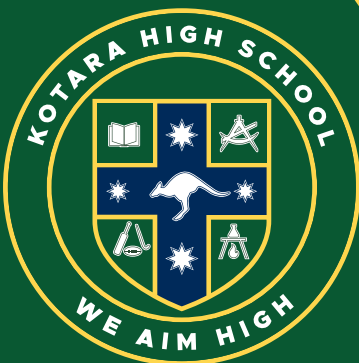


**KOTARA HIGH SCHOOL**  
*We Aim High*

# **YEAR 10 to 11**

## **Information Booklet**



**2023**

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# GLOSSARY

**STUDENTS ONLINE WEBSITE** - <https://studentsonline.nesa.nsw.edu.au/>

<b>NESA</b>	NSW Education Standards Authority
<b>UNIT</b>	a measure of marks / time per subject...1 unit is equal to 50 marks in the HSC and 3 periods on the school timetable so a 2 unit subject is 100 marks and 6 periods.
<b>BDC</b>	Board Developed Course ... has a HSC exam to sit
<b>BEC</b>	Board Endorsed Course ... doesn't count towards ATAR
<b>ATAR</b>	Australian Tertiary Admissions Rank (used as entry for university courses)
<b>UAC</b>	University Admissions Centre (calculate ATAR and manage university preferences)
<b>VET</b>	Vocational Education Training – courses that are competency based
<b>TVET</b>	TAFE delivered VET courses
<b>SBAT</b>	School Based Apprenticeships and Traineeships
<b>PATHWAYS</b>	Choice for students to undertake their HSC over several years (maximum 5 years) rather than 2 years

## PRINCIPAL'S MESSAGE

Senior High School provides you with opportunities to take different pathways to your preferred future. This prospectus is designed as part of decision time to help you choose the appropriate pathway and the most suitable subjects for Years 11 and 12.

The subject choice decisions you make now will give you the opportunity to plan for the future.

**To ensure that your decisions are appropriate, you are advised to:**

1. Read carefully the information provided in this prospectus.
2. Investigate the requirements for your possible career interests by obtaining information from the Careers Adviser, Mrs Ann McPherson.
3. Check with your teachers about your ability with relation to the specific courses you may be considering, and the workload that will be expected of you. Be realistic about your selections.
4. Try to make course selections which allow suitable options for your preferred future career path. Remember that most university courses do not have pre-requisites, but merely recommended areas of study.
5. Consider part-time study for the Higher School Certificate. It may provide a most useful means of balancing study and other commitments of talented students such as those in sport or the arts.
6. As in Junior School, we will try to satisfy the choices of as many students as possible. But the final courses offered will depend on the number choosing each course.

Make sure you have read and understood the information provided in the prospectus and take the time to ask questions at one of the sessions concerning subject selection.

From these choices we will develop a best fit subject line pattern and classes will be created.

It is crucial that you consult widely before making selections. You can be assured that we will endeavour to satisfy all students' choices but inevitably that will not be possible.

Some subjects with small candidatures will be unable to run and others may run with reduced face to face period allocations.



Mark Snedden  
Principal

## SENIOR CURRICULUM CHOICES

For most Year 10 students there is very little choice about continuing into the senior years. It is a legal requirement that all students remain at school until the age of 17 years unless they have an apprenticeship, a traineeship, a full time job (a minimum of 25 hours per week) or are enrolled full time at TAFE or in a registered alternative institution. None of these are easy to come by when leaving Year 10.

The major decision you need to be asking yourself is how am I going to make the HSC work for me. Will it take me to study at university or TAFE, allow me to gain an apprenticeship or traineeship or open the door to work that is going to be satisfying and rewarding?

Below is a check list of questions which may help you to clarify where you are at the moment. The areas listed are critical to your success in the Higher School Certificate and to your balanced development as an individual. Keep in mind when answering these questions that a range of traditional and vocational courses, school based apprenticeships and traineeships are all available as part of your HSC studies.

- What is my goal or purpose for doing the HSC?
- Is the goal / career a realistic one for me at this time?
- What type and level of HSC subjects should I take at this time?
- Am I genuinely willing to undertake more demanding senior studies?
- Do I have good study habits now?
- Have I earned consistently good grades **for my ability level** in subjects I have studied in the junior school?
- Do I spend a reasonable amount of time reading?
- Do I have a positive attitude towards work, authority and regulation?
- How can I continue to meet the school's Code of Conduct during the next two years?
- Are my expectations realistic in relation to my academic potential, past performance, attitude and interest?
- Will a poor HSC result affect my chances of future employment?
- Am I prepared to balance my study and employment commitments?

**Note:** If you have answered NO to a number of questions, then you will need to give very close consideration to what and how I must change to make my HSC work for me. Talk to the Careers Adviser, your Year Adviser, the Deputy Principals and the Principal as we are all here to help and we know what options are available to you to meet your goal or purpose.

# WHY SUBJECT CHOICES ARE IMPORTANT?

- The subjects you do study at school can, and often will, determine the type of career you choose.
- Studying subjects that you like and that interest you make life at school more enjoyable.
- You are more likely to do well at a subject if you enjoy it.

## How to decide

Ask yourself the following questions:

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

**Note:** In most cases, the best subjects to take are the ones you like the most. If you select subjects you are interested in, you are more likely to do well.

Use the following as a guide when choosing subjects:

- Ability ... choose subjects that you are good at
- Interest ... choose subjects you enjoy
- Motivation ... choose subjects you really want to study

## Part-Time Study or Pathways

Students can now extend the time taken to study for their HSC to five years. Even if a student only extends the study by one year (taking three years), the option of studying part-time can advantage students of all ages, abilities and career aspirations by:

- Easing the workload by reducing the number of units studied in any one year.
- Allowing greater flexibility in subject choice.
- Providing more time to do part-time work and to build up career related work experience.
- Creating more opportunities to do courses at institutions other than school, mainstream TAFE courses, part-time courses at private colleges.
- Freeing up time for students with special talents and interests to pursue their goals while remaining at school (eg. sports, music, art, dance, acting).
- Relieving the stress on those who suffer “over-load” and “burn-out”.
- Generally providing greater flexibility for young adults trying to combine all the conflicting interests of education, career development and employment, sports, hobbies and social life.
- Students suffering illness.

## PARENTS – HOW CAN I HELP

Many parents ask “**How can we help? It is so different from my senior school. There are so many choices**”.

Below are just a few suggestions:

- Be interested, supportive, encouraging and positive towards your child and their needs.
- Help promote realistic aspirations and goals with them.
- Do not apply too much pressure on them to achieve. It can be counterproductive.
- Look for and praise areas where they do well. Make this an ongoing attitude.
- Help them explore career areas which interest them (even if they don't interest you).
- Encourage them to be responsible for their actions.
- Try not to impose your wishes on them. Understand that their needs and desires may not be the same as your own.
- Encourage them to think broadly.
- Seek professional advice on what would suit their particular needs, interests and abilities.
- Let subject choices be guided by your child's interests and abilities.
- Treat each child as an individual.

## WHAT TYPES OF COURSES CAN I SELECT?

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

### **Board Developed Courses**

These courses are developed by NESA (NSW Education Standards Authority). There is a syllabus for each course which contains:

- The course objectives, structure, content and outcomes.
- Specific course requirements.
- Assessment requirements.
- Sample examination papers and marking guidelines.
- The performance scale (except for Vocational Education and Training Courses).

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

### **Board Endorsed Courses (BEC)**

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

Content Endorsed Courses (CECs) have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses.

Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies. We currently have no school designed courses on offer at Kotara High School.

## Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are either Board Developed or Board Endorsed and are offered as part of the Higher School Certificate. They enable students to study courses, that are delivered at school by teachers with additional training, which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

There are 6 VET courses currently offered at Kotara High School: Construction, Retail Services, Hospitality, Business Services. These are all **Board Developed Courses (ATAR)**. Sports Coaching and Metals & Engineering are also offered, and are **Board Endorsed Courses (Non-ATAR)**. A wide range of VET courses delivered by TAFE are also available with most being Content Endorsed courses.

## WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

### 2 Unit Courses

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

### Extension Courses

Extension study is available in a number of subjects. These courses build on the content of the 2 Unit Course and carry an additional value of 1 Unit. They require students to work beyond the standard of the 2Unit Course, extension courses are available in:

- English
- Mathematics
- History
- Music
- some Languages
- some VET framework courses

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension Course in these subjects before proceeding to the HSC Extension Courses (Extension 1 and Extension 2).

The Extension 2 course requires students to work beyond the standard of the Extension 1 Course.

HSC Extension Courses in subjects other than English and Mathematics are offered and examined in Year 12 only. Each extension course has a mark value of 50 marks.

### 1 Unit Courses

Each one unit course has a mark value of 50. Studies of Religion is a 1 unit Board Developed Course which is also offered for examination at HSC level.

The booklet, **University Entry Requirements**, published by UAC, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. It can also be accessed on the internet at [www.uac.edu.au](http://www.uac.edu.au)



## ASSESSMENT AND REPORTING

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's ROSA (Record of Student Achievement).
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
  - The HSC Testamur
  - (The official certificate confirming your achievement of all requirements for the award.)
  - The Record of Achievement
  - Course Reports

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

# VET COURSE INFORMATION

The following information refers to all school based VET courses offered at Kotara High School:

## Competency-based Assessment

Students in these courses 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.

## Optional HSC examination

Students completing these courses 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 NESA course completion criteria, including meeting work placement requirements – 35hrs (Prelim) / 35hrs (HSC), they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards AQF VET qualification.

## Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through the school using the same process as other subjects.

Statements of Attainment in partial completion of these Certificates are also available.

Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

For more information on possible outcomes please visit the NSW NESA website:

[http://www.boardofstudies.nsw.edu.au/voc\\_ed](http://www.boardofstudies.nsw.edu.au/voc_ed)

A school-based traineeship is available in these courses, for more information: <http://www.sbatinnsw.info/>

## FREQUENTLY ASKED QUESTIONS

### What does VET mean?

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

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

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

### What is reported on the HSC?

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

## **What are competencies?**

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

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

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

## **What is the Australian Quality Framework (AQF)?**

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

## **What are Australian Qualification Framework (AQF) qualifications?**

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

## **What are Industry Curriculum Frameworks?**

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

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

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

## **What are Specialisation Courses?**

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

## **Why is work placement compulsory in some VET courses?**

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

## **Who delivers VET to students?**

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

## **What is RPL?**

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

## What is Credit Transfer?

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

## How do employability skills relate to VET courses?

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

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

## SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS – SBAT

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

Key feature of School Based Apprenticeships and Traineeships – SBATs School Based Apprentices are required to:

- Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years full time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in the Vocational Training Order (VTO) by 31 December of the year they will complete their HSC. Enrol in a minimum Certificate III AQF qualification.
- School Based Trainees are required to:
- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
- The minimum training term nominated on the training contract for a school based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

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

Our School Based Part-Time Traineeship Co-ordinator supports schools with more information on School based Traineeships. <http://www.sbatinnsw.info/>

## NON-MATRICULATION HSC

This type of HSC is suited to a student who is aiming towards senior schooling in Year 11 and Year 12 followed by entry into the workplace with the option of undertaking a TAFE course or attending a university later in life.

