITES

There are no prerequisites for this course.

## CONTENT:

(\*Please note that this is subject to slight change based on teacher and resource availability)

Year 11 – 120 hours	Year 12 – 120 hours
<ul style="list-style-type: none"><li>- Mandatory Core</li><li>- Anatomy and Physiology of Marine Organisms</li><li>- Estuarine Studies</li><li>- Skin Diving and Diving Science*</li><li>- Navigation – Marine craft construction and repair*</li><li>- Seafood Handling and Processing*</li></ul>	<ul style="list-style-type: none"><li>- Dangerous Marine Creatures*</li><li>- Commercial and Recreational Fishing*</li><li>- Skin Diving and Diving Science*</li><li>- Boating – Marine craft construction and repair*</li><li>- Seafood Handling and Processing*</li><li>- Pilotage and Navigation*</li></ul>

ASSESSMENT: (No Formal Assessment – however grade will be based on assessment as follows)

Component	Weighting (%)
Practical Skills	60
Knowledge and understanding of course content	40
	100

## COSTS:

Year 11 \$40 and Year 12 \$40 - for materials used in class and there will be excursion costs payable at time of excursion. No mandatory textbook for course.

## Contact Person:

Ms Curran – Head Teacher Science

Mr Pickering - Teacher

Mr Thompson - Teacher

# SPORT, LIFESTYLE and RECREATION

## 2 UNITS

### INTRODUCTION

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

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

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

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

The Sport and Recreation industry is a major growth industry.

### PRE-REQUISITES

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

### CONTENT:

The modules covered by students at this school may include:

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

### EXCLUSIONS:

Nil

### ASSESSMENT:

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

### COSTS:

Year 11 - \$10.00 and Year 12 Course \$10.00

Use of community facilities/equipment for some activities will involve a small cost. Payment for these activities will be weekly and payable at the venue.

Excursions will also incur a cost and details of these activities will be given several weeks before the event.

### CONTACT PERSON:

Ms Blaszczyk - Head Teacher PDHPE

### SIS20513 Certificate II in Sport Coaching

Statement of Attainment towards SIS20513 Certificate II in Sport Coaching

#### 2020 STAGE 6 COURSE DESCRIPTION – SPORT COACHING

This Course is available as	2Unit x 2years/240 hours
<i>The <b>volume of learning</b> usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>	
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>	

<b>Board Endorsed Course</b>	<b>Nil</b> status for Australian Tertiary Admission Rank (ATAR)
This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the <a href="#">Australian Apprenticeships Training Information Service</a> :	

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

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

**Course contribution (to be made directly to school):**      \$20 Preliminary      \$20 HSC

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

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

**Course specific resources and equipment:**

Due to the specific nature of training and assessment in this industry area, the following specific resources and

- Students must complete a registered 1<sup>st</sup> Aid course as a requirement of the Certificate II SIS20513
- **School stationery equipment.**
-

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 Board's website at [www.boardofstudies.nsw.edu.au/voc\\_ed/exclusions.html](http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html).

**Assessment and course completion**

**Competency-based assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

**Credit Transfer and Recognition of Prior Learning (RPL)**

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

**Mandatory Work Placement**

Students undertaking this course are not required to complete work placement.

**Optional HSC examination**

There is no HSC Examination for this course.

**Specialisation studies**

There are no specialisation studies associated with this course.

**N Determinations**

Where a student has not met NSW Board of Studies, Teaching & Educational Standards (BOSTES) 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 BOSTES requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

**Appeals**

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

**Qualification changes and updates**

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

**Employability skills:**

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

**School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

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

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

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

# WORK STUDIES

## 2 UNITS

### INTRODUCTION

Work studies is designed to assist students in their transition from school to work. It develops, knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

Work Studies is designed to give students the skills and attitudes that are necessary for entry into the workplace. Work Studies cannot be used for university entrance.

Work Studies can be combined with any VET course and would offer increased opportunity for employment within the vocational field.

Students will be involved in workplace learning that will reinforce the school based learning modules and expand employment related skills.

### STUDENTS WHO WOULD BENEFIT FROM DOING THIS COURSE?

Work Studies is suited for those students intending to enter the workforce at the completion of their formal schooling and who may continue their tertiary education in the TAFE system.

### CONTENT

#### Year 11

Transition from school to Work, Career Planning, Preparing Job Applications and Workplace Communication.

#### Year 12

Includes modules such as Teamwork and Enterprise Skills, Managing Work and Life Commitments, Personal Finance, Self Employment and Workplace Issues.

### ASSESSMENT:

There is no external HSC examination but the assessment is recorded on their HSC credential. Assessment tasks throughout the course include research assignments, presentations and practical exercises.

### WORK PLACEMENTS

Work placements are a part of the Term 2 Curriculum.

FEES: \$20.00

### CONTACT PERSON:

Ms Lavis

Ms Sommer

# EXTERNAL DELIVERY OF VET

- The external delivery of VET can occur through TAFE or other private providers.
- Students at Warners Bay High School may apply for ONE - 2 unit externally delivered VET course
- Students need to apply in Term 3 and must:
  - submit an 'Expression of Interest'
  - submit a separate application form through the school to the external provider
  - include their Unique Student Identifier (USI) which is a reference number needed for VET courses.

See Ms Sommer for details regarding courses and the application process.