**\*\*** It must be noted that this HSC **does not** give the student an Australian Tertiary Admissions Rank (ATAR). An ATAR is needed for entry to most university courses when entry immediately follows the HSC year. Therefore, if a university course is one of your choices, the non-matriculation HSC **will not** allow you entry to such a course, in the following year. However, it is possible for people to enter University once 21 years of age is reached, via mature age entry. There are also many other methods of gaining entry to university. Please contact the career adviser or the University to discuss these options.

The Non-Matriculation HSC gives the following benefits to students:

- An HSC to present to employers
- Valuable experience in work placement for one third of each VET course.
- Vocational courses which are dual accredited by the Board of Studies and the Australia Qualifications Framework (AQF)
- An alternative pathway leading to high levels of accreditation at TAFE and in other educational institutions.

**It must be noted that students in year 11 Preliminary Course have access to Traineeships and Apprenticeships that can be done while at school. Please see the Careers Adviser for information regarding these options.**

### **A part-time traineeship involves**

- Formal training – based on a national training package providing an AQF II. This is usually delivered at school as a VET ICF course of at least 2 units x two years (240 hours) for the HSC. Some courses are delivered by TAFE.
- Paid employment under a formal industrial agreement – a training wage is paid for about 1100 hours of work. Compliance with the formal training and work requirements of the Vocational Training Order.
- Study – at school in other HSC subjects.

## LIFE SKILLS 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 Preliminary and HSC years.

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

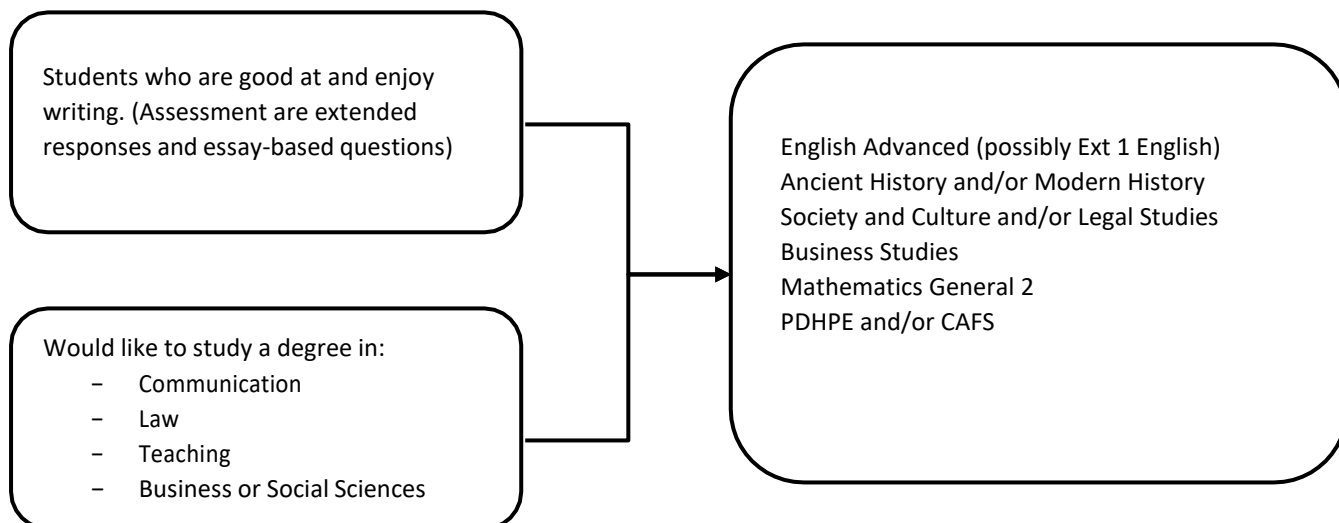
NESA expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

# SCENARIOS TO CONSIDER WHEN CHOOSING SUBJECTS

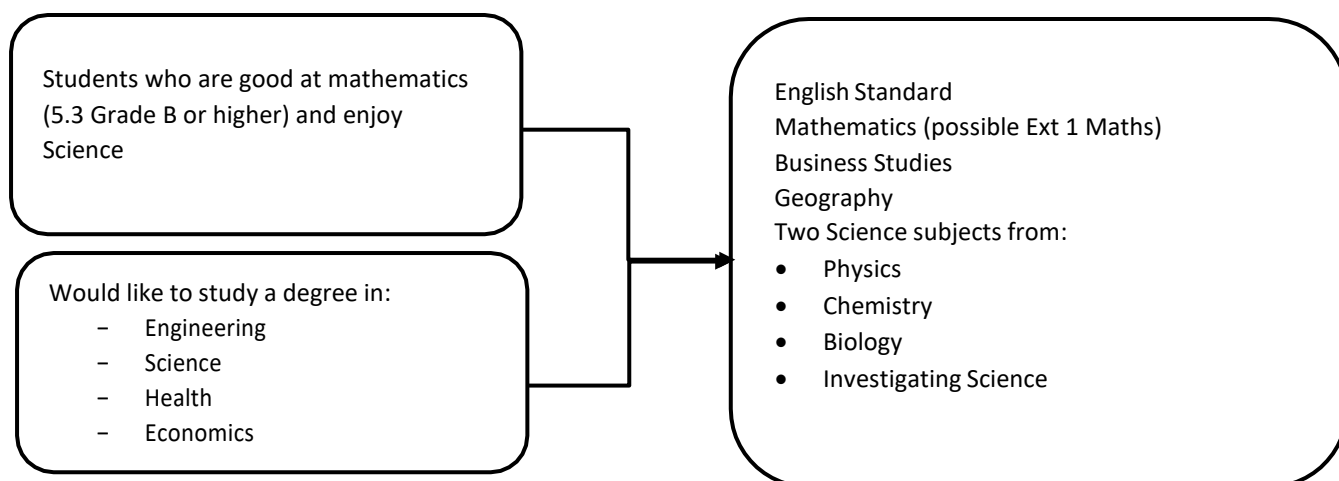
## University/Academic HSC (ATAR)

The University/Academic HSC is for students who are committed to study and homework and want to continue to University. It is suggested that students include at least one course that provides background knowledge for their intended University course. We recommend choosing 6 Board Developed Courses you enjoy and are good at (based on Year 10 results).

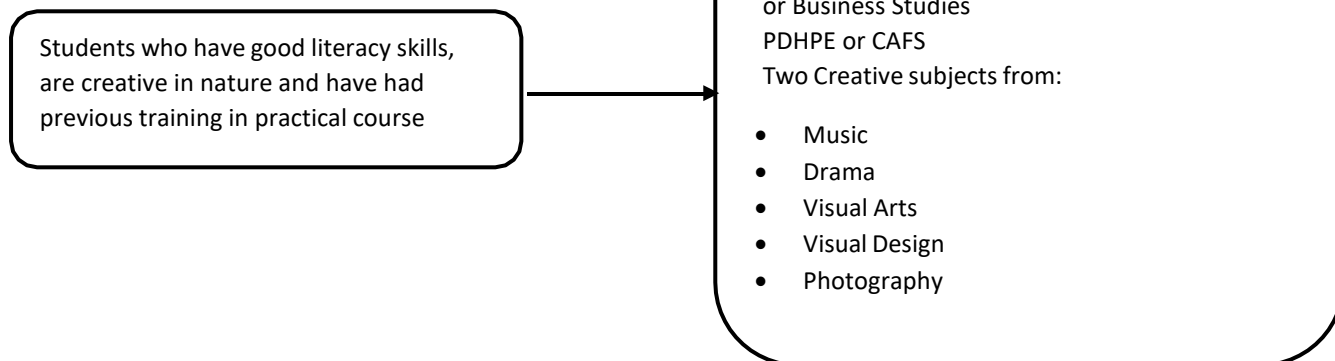
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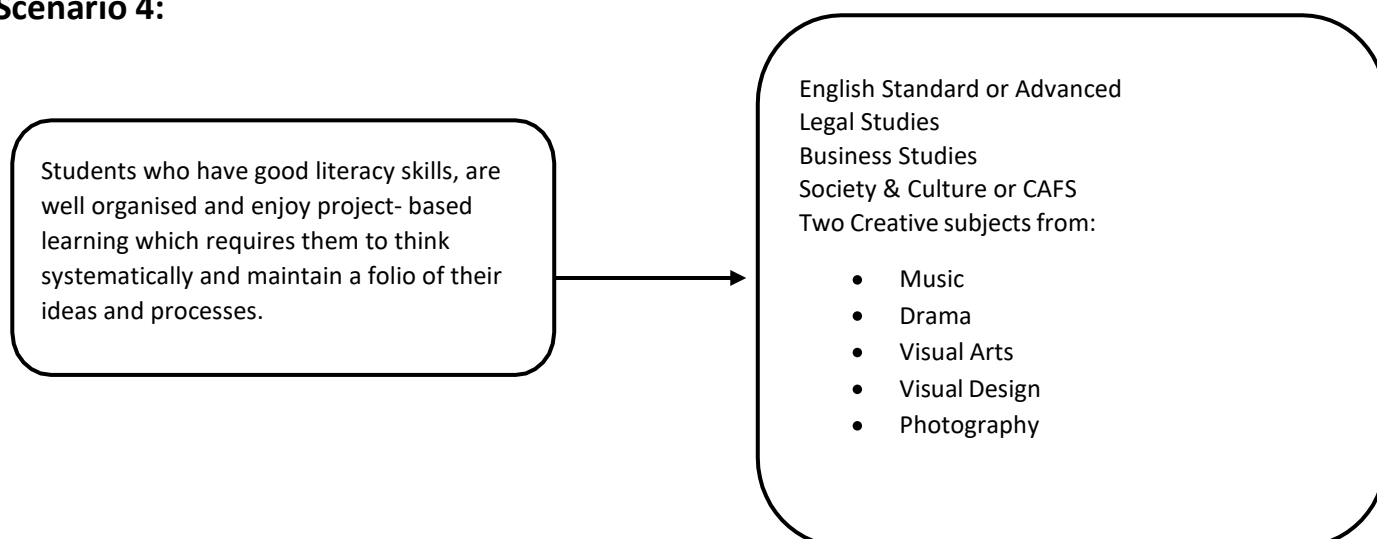
### Scenario 2:



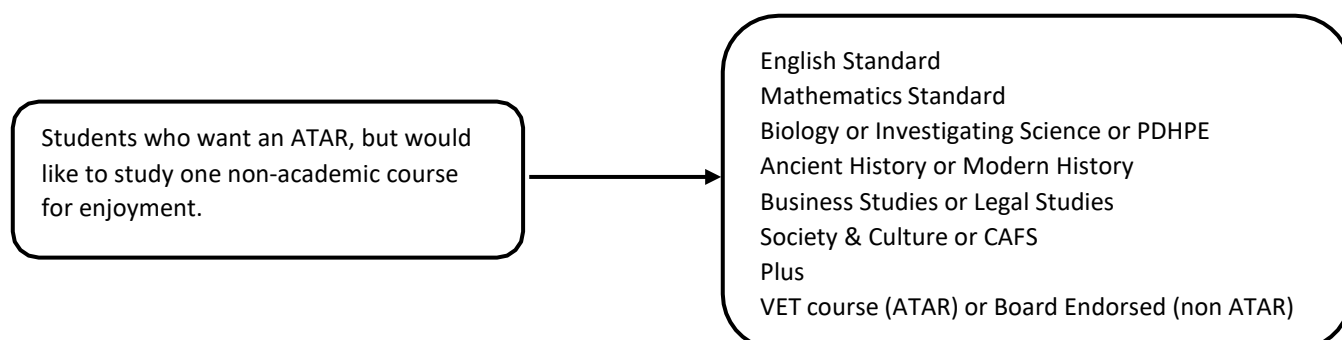
### Scenario 3:



### Scenario 4:

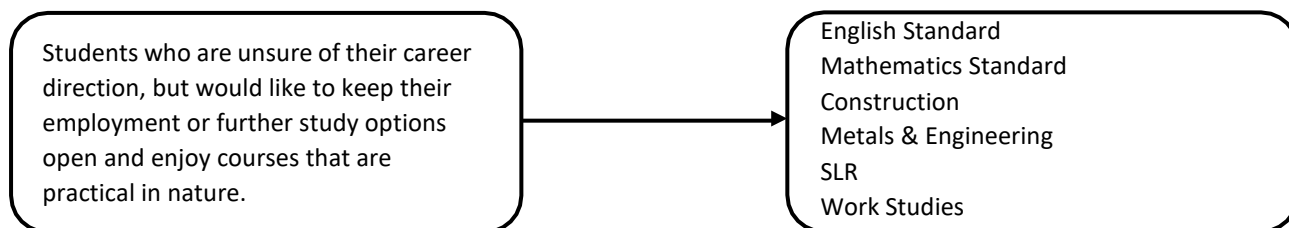


### Scenario 5:

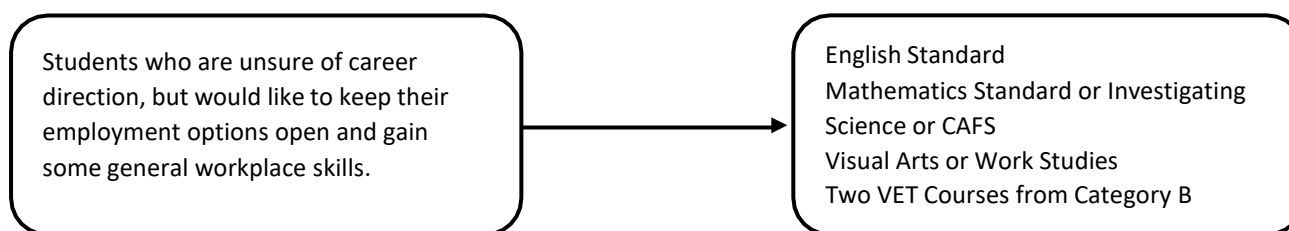


The main purpose of the MY HSC pathway is for students to gain an educational credential from courses they enjoy and do well in. The attainment of a quality HSC that reflects a student's capability will maximise post school options for employment or further training.

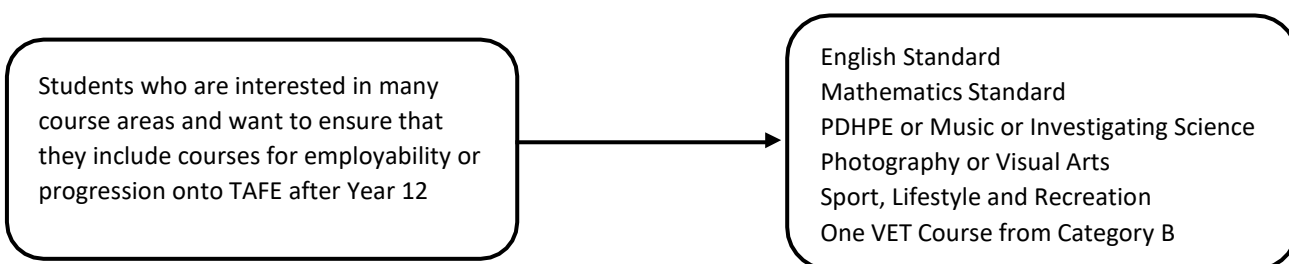
### Scenario 1:



### Scenario 2:



### Scenario 3:

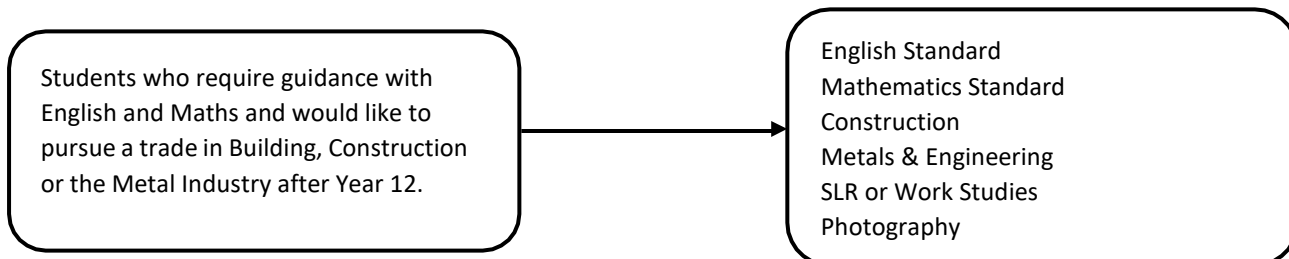




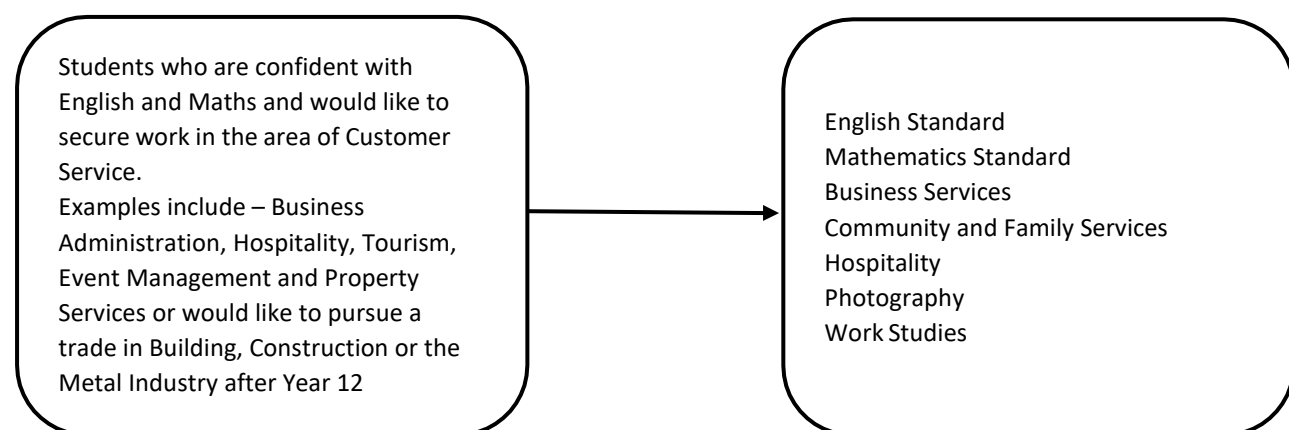
## Vocational or Job Preparation HSC

The focus of this HSC package is vocational skills training with the attainment of a credential that can provide credit and/or an easy transition into further technical training at TAFE. The Vocational HSC will also improve employment prospects for students after Year 12.

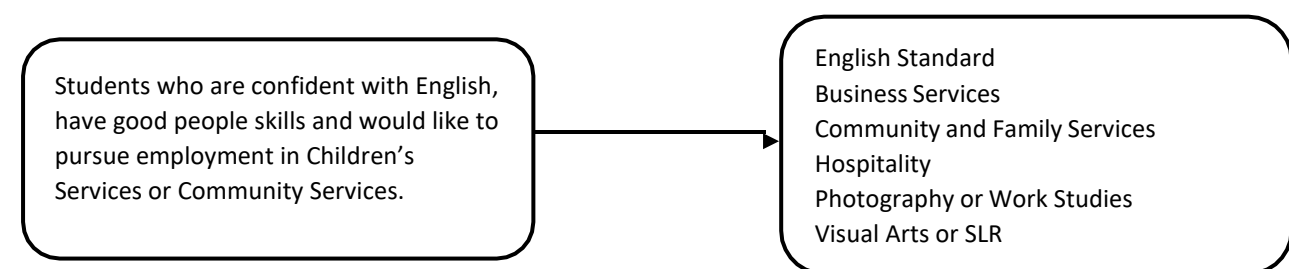
### Scenario 1:



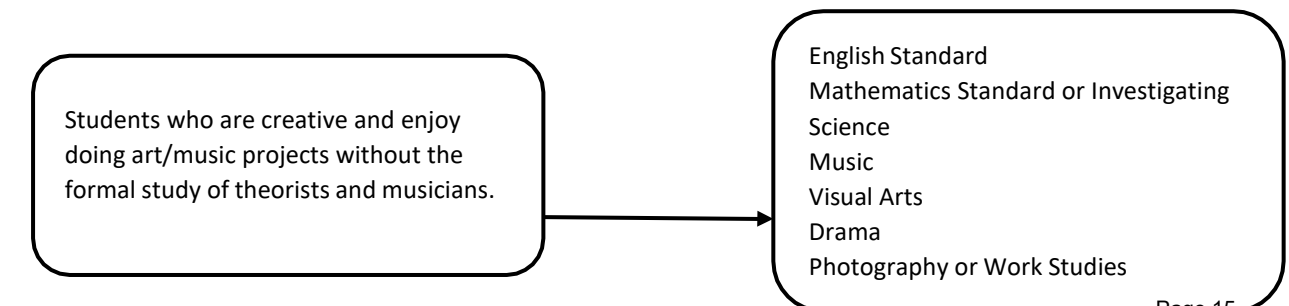
### Scenario 2:



### Scenario 3:



### Scenario 4:



# 2023 HSC COURSES OVERVIEW

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Course:	English (Advanced)	Course No:		Category:	A
2 units for each of Preliminary and HSC Board Developed Course			Exclusions:	English (Standard) English (Studies)	
Course Description:					
<b>This course is suitable for students applying for an ATAR and wishing to transition to University.</b> 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.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>• Common module: Reading to Write (40 hours)</li><li>• Module A: Narratives that Shape our World (40 hours)</li><li>• Module B: Critical Study of Literature (40 hours)</li></ul>			<ul style="list-style-type: none"><li>• Common Module: Texts and Human Experiences (30 hours)</li><li>• Module A: Textual Conversations (30hours)</li><li>• Module B: Critical Study of Literature (30 hours)</li><li>• Module C: The Craft of Writing (30hours)</li></ul> Optional: This module may be studied concurrently with the common module and/or Modules A and B.		
Course Requirements					
Across Stage 6 the selection of texts <b>must</b> give students experience of the following:					
<ul style="list-style-type: none"><li>• A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li><li>• Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.</li><li>• A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.</li><li>• Texts with a wide range of cultural, social andgender perspectives.</li><li>• Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li></ul>					
Assessment: HSC Course only					
External Assessment					
Examination specifications for English Advanced Course are at: <a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017/assessment-and-reporting">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017/assessment-and-reporting</a>					
Internal Assessment					
The content will be assessed against the following two components each of equal weighting (50%):					
<ul style="list-style-type: none"><li>• Knowledge and understanding of course content; and</li><li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.</li></ul>					
The Year 12 formal school-based assessment program for English Standard reflects the following requirements:					
<ul style="list-style-type: none"><li>• a maximum of four assessment tasks</li><li>• the minimum weighting for an individual formal task is 10%</li><li>• the maximum weighting for an individual formal task is 40%</li><li>• one task may be a formal written examination with a maximum weighting of 30%</li><li>• one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%</li><li>• one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li><li>• assessment of the Common Module must integrate student selected related material</li></ul>					

<b>Assumed Knowledge</b>	Grade A or B Record of School Achievement in English. Please discuss with the Head Teacher.
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Ms Roseanne Abbott

<b>Course:</b>	Preliminary English Extension HSC English Extension 1	<b>Course No:</b>		<b>Category:</b>	A
1 unit of study for each of Preliminary and HSC			<b>Exclusions</b>	English (Standard) English (Studies)	
<b>Prerequisites:</b>	a) English (Advanced) b) Preliminary English Extension is a prerequisite for HSC English Extensioncourse				
<b>Course Description:</b>					
The English Extension 1 course provides students who undertake English Advanced 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.					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
<b>Year 11 Course Content</b> Module: Texts, Culture and Value (40 hours) Related research project (20 hours)			<b>HSC Course Content</b> Common Module: Literary Worlds with ONE elective option (60 hours)		
<b>Course Requirements</b>					
Across Stage 6 the selection of texts <b>must</b> give students experience of the following:					
<ul style="list-style-type: none"><li>• A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li><li>• Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.</li><li>• A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.</li><li>• Texts with a wide range of cultural, social andgender perspectives.</li><li>• Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li></ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b> Examination specifications for the English Extension Course are at: <a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting</a>					
<b>Internal Assessment</b> The content will be assessed against the following two components each of equal weighting (50%):					
<ul style="list-style-type: none"><li>• Knowledge and understanding of complex texts and of how and why they are valued; and</li><li>• Skills in complex analysis, sustained composition and independent investigation.</li></ul>					
<b>The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:</b>					
<ul style="list-style-type: none"><li>• Three assessment tasks</li><li>• The minimum weighting for an individual task is 20%</li><li>• The maximum weighting for an individual task is 40%</li><li>• One task may be a formal written examination with a maximum weighting of 30%</li><li>• One task must be a creative response with a maximum weighting of 40%</li><li>• At least one task must integrate student selectedrelated material</li></ul>					
<b>Assumed Knowledge</b>	Students must have completed Advanced English Preliminary to continue in Year 12 Advanced. They must be enrolled in Advanced and Ext 1 to complete Ext 2				
<b>Course Charges</b>	Nil				
<b>Head Teacher</b>	Ms Roseanne Abbott				

<b>Course:</b>	English Standard	<b>Course No:</b>		<b>Category:</b>	A
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	English (Advanced) English (Extension)	
<b>Course Description:</b>					
<b>This course is suitable for students applying for an ATAR and wishing to transition to University.</b> The English Standard course is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
<ul style="list-style-type: none"><li>• Common module – Reading to Write: Transition to Senior English (40 hours)</li><li>• Module A: Contemporary Possibilities (40 hours)</li><li>• Module B: Close Study of Literature (40 hours)</li></ul>			<ul style="list-style-type: none"><li>• Common module – Texts and Human Experiences (30 hours)</li><li>• Module A: Language, Identity and Culture (30 hours)</li><li>• Module B: Close Study of Literature (30 hours)</li><li>• Module C: The Craft of Writing (30 hours)</li></ul>		
<b>Course Requirements</b>					
Across Stage 6 the selection of texts <b>must</b> give students experience of the following:					
<ul style="list-style-type: none"><li>• A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li><li>• Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.</li><li>• A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.</li><li>• Texts with a wide range of cultural, social and gender perspectives.</li><li>• Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li></ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment:</b>					
Examination specifications for English Standard Course:					
<a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting</a>					
<b>Internal Assessment:</b>					
The content will be assessed against the following two components each of equal weighting (50%):					
<ul style="list-style-type: none"><li>• Knowledge and understanding of course content, and</li><li>• Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.</li></ul>					
<b>The Year 12 formal school-based assessment program for English Standard reflects the following requirements:</b>					
<ul style="list-style-type: none"><li>• a maximum of four assessment tasks</li><li>• the minimum weighting for an individual formal task is 10%</li><li>• the maximum weighting for an individual formal task is 40%</li><li>• one task may be a formal written examination with a maximum weighting of 30%</li><li>• one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%</li><li>• one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li><li>• assessment of the Common Module must integrate student selected related material</li></ul>					

<b>Assumed Knowledge</b>	Satisfactory completion of Record of School Achievement in English
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Ms Roseanne Abbott

<b>Course:</b>	English Studies	<b>Course No:</b>		<b>Category:</b>	B
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	English (Advanced) English (Standard)	
<b>Course Description:</b>					
The English Studies course is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
<b>Year 11 Course Content</b> Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)			<b>HSC Course Content</b> Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)		
<b>Course Requirements</b>					
Mandatory modules Year 11 Achieving through English: English in Education, work and community Year 12 Common Module – Texts and Human Experiences  Year 12 will also be required to: <ul style="list-style-type: none"><li>Study one text from the prescribed text list and one related text for the above module.</li></ul> An additional 2-4 modules are to be studied across Stage 6 the selection of texts must give students experiences of the following as appropriate: <ul style="list-style-type: none"><li>Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li><li>Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander people</li><li>Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures a range of types of text</li><li>drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li></ul>					
<b>Assessment: HSC Course only</b>					
<b>External Assessment:</b> The common module in English Studies has been introduced to provide students with the choice to sit an HSC examination to be reported on a common scale. Teachers will retain the flexibility to design and differentiate programs and assessment to target the needs and interests of students. Placement of English Studies on the common scale allows all students the choice to sit for an HSC examination. <i>English Studies Stage 6 Draft Syllabus Consultation Report – Feb 2017</i> . Examination specifications will be released by NESA during Term 3, 2018.					
<b>Internal Assessment:</b> The content will be assessed against the following two components each of equal weighting (50%): <ul style="list-style-type: none"><li>Knowledge and understanding of course content</li><li>Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively</li></ul>					
<b>The Year 12 formal school-based assessment program for English Studies reflects the following requirements:</b> <ul style="list-style-type: none"><li>a maximum of four assessment tasks</li><li>the minimum weighting for an individual task is 10%</li><li>the maximum weighting for an individual task is 40%</li><li>one task may be a formal written examination with a maximum weighting of 20%</li><li>one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</li><li>assessment of the Common Module must integrate teacher or student selected related material</li></ul>					

<b>Assumed Knowledge</b>	Satisfactory completion of Year 10
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Ms Roseanne Abbott

Course:	Mathematics Advanced	Course No:	11255	Category:	A
2 units for each of Year 11 and 12			Exclusions:	Mathematics Standard	
Prerequisites:	A competent understanding of the knowledge and skills from Stage 5.3 Mathematics in Year 10 with a particular emphasis on algebra.				
Course Description:					
Mathematics Advanced (formerly known as 2 Unit or Mathematics) is a calculus-based course which leads to an ATAR and provides the foundation skills for those seeking to enrol in STEM (Science, Technology, Engineering and Mathematics) degrees post-school. Students are typically expected to complete 4 - 5 hours of home study per week to consolidate their class work. Mathematics Extension 1 and 2 can be studied in addition to this course for the highest achieving students. The content of this course was revised in 2019 and varies significantly from previous years.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>Working with Functions</li><li>Trigonometry and Measure of Angles</li><li>Trigonometric Functions and Identities</li><li>Introduction to Differentiation</li><li>Logarithms and Exponentials</li><li>Probability and Discrete Probability Distributions</li></ul>			<ul style="list-style-type: none"><li>Graphing Techniques</li><li>Trigonometric Functions and Graphs</li><li>Differential Calculus</li><li>Applications of Differentiation</li><li>Integral Calculus</li><li>Modelling Financial Situation</li><li>Descriptive Statistics and Bivariate Data Analysis</li><li>Random Variables</li></ul>		
Assessment: HSC Course only					
External Assessment			Internal Assessment		
Written paper of 3 hours duration plus 10 minutes reading time worth 100 marks. This included multiple choice questions worth 10 marks and questions requiring reasoning and calculations totaling 90 marks. A NESA reference sheet is provided			Students will undertake three assessment tasks in Year 11 and four assessment tasks in Year 12. The structure of internal assessment for Year 12 is as follows:  1. Term Test (summary sheet allowed)  2. Investigation Task  3. Revision Quiz  4. Trial Examination		

<b>Assumed Knowledge</b>	This course is for students studying Mathematics at the Stage 5.3 level
<b>Course Charges</b>	\$25 per year
<b>Head Teacher</b>	Mr Daniel Garner

Course:	Mathematics Extension 1	Course No:	11250	Category:	A
1 unit for each of Year 11 and Year 12 (must be studied in addition to Mathematics Advanced)			Exclusions:	Mathematics Standard	
Prerequisites:	This course is recommended to the most outstanding Year 10 students from the Stage 5.3 course and is studied in addition to the Mathematics Advanced course.				
Course Description:					
Mathematics Extension 1 (formerly known as 3 Unit Mathematics) can be studied in addition to the Mathematics Advanced course. It extends many of the concepts studied in the Mathematics Advanced course and introduces new abstract ideas. Students studying this course are typically seeking to maximise their ATAR and can reasonably expect double the workload of a student studying Mathematics Advanced only. Students who achieve at the very highest level in this course may also be offered the opportunity to pick up a fourth unit of Mathematics, known as Mathematics Extension 2, for Year 12. The content of this course was revised in 2019 and varies significantly from previous years.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>• Further Work with Functions</li><li>• Polynomials</li><li>• Inverse Trigonometric Functions</li><li>• Further Trigonometric Identities</li><li>• Rates of Change</li><li>• Working with Combinatorics</li></ul>			<ul style="list-style-type: none"><li>• Proof by Mathematical Induction</li><li>• Introduction to Vectors</li><li>• Trigonometric Equations</li><li>• Further Calculus Skills</li><li>• Applications of Calculus</li><li>• The Binomial Distribution</li></ul>		
Assessment: HSC Course only					
External Assessment			Internal Assessment		
Written paper of 2 hours duration plus 10 minutes reading time worth 70 marks. This included multiple choice questions worth 10marks and questions requiring reasoning and calculations totalling 60 marks.			Students will undertake three assessment tasks in Year 11 and four assessment tasks in Year 12. The structure of internal assessment for Year 12 is as follows:  <div>1. Term Test (summary sheet allowed)</div> <div>2. Investigation Task</div> <div>3. Revision Quiz</div> <div>4. Trial Examination</div>		

<b>Assumed Knowledge</b>	Students who have excelled at Stage 5.3 Mathematics
<b>Course Charges</b>	Nil
<b>Head Teacher</b>	Mr Daniel Garner



Course:	Mathematics Standard	Course No:	11236	Category:	A
2 units for each of Year 11 and Year 12			Exclusions:	Mathematics, Mathematics Extension 1, Mathematics Extension 2 (Year 12)	
Prerequisites:	A competent understanding of knowledge and skills from Year 10 Mathematics. It is the correct choice for students who have studied Stage 5.1 or 5.2 Mathematics in Year 10, or who have struggled to grasp the central ideas of the Stage 5.3course.				
Course Description:					
Mathematics Standard (replacing Mathematics General) is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the opportunity to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications. The main strands include the study of Algebra, Measurement, Financial Mathematics and Statistical Analysis. Students who continue studying Mathematics Standard in Year 12 have two options (decisions are not requireduntil the end of Year 11):					
Mathematics Standard 1 (11231) (replacing Mathematics General 1) is designed to help students improve their numeracy skills by building their confidence and success in making mathematics meaningful. Students can elect to sit an optional HSC examination if they wish for this course to be used in the calculation of an ATAR.					
Mathematics Standard 2 (15236)(replacing Mathematics General 2) is designed for those students who wish to extend their mathematical skills beyond Stage 5 and offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. It covers the same broad topic areas as the Standard 1 course, but at a greater depth.					
Main Topics Covered Preliminary Course		Main Topics Covered Mathematics Standard 1 HSC Course		Main Topics Covered Mathematics Standard 2 HSC Course	
<ul style="list-style-type: none"><li>• Formulae and Equations</li><li>• Linear Relationships</li><li>• Applications of Measurement</li><li>• Working with Time</li><li>• Money Matters</li><li>• Data Analysis</li><li>• Relative Frequency and Probability</li></ul>		<ul style="list-style-type: none"><li>• Types of Relationships</li><li>• Right-angled Triangles</li><li>• Rates</li><li>• Scale Drawings</li><li>• Investment</li><li>• Depreciation and Loans</li><li>• Further Statistical Analysis</li><li>• Networks and Paths</li></ul>		<ul style="list-style-type: none"><li>• Types of Relationships</li><li>• Non-right-angled Trigonometry</li><li>• Rates and Ratios</li><li>• Investment and Loans</li><li>• Annuities</li><li>• Bivariate Data Analysis</li><li>• The Normal Distribution</li><li>• Network Concepts</li><li>• Critical Path Analysis</li></ul>	
Assessment: Year 12 Course only Course only					
External Assessment			Internal Assessment		
<p>Mathematics Standard 1 (optional examination):</p> <p>Written paper worth 80 marks. The time allowed is 2 hours plus 10 minutes reading time. A reference sheet including appropriate formulae will be provided. NESA approved calculators, a pair of compasses and a protractor may be sed. The paper will consist of multiple choicequestions to the value of 10 marks and questions with multiple parts to the value of 70 marks.</p> <p>Mathematics Standard 2:</p> <p>The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time. A reference sheet will be provided. NESA approved calculators, a pair of compasses and a protractor may be used. The paper will consist of two sections. The paper will consist of multiple choice questions to the value of 10 marks and questions with multiple parts tothe value of 70 marks.</p>			<p>Students will undertake three assessment tasks in Year 11and four assessment tasks in Year 12. The structure of internal assessment for Year 12 is as follows:</p> <ol style="list-style-type: none"><li>1. Term Test (summary sheet allowed)</li><li>2. Investigation Task</li><li>3. Revision Quiz</li><li>4. Final/Trial Examination</li></ol>		
Assumed Knowledge	Up to and including Mathematics Stage 5.2				
Course Charges	\$25 per year				
Head Teacher	Mr Daniel Garner				

Course:	Numeracy	Course No:	30130	Category:	B
2 units for each of Preliminary and HSC Content Endorsed Course			Exclusions:	Mathematics Standard Mathematics Advanced Mathematics Extension 1	
Prerequisites:	Nil				
Course Description:					
<p>The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.</p> <p>This course is appropriate for students who could benefit from further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in Numeracy and/or who have struggled to grasp foundational concepts covered in Stage 5 Mathematics.</p>					
Main topics covered - Preliminary			Main topics covered - HSC		
<p>Module 1</p> <p>1.1 Whole numbers</p> <p>1.2 Operations with whole numbers</p> <p>1.3 Distance, area and volume</p> <p>1.4 Time</p> <p>1.5 Data, graphs and tables</p> <p>Module 2</p> <p>2.1 Fractions and decimals</p> <p>2.2 Operations with fractions and decimals</p> <p>2.3 Metric relationships</p> <p>2.4 Length, mass and capacity</p> <p>2.5 The probability of everyday events</p>			<p>Module 3</p> <p>3.1 Percentages linked with fractions and decimals</p> <p>3.2 Finance</p> <p>3.3 Location, time and temperature</p> <p>3.4 Space and design</p> <p>Module 4</p> <p>4.1 Rates and ratio</p> <p>4.2 Statistics and probability</p> <p>4.3 Exploring numeracy using (Numerical Reasoning, Mathematical Thinking) NRMT</p>		
Assessment: HSC Course Only					
External Assessment			Internal Assessment		
There is no HSC examination for the Numeracy course. Assessment will be school-based.			<p>As <i>Numeracy</i> will be a new course at Kotara High School in 2023, the assessment schedule is not yet finalised, but will follow the NESA guidelines below:</p> <ul style="list-style-type: none"><li>a maximum of four assessment tasks</li><li>the minimum weighting for an individual task is 10%</li><li>the maximum weighting for an individual task is 40%</li><li>one task may be a formal written examination with a maximum weighting of 30%</li><li>one task must be an assignment or investigation-style task.</li></ul>		
Assumed Knowledge	Nil				
Course Charges	Nil				
Head Teacher	Mr Daniel Garner				

<b>Course:</b>	Drama	<b>Course No:</b>	Preliminary – 11090 HSC - 15090	<b>Category:</b>	A
2 Unit			<b>Exclusions:</b>	Nil	
<b>Course Description:</b>					
<b>Prerequisites</b> No prior study of Drama is needed, but a willingness to participate in a large variety of practical exercises and performances is required.					
<b>Course Description</b> This course is intended to give students skills in group devising and performance. They gain an understanding of productions, theatrical traditions and performance styles. This is developed through written tasks such as journaling, reviewing and essay-writing as well as practical tasks such as workshop exercises, playbuilding, acting, improvisation and performance.					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
<b>Theatrical Traditions and Performance Styles</b> learning how others use theatre to present ideas			<b>Australian Drama and Theatre</b> Understanding is developed and assessed through the study and workshopping of two plays in essay-writing and in performance		
<b>Playbuilding</b> <ul style="list-style-type: none"><li>creating performances (for on stage or film) with peers</li></ul>			<b>Studies in Drama and Theatre</b> Understanding is developed and assessed through the study of an international theatrical style. This is done through workshopping, essay-writing and performance		
<b>Improvisation</b> <ul style="list-style-type: none"><li>learning how to create without ascript</li></ul>			<b>Group Performance</b> Students are placed in small groups and must create a 8- 12 minute performance for external assessment in Term 3		
<b>Acting</b> <ul style="list-style-type: none"><li>techniques for getting into character</li></ul>			<b>Individual Project</b> Students choose from design (costume, lighting, set, program), scriptwriting, film, critical analysis or performance to create a piece for external assessment in Term 3		
<b>Elements of Production</b> <ul style="list-style-type: none"><li>understanding what is needed to get from idea to public performance</li></ul>					
<b>Particular Course Requirements:</b>					
– Logbook					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	Weighting			Weighting	
<b>Written Exam</b> Two extended responses in a two hour exam: <ul style="list-style-type: none"><li>Australian Drama and Theatre</li><li>Studies in Drama and Theatre</li></ul>		40%	<b>Australian Drama and Theatre</b> Combination of workshops, written essays and performance		30%
<b>Group Performance</b> Presentation of an original 8-12 minute group devised drama		30%	<b>Studies in Drama and Theatre</b> Combination of workshops, written essays and performance		30%
<b>Individual Project</b> Presentation of one of the following: <ul style="list-style-type: none"><li>Critical Analysis</li><li>Design</li><li>Performance</li><li>Scripting</li><li>Video Drama</li></ul>		30%	<b>Development of Group Performance</b>		20%
			<b>Development of Individual Project</b>		20%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact teacher</b>	Jason Foy (HT) / Michelle Gosper / Lucy Hawkins

<b>Course:</b>	Music 1	<b>Course No:</b>	11280 Prelim 15290 HSC	<b>Category:</b>	A
2 units for each of Year 11 and Year 12 Board Developed Course			<b>Exclusions:</b>	Nil	

### Course Description:

The Music 1 course is designed to give young and enthusiastic students great freedom of choice. Each Term students study a topic, chosen from a diverse list, then they discover this topic through performance, composition, musicology and aural.

Students can:

- Play their instrument of choice
- Focus on their strengths (up to 70% performance)
- Study styles of their choice - including Rock music, Popular music, Australian music, Musical Theatre etc.
- Explore their creativity
- Use technology to compose music

Students study the Concepts of Music; 6 areas of musical analysis – Pitch, Duration, Tone Colour, Structure, Texture and Dynamics and Expressive Techniques.

Through these concepts, students will develop their understanding of the modern music landscape via performance, composition musicology and aural skills activities.

Both the preliminary course and the HSC course feature the study of 3 musical contexts. Students will also be eligible to attend music focused excursions. HSC topics can be individualized for students through negotiation with the class teacher.

### Main Topics Covered – Preliminary Course

Students will study 3 topics from a list including: An instrument and its repertoire, Australian music, Jazz, Music and the related arts, Music for radio, film, television and multimedia, Music for small ensembles, Music of a culture (Preliminary course), Popular music, Rock music, etc

### Main Topics Covered – HSC Course

Students will study 3 topics from a list including: An instrument and its repertoire, Popular music, Rock music, Music for radio, film, television and multimedia, Music for small ensembles, Music of a culture (HSC course), etc

### Particular Course Requirements

In the preliminary course, students gain experience in all 4 areas of the course equally: Performance (25%), Composition (25%), Aural (25%) and Musicology (25%).

In the HSC assessment, students get to choose 3x 15% electives – one for each HSC topic. These electives are your choice of performance, composition and musicology. Students are also required to perform one core performance and a listening task (Aural skills).

### Assessment: HSC Course only

External Assessment		Internal Assessment	
	Weighting		Weighting
Core performance	20%	Core Performance	10%
Elective 1	20%	Core Composition	10%
Elective 2	20%	Core Musicology	10%
Elective 3 Aural	20%	Core Aural	25%
	30%	Elective 1	15%
	110%	Elective 2	15%
	Scaled to 100	Elective 3	15%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$15
<b>Contact teacher</b>	Jason Foy (HT) / Benjamin Fuiono

Course:	Japanese Beginners	Course No:	15820	Category:	A
2 Unit			Exclusions:	Students who have completed more than 100 hours of Japanese in Stage 4 or 5 are not eligible for this course.	
Course Description:					
This course is designed for students who have no prior knowledge or experience of the Japanese language or whose experience is derived solely from or equivalent to its study for 100 hours or less in Stage 4 or Stage 5.					
Japan is a major trading partner with Australia. The study of Japanese can lead to future career prospects in areas of tourism, hospitality, education, technology, video gaming, animation, marketing, commerce, international relations and more.					
Newcastle also has strong ties with our sister city of Ube in Japan. Kotara High School and Ube Senior High School have been sister schools for over 30 years and students will have opportunities to interact with visiting Japanese students, participate in the biennial school Japan Study Tour or enter the annual Japan Speech Competition if they choose. The winners of the Speech Competition receive trips to Japan.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
The Preliminary Course has outcomes as its organisational focus. The themes of The Personal World and The Japanese-Speaking Communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.			In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.		
Particular Course requirements					
Topics within the two themes covered are:					
<ul style="list-style-type: none"><li>• Family life, home and neighbourhood</li><li>• People, places and communities</li><li>• Education and work</li><li>• Friends, Recreation and pastimes</li><li>• Holidays, travel and tourism</li><li>• Future plans and aspirations</li></ul>					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
Written Examination – Listening, Reading and Writing	80%		Listening	30%	
Speaking Examination – Speaking	20%		Speaking	20%	
			Reading	30%	
			Writing	20%	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$50 (includes mandatory textbook). It is also highly recommended that students participate in a weekly Conversation Class with a native speaker. The cost of this will vary depending on student participation numbers
<b>Contact teacher</b>	Jason Foy (HT) / Linda White

Course:	Japanese Continuers	Course No:	15830	Category:	A
2 Unit			Exclusions:	Students eligible for Japanese Beginners and Japanese in Context courses.	
Course Description:					
<p><b>The Preliminary Course (120 indicative hours)</b></p> <p>The Preliminary course has, as its organisational focus, themes and associated topics. The themes are the individual, the Japanese – speaking communities and the changing world. Students’ skills in and knowledge and understanding of Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.</p> <p><b>The HSC Course (120 indicative hours)</b></p> <p>The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students’ knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.</p>					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
Personal World – home, neighbourhood, family, friends, places of interest in Australia			Travelling in Japan – transport, directions tickets, reservations accommodation, places of interest in Japan.		
Daily Life – routine, school life			Living in Japan – meeting/visiting people, shopping, eating, customs, etiquette		
World of work – casual work, careers using Japanese.			Cultural life – traditional culture, contemporary culture		
Future plans – education, careers, lifestyle			Casual work, careers using Japanese		
			Current issues – technology, youth and social issues		
Particular Course Requirements					
<ul style="list-style-type: none"><li>• 200-300 hours study of the language or equivalent</li><li>• Beginners and Background Speakers are excluded</li><li>• Students who are interested in student exchange may consider Extension 2 Japanese in Year 12</li><li>• Students who undertake this course are eligible to undertake Japanese Extension in Year 12</li></ul>					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
Written Examination – Listening, Reading and Writing	80%		Listening	30%	
Speaking Examination – Speaking	20%		Speaking	20%	
			Reading	30%	
			Writing	20%	

<b>Assumed Knowledge</b>	Stage 5 Japanese – minimum 200 hours
<b>Course Charges</b>	\$50 (includes mandatory textbook). It is also highly recommended that students participate in a weekly Conversation Class with a native speaker. The cost of this will vary depending on student participation numbers
<b>Contact teacher</b>	Jason Foy (HT) / Linda White

Course:	Photography, Video and Digital Imaging	Course No:		Category:	CEC
2 Units or 1 Unit		Exclusions:	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.		
Course Description:					
Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed criticalpractice.					
The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.					
Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
Modules may be selected in any of the three broad fields of Wet Photography, Video and Digital Imaging.			The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.		
<b>Modules include:</b> <ul style="list-style-type: none"><li>• Introduction to the Field</li><li>• Developing a Point of View</li><li>• Traditions, Conventions, Styles and Genres</li><li>• Manipulated Forms</li><li>• The Arranged Image</li><li>• Temporal Accounts</li></ul> <b>An Occupational Health and Safety Module is mandatory.</b>			<b>An Occupational Health and Safety Module is mandatory.</b>		
Particular Course Requirements					
Students are required to keep a diary (A4 is preferred) throughout the course.					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
					Weighting
There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.			Critical and Historical Making		30% 70%
All content endorsed coursed count towards the HSC and appear on the student’s Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the ATAR					

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$50
<b>Contact Teacher</b>	Jason Foy (HT) / Lanelle Lee Chin / Kirsty Cap / Robin Jones



<b>Course:</b>	Visual Arts	<b>Course No:</b>	Preliminary 11380 HSC 15400	<b>Category:</b>	A
2 Unit			<b>Exclusions:</b>	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	

### Course Description:

#### Preliminary Course

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, places, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

#### HSC Course

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

#### Main Topics Covered – Preliminary Course

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

#### Main Topics Covered – HSC Course

- How students may develop their practice in artmaking, art criticism, and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations
- How students may further develop meaning and focus in their work.

### Particular Course Requirements

#### Preliminary Course

Artworks in at least two expressive forms and use of a process diary. A broad investigation of ideas in art making, art criticism and art history. Students are required to keep a Visual Arts Diary.

#### HSC Course:

- Development of a body of work and use of a process diary
- A minimum of five Case Studies (4–10 hours each)
- A deeper and more complex investigations in art making, art criticism and art history.

Students are required to keep a Visual Arts Diary and provide some materials for the creation of the Body of Work.

### Assessment: HSC Course only

External Assessment		Internal Assessment	
	Weighting		Weighting
Written Examination – Critical and Historical Studies	50%	Critical and Historical Studies	50%
Body of Work – Artmaking	50%	Artmaking	50%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$100
<b>Contact Teacher</b>	Jason Foy (HT) / Lanelle Lee Chin / Kirsty Cap / Robin Jones



Course:	Visual Design	Course No:		Category:	CEC
2 Unit or 1 Unit		Exclusions:	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.		
Course Description:					
<p>This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.</p> <p>Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.</p>					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"><li>• Graphic design</li><li>• Wearable design</li><li>• Product design</li><li>• Interior/Exterior design</li></ul> <p>An Occupational Health and Safety Module is mandatory in any course.</p>			<p>The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p> <p><b>An Occupational Health and Safety Module is mandatory in any course.</b></p>		
Particular Course Requirements					
Students are required to keep a diary (A4 is preferred) throughout the course.					
Assessment: HSC Course only					
External Assessment		Internal Assessment			
				Weighting	
<p>There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.</p> <p>All content endorsed courses count towards the HSC and appear on the student’s Record of Achievement.</p> <p>However, Content Endorsed Courses do not count in the calculation of the ATAR</p>		<p>Critical and Historical Studies</p> <p>Designing and Making</p>		<p>30%</p> <p>70%</p>	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$50
<b>Contact Teacher</b>	Jason Foy (HT) / Lanelle Lee Chin / Kirsty Cap / Robin Jones

Course:	Ancient History	Course No:	15020	Category:	A
2 units for each of Year 11 and Year 12 Board Developed Course			Exclusions:		
Course Description:					
The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students’ curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students’ appreciation of the diversity of ancient societies and the longevity of Australia’s Aboriginal and Torres Strait Islander peoples.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<b>Part 1: The Nature of Ancient History</b> The Archaeological Investigation of Ancient Sites and Sources			<b>Part I: Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum		
<b>Part II: Investigating Ancient History (Case Studies)</b> <ul style="list-style-type: none"><li>TWO Case Studies, Tutankhamun’s Tomb, The Shang Dynasty, Troy, The Roman Games, Palmyra and the Silk Road, The Celts, Ancient Australia, Alexandria</li></ul>			<b>Part II: ONE Ancient Society</b> <ul style="list-style-type: none"><li>Spartan society to the Battle of Leuctra 371 BC</li><li>New Kingdom Egypt society during the Ramesside period</li><li>Persian society at the time of Darius and Xerxes</li></ul>		
<b>Part III: Features of Ancient Societies</b> <ul style="list-style-type: none"><li>TWO ancient societies Egypt, Greece, Rome, Carthage</li><li>Key Features: Slavery, Weapons and Warfare, Death and Funerary Customs, Art and Architecture</li></ul>			<b>Part III: ONE Personality in their Times</b> <ul style="list-style-type: none"><li>Hatshepsut</li><li>Akhenaten</li><li>Alexander the Great</li><li>Julius Caesar</li></ul>		
<b>Part IV: Historical Investigation</b> Individual student project. Students investigate research and write an essay question on a particular aspect of Ancient History in which they have a personal interest.			<b>Part IV: ONE Historical Period</b> <ul style="list-style-type: none"><li>New Kingdom Egypt to the Death of Thutmose IV</li><li>Imperial China – The Qin and Han 247-87BC</li><li>The fall of the Roman Republic</li><li>The Greek World 500 – 440 BC</li></ul>		
Particular Course Requirements					
Nil					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
A 3-hour written examination in four parts: Ancient Personality Ancient Societies Historical Periods Core Study – Pompeii and Herculaneum	25% 25% 25% 25%		The four parts of the course are assessed through a range of tasks including: <ul style="list-style-type: none"><li>Research</li><li>Source Analysis</li><li>Various forms of communication</li></ul> The weightings will reflect those that apply to the external assessment		
Assumed Knowledge	Nil				
Course Charges	Nil				
Contact Teacher	Ms. S Evans (HT) / Mrs. R Grenadier / Mrs. M Asvestas				

Course:	Business Studies	Course No:	15040	Category:	A
2 units for each of Year 11 and Year 12 Board Developed Course			Exclusions:		
Course Description:					
Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation, and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>Nature of Business (20%) – The role and nature of business in a changing business environment</li><li>Business Management (40%) – The nature and responsibilities of management in the business environment</li><li>Business Planning (40%) – The process of establishing and planning a small to medium enterprise</li></ul>			<ul style="list-style-type: none"><li>Operations (25%) – The strategies for effective operations management in a large business</li><li>Marketing (25%) – The strategies involved in the development and implementation of successful marketing strategies</li><li>Finance (25%) – The role of interpreting financial information in the planning and management of a business</li><li>Human Resources (25%) – The contribution of human resource management to business performance</li></ul>		
Particular Course Requirements					
Nil					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
A three hour written examination worth 100 marks			Knowledge and understanding of course content	40%	
			Stimulus based skills	20%	
			Inquiry and research	20%	
			Communication of business information, ideas and issues in appropriate forms	20%	
Section I – Multiple Choice	20%				
Section II – Short Answers	40%				
Section III – Business Report	20%				
Section IV – Extended Response	20%				

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms. S Evans (HT) / Ms. R Campbell / Mrs. M Jackson

Course:	Economics	Course No:	15110	Category:	A
2 units for each of Year 11 and Year 12 Board Developed Course			Exclusions:		
Course Description:					
Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
Introduction to Economics Consumer and Business Markets Labour Markets Financial Markets Government and the Economy			The Global Economy Australia’s place in the Global Economy Economic Issues Economic Policies and Management		
Particular Course Requirements					
Nil					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
A three hour written examination, including multiple-choice, short answer and extended response questions			Knowledge and understanding of course content	40%	
			Stimulus-Based Skills	20%	
			Inquiry and research	20%	
			Communication of economic information, ideas and issues in appropriate forms	20%	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Ms R Scarpinato / Mr M Sillar

Course:	Geography	Course No:	15190	Category:	A
2 units for each of Year 11 and Year 12 Board Developed Course			Exclusions:		
Course Description:					
Geography is an investigation of the world which provides an accurate description and interpretation of the various characters of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world. We investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities.					
The Year 11 course includes studies in both physical and human Geography. Students investigate contemporary geographical issues such as climate change and overpopulation to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society The Year 12 course enables students to further understand and appreciate issues about our contemporary world.					
There are specific studies on ecosystems such as the Great Barrier Reef, world cities and economic activities such as tourism. Students undertake fieldwork excursions to consolidate their learning in class.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management			Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection		
Global Challenges (45%) – geographical study of issues at a global scale including population and natural resource use			Urban Places (33%) – study of cities and urban dynamics in developed and developing countries		
Senior Geography Project (10%) – a geographical study of student’s own choosing			People and Economic Activity (33%) – geographic study of economic activity at a local and global context		
Particular Course Requirements					
Students are required to complete the Senior Geography Project as part of the Year 11 pattern of study. This project will require students to undertake fieldwork, gather data and present your findings in a report.					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
A three hour written examination			Knowledge and understanding of course content	40%	
Multiple choice	20%		Geographical tools and skills	20%	
Short answers	40%		Geographical inquiry and research, including fieldwork	20%	
Extended responses	40%		Communication of geographical ideas, information and issues in appropriate forms	20%	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Mr M Sillar

Course:	Legal Studies	Course No:	15220	Category:	A
2 units for each of Year 11 and Year 12 Board Developed Course			Exclusions:		
Course Description:					
The Year 11 course develops student understanding of law making processes and the function of law within legal and non- legal institutions. It also investigates the way in which the law impacts on individuals by exploring contemporary issues, laws, institutions and media reports. This is achieved by investigating, analysing and synthesizing legal information and investigating legal issues from a variety of perspectives.					
The Year 12 course investigates a broad range of contemporary issues that include; criminal law, criminal law processes and institutions and human rights. It also investigates the effectiveness of the law in achieving justice for its citizens through the study of two options: e.g. Family and the Law, Shelter and the Law.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>• The Legal System 40% of course time</li><li>• The Individual and the Law 30% of course time</li><li>• The Law in Practice 30% of course time</li></ul>			<ul style="list-style-type: none"><li>• Crime 30% of course time</li><li>• Human Rights 20% of course time</li><li>• Options 50% of course time</li></ul> <p>Two topics chosen from consumers, families, global environments, Indigenous people, shelter, workplace and world order.</p>		
Particular Course Requirements					
Nil					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
A three-hour written examination: <ul style="list-style-type: none"><li>• Core</li><li>• Crime</li><li>• Focus Studies</li></ul>	20% 30% 50%		<ul style="list-style-type: none"><li>• Knowledge and understanding</li><li>• Research</li><li>• Communication</li></ul>	60% 20% 20%	

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Ms R Campbell

Course:	Modern History	Course No:	15270	Category:	A
2 units for each of Year 11 and Year 12 Board Developed Course			Exclusions:		
Course Description:					
The study of Modern History in Stage 6 enables students to:					
<ul style="list-style-type: none"><li>develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world</li><li>develop a lifelong interest in the study of history</li><li>prepare for active and informed citizenship in the contemporary world.</li></ul>					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>Historical concepts and skills</li><li>Nature of modern history<ul style="list-style-type: none"><li>History and memory</li></ul></li><li>Case Studies<ul style="list-style-type: none"><li>The decline and fall of the Romanovs</li><li>Cuban Revolution</li></ul></li><li>Historical investigation – students own choice</li><li>Shaping of the modern world - WWI</li></ul>			<p>Historical concepts and skills</p> <ul style="list-style-type: none"><li>Core study – power and authority in the modern world</li><li>National studies</li><li>Peace and conflict</li></ul>		
Particular Course Requirements					
Nil					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
A three-hour written examination in four parts: 25% each			Knowledge and understanding of course content	40%	
<ul style="list-style-type: none"><li>Core study – power and authority in the modern world</li></ul>	25%		Historical skills in the analysis and evaluation of sources and interpretations	20%	
<ul style="list-style-type: none"><li>National studies</li></ul>	25%		Historical inquiry and research	20%	
<ul style="list-style-type: none"><li>Peace and conflict</li></ul>	25%		Communication of historical understanding in appropriate forms	20%	
<ul style="list-style-type: none"><li>Change in the modern world</li></ul>	25%				

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms. S Evans (HT) / Mrs E Hughes / Mr L Bell

Course:	Society & Culture	Course No:	15350	Category:	A
2 units for each of Year 11 and Year 12 Board Developed Course			Exclusions:		
Course Description:					
Society & Culture encourages students to look at the interaction of persons, societies, cultures, environments and time.					
Society & Culture draws on cross disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.					
Society & Culture has direct relevance to the immediate needs of the students and to their future lives by enabling students to develop an understanding of:					
<ul style="list-style-type: none"><li>• Themselves</li><li>• Their own society and culture</li><li>• The societies and cultures of others</li></ul>					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>• The Social and Cultural World: 30%</li><li>• Personal and Social Identity: 40%</li><li>• Intercultural Communication: 30%</li></ul>			<p>Core:</p> <ul style="list-style-type: none"><li>• The Personal Interest Project 30%</li><li>• Social and Cultural Continuity and Change: 30%</li><li>• Depth Studies: 40%</li></ul> <p>Two to be chosen from:</p> <ul style="list-style-type: none"><li>• Popular Culture</li><li>• Belief Systems and Ideologies</li><li>• Inclusion and Exclusion</li><li>• Social Conformity and Non-Conformity</li></ul>		
Particular Course Requirements					
Students are required to complete and submit a Personal Interest Project that will be marked externally and contribute to 40% of the total grade.					
Assessment: HSC Course only					
External Assessment		Internal Assessment			
	Weighting				Weighting
A two-hour written examination	60%		Knowledge and understanding of course content		50%
Personal Interest Project	40%		Application and evaluation of social and cultural research methods		30%
			Communication of information, ideas and issues in appropriate forms		20%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Ms R Scarpinato



Course:	Marine Studies	Course No:		Category:	CEC
2 units for each of Year 11 and Year 12 Content Endorsed Course			Exclusions:		
Course Description:					
The Marine Studies course is to develop in each student a capacity to think critically about key issues relating to the marine environment, to utilise and protect the resources it offers, and to develop skills that allow students to participate safely in a wide range of practical experiences.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
Core Units – 6 hours each <ol style="list-style-type: none"><li>1. Marine Safety and First Aid</li><li>2. The Marine Environment</li><li>3. Life in the Sea</li><li>4. Humans in Water</li><li>5. Marine and Maritime Employment</li></ol> Plus Optional modules [which could include] <ul style="list-style-type: none"><li>• Estuarine Studies</li><li>• Coastal Studies</li><li>• Coral Reef Ecology</li><li>• Oceanography</li><li>• Local Area Study</li></ul>			120 hours Optional Modules [from the list below] <ul style="list-style-type: none"><li>• Resuscitation and First Aid</li><li>• Dangerous Marine Creatures</li><li>• Sea Birds of Our Coast</li><li>• Commercial and Recreational Fishing</li><li>• Aquaculture</li><li>• Marine Resource Management</li><li>• Marine Aquarium</li><li>• Anatomy and Physiology of Marine Organisms</li><li>• Seafood Handling and Processing</li><li>• Marine Communication</li><li>• Wind Powered Craft</li><li>• Personal Interest Project</li></ul>		
Particular Course Requirements					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
There is no external assessment in the Marine Studies course.			Students will be assessed on the following <ul style="list-style-type: none"><li>• Examination</li><li>• Research Task</li><li>• Personal Interest Project</li></ul>		

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Ms S Evans (HT) / Mr L Bell


<b>Course:</b>	Personal Development, Health and Physical Education	<b>Course No:</b>	15320	<b>Category:</b>	A
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Nil	

### Course Description:

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composition and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport


and physical activity in Australian society.


Main Topics Covered – Preliminary Course	Main Topics Covered – HSC Course
<p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>Better Health for Individuals</li> <li>The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b> Students to select <b>two</b> options each from:</p> <ul style="list-style-type: none"> <li>First Aid</li> <li>Composition and Performance</li> <li>Fitness Choices</li> <li>Outdoor Recreation</li> </ul> 	<p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>Health Priorities in Australia</li> <li>Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b> Students to select <b>two</b> options each from:</p> <ul style="list-style-type: none"> <li>The Health of Young People</li> <li>Sport and Physical Activity in Australian Society</li> <li>Sports Medicine</li> <li>Improving Performance</li> <li>Equity and Health</li> </ul>

### Assessment: HSC Course only

External Assessment		Internal Assessment	
	Mark		Weighting
Section I – Core Part A Objective response questions Part B Short-answer questions	20 40	Knowledge and understanding of course content	40%
Section II – Options Candidates answer both questions on the two options they have studied.	40	Skills in critical thinking, research, analysis and communication.	60%
<ul style="list-style-type: none"> <li>The first question is worth eight marks and may contain parts</li> <li>The second question is an extended response question worth 12 marks</li> </ul>			

<b>Assumed Knowledge</b>	Sound knowledge from Junior Health syllabus & Grades A, B or C (PD/H/PE Record of School Achievement)
<b>Course Charges</b>	Nil except of cost of activities related to course e.g. First Aid Course (if applicable and voluntary)
<b>Contact Teacher</b>	Peter Lister (HT)

Course:	Community and Family Studies	Course No:	15060	Category:	A
2 units for each of Preliminary and HSC Board Developed Course		Exclusions:	Nil		
Course Description:					
Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively to address contemporary issues facing families and communities.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li><b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li><li><b>Individuals and Groups</b> The individual's roles, relationships, and tasks within groups (approximately 40% of course time).</li><li><b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time)</li></ul> 			<p><b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</p> <p><b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</p> <p><b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</p> <p><b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</p> <p><b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</p> <p><b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</p> <p><b>HSC Option Modules -</b> Select <b>one</b> of the following (approximately 25% of course time):</p> <p><b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</p> <p><b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</p> <p><b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</p>		
Particular Course Requirements					
Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.					
Assessment: HSC Course only					
External Assessment		Internal Assessment			
	Weighting		Weighting		
Section I Part A – multiple choice Part B – short answer	20% 55%	Knowledge & understanding of course content			40%
Section II Three questions, one on each of the HSC option modules: <ul style="list-style-type: none"><li>Family and Social Interactions</li><li>Social Impact of Technology</li><li>Individuals and Work</li></ul> Candidates attempt one question only	25%	Skills in critical thinking, research methodology, analysing and communicating			60%
Assumed Knowledge		Nil			
Course Charges		Nil			
Contact Teacher		Mr. Peter Lister (HT)			

Course:	Sport, Lifestyle & Recreation	Course No:		Category:	N/A
2 units for each of Preliminary and HSC Board Developed Course		Exclusions:	Nil		
Course Description:					
<p>The course has a highly practical focus on physical activity being both an area of study and a medium for learning. There is a compulsory theory component that must be studied. All students will have significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. And specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.</p> <p>This subject is ideal for individuals who wish to gain employment in the fitness industry, become sports coaches, work within sport recreation camps, and students who may want to study paramedicine, sport exerciseology and health related courses.</p>					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>• <b>Resistance Training</b> Content Areas:<ul style="list-style-type: none"><li>• Muscles of the body</li><li>• Training terms</li><li>• Facts and fallacies</li></ul></li><li>• <b>Games and Sports Applications I</b> Content Areas:<ul style="list-style-type: none"><li>• Elements of Specific Games andSports</li><li>• Games and Sports Strategies andSkills</li><li>• Aspects of Team Play</li></ul></li><li>• <b>Games and Sports Applications II</b> Content Areas:<ul style="list-style-type: none"><li>• Participant responsibilities</li><li>• Performance measures</li><li>• Psychological aspects</li><li>• Skill acquisition</li></ul></li></ul>			<ul style="list-style-type: none"><li>• <b>Fitness</b> Content Areas:<ul style="list-style-type: none"><li>• Nature of fitness</li><li>• Fitness programming</li><li>• Improving fitness</li></ul></li><li>• <b>Individual Games and Sports Applications</b> Content Areas:<ul style="list-style-type: none"><li>• Participant responsibilities</li><li>• Performance measures</li><li>• Psychological aspects</li><li>• Skill acquisition</li></ul></li><li>• <b>First Aid</b> Content Areas:<ul style="list-style-type: none"><li>• Emergency Care</li><li>• Managing Conditions</li><li>• Managing Injuries</li><li>• Principles of Sports Injury Management</li><li>• Types of Sports Injuries</li></ul></li></ul>		
Particular Course Requirements					
Students are required to actively participate in all practical lessons, complete theory work and assessment tasks. They should have an interest in sport and physical activity and work well in groups.					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
					Weighting
There is no external assessment for this course			<b>Research Task and Presentation</b>		20%
			Design, present and analysis of a Fitness Training Program. Students conduct a fitness session with the class during class time.		
			Assessment of practical skills and application		40%
			Research and demonstration		20%
			Yearly Examination		20%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Nil
<b>Contact Teacher</b>	Peter Lister (HT)



<b>Assumed Knowledge</b>	Substantial "C" level or higher in Record of School Achievement in Science, proficient reading ability.
<b>Course Charges</b>	Year 11/12 - \$40 paid once at the beginning of Year 11 for the cost of materials.
<b>Contact Teacher</b>	Ms. Bonar (HT) / Mrs. Sneddon

NESA Science page

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Course:	Investigating Science	Course No:		Category:	A
2 units for each of Year 11 and Year 12. Board Developed Course.			Exclusions:	None	
Course Description:					
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 engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. It promotes active inquiry and explore key concepts, models 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 indepth.					
Main Topics Covered – Year 11 Course			Main Topics Covered – Year 12 Course		
Module 1 Cause and Effect – Observing Module 2 Cause and Effect – Inferences and Generalisations Module 3 Scientific Models Module 4 Theories and Laws			Module 5 Scientific Investigations Module 6 Technologies Module 7 Fact or Fallacy? Module 8 Science and Society		
Depth Study					
The Year 11 and Year 12 course will involve one or more Depth Studies to be undertaken individually or collaboratively to allow further development of one or more concepts found within or inspired by the syllabus. The depth studies will take a minimum of 30 hours to complete in total and will be conducted in both Year 11 and Year 12. A depth study may be one investigation/activity or a series of investigations/activities.					
Particular Course Requirements					
In addition to covering the knowledge and understanding, student must embark up scientific investigations including both practical investigations and secondary-sourced investigations.					
Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.					
Practical investigations can include:					
<ul style="list-style-type: none"><li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li><li>• Fieldwork studies of local environments</li></ul>					
Secondary-sourced investigations include:					
<ul style="list-style-type: none"><li>• locating and accessing a wide range of secondary data and/or information</li><li>• using and reorganising secondary data and/or information.</li></ul>					
Additional information can be found at the NESA site by using the QR code to the right.					
Assessment:					
Year 11		Year 12			
	Weighting		Weighting		
Skills in working scientifically Knowledge and understanding of course content	60% 40%	Skills in working scientifically Knowledge and understanding of course content An external HSC examination will be completed.	60% 40%		

NESA Science page

Course:	Physics	Course No:	15330	Category:	A
2 units for each of Year 11 and Year 12. Board Developed Course.			Exclusions:	None	
Course Description:					
<p>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.</p> <p>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.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. <b>Students will also be expected to use the Pythagoras rule, trigonometry and be confident in rearranging and substituting equations.</b></p>					
Main Topics Covered – Year 11 Course			Main Topics Covered – Year 12 Course		
<b>Module 1</b> Kinematics <b>Module 2</b> Dynamics <b>Module 3</b> Waves and Thermodynamics <b>Module 4</b> Electricity and Magnetism			<b>Module 5</b> Advanced Mechanics <b>Module 6</b> Electromagnetism <b>Module 7</b> Nature of Light <b>Module 8</b> From the Universe to the Atom		
Depth Study					
<p>The Year 11 and Year 12 course will involve one or more Depth Studies to be undertaken individually or collaboratively to allow further development of one or more concepts found within or inspired by the syllabus. The depth studies will take a minimum of 15 hours to complete in total and will be conducted in <b>both</b> Year 11 and Year 12. A depth study may be one investigation/activity or a series of investigations/activities.</p>					
Particular Course Requirements					
<p>In addition to covering the knowledge and understanding, student must embark upon scientific investigations including both practical investigations and secondary-sourced investigations.</p> <p>Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"><li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li><li>• Fieldwork studies of local environments</li></ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"><li>• locating and accessing a wide range of secondary data and/or information</li><li>• using and reorganising secondary data and/or information.</li></ul> <p>Additional information can be found at the NESA site by using the QR code to the right.</p>					
					
NESA Science page					
Assessment:					
Year 11		Year 12			
	Weighting				Weighting
Skills in working scientifically Knowledge and understanding of course content	60% 40%	Skills in working scientifically Knowledge and understanding of course content An external HSC examination will be completed.	60% 40%		

<b>Assumed Knowledge</b>	Substantial "B" level or higher in Record of School Achievement in Science, proficient reading ability.
<b>Course Charges</b>	Year 11/12 - \$40 paid once at the beginning of Year 11
<b>Contact Teacher</b>	Ms. Bonar (HT) / Mr. Moore



<b>Course:</b>	Engineering Studies	<b>Course No:</b>	15120	<b>Category:</b>	A
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Nil	
<b>Course Description:</b>					
Both Preliminary and HSC courses offer student knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.					
<b>Main Topics Covered – Preliminary Course</b>			<b>Main Topics Covered – HSC Course</b>		
Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none"><li>two application modules relating to the fields of Civil structures and Personal and public transport.</li><li>two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li></ul>			Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none"><li>two application modules relating to the fields of Civil structures and Personal and public transport.</li><li>two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li></ul>		
<b>Particular Course Requirements</b>					
<b>Engineering Report</b>					
<b>Preliminary Course</b> - Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.					
<b>HSC Course</b> - Students are required to produce <b>one</b> engineering report from either of the two engineering. Application modules, and <b>one</b> from either of the two engineering focus modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.					
<b>Assessment: HSC Course only</b>					
<b>External Assessment</b>			<b>Internal Assessment</b>		
	<b>Weighting</b>			<b>Weighting</b>	
There will be approximately equal weighting of each of the four modules across the examination as a whole. Questions may require students to integrate knowledge, understanding and skills developed through studying the entire course, rather than focusing on a particular module. <b>Section 1</b> <ul style="list-style-type: none"><li>There will be objective response questions to the value of 20 marks.</li></ul> <b>Section 2</b> <ul style="list-style-type: none"><li>There will be approximately seven short answer questions.</li><li>Questions will contain parts.</li><li>There will be approximately 25 items in total.</li><li>At least two items will be worth from 6 to 8 marks.</li></ul>	20%	Knowledge and understanding of course content.	60%		
	80%	Knowledge and skills in research, problem solving and communication related to engineering practice.	40%		

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	\$30 per year
<b>Contact Teacher</b>	R Murphy

Course:	Food Technology	Course No:	15180	Category:	A
2 units for each of Preliminary and HSC Board Developed Course			Exclusions:	Nil	
Course Description:					
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing, and communicating food issues, food preparation, and the design, implementation, and evaluation of solutions to food situations.					
Main Topics Covered – Preliminary Course			Main Topics Covered – HSC Course		
<ul style="list-style-type: none"><li>Food Availability and Selection (30%)</li><li>Food Quality (40%)</li><li>Nutrition (30%)</li></ul>			<ul style="list-style-type: none"><li>The Australian Food Industry (25%)</li><li>Food Manufacture (25%)</li><li>Food Product Development (25%)</li><li>Nutrition (25%)</li></ul>		
Particular Course Requirements					
There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSCcourse. To meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.					
Assessment: HSC Course only					
External Assessment			Internal Assessment		
	Weighting			Weighting	
Section I Objective response questions	20%		<ul style="list-style-type: none"><li>Knowledge and understanding of course content.</li><li>Skills in experimenting with and preparing food by applying theoretical concepts.</li><li>Knowledge and skills in designing, researching, analysing &amp;evaluating.</li></ul>	40%	
Section II Short-answer question	50%			30%	
Section III One structured extended response	15%			30%	
Section IV One extended response	15%				

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Year 11 - \$95 / Year 12 - \$70
<b>Contact Teacher</b>	R Murphy

<b>Course:</b>	Industrial Technology – Timber Products & Furniture Industries	<b>Course No:</b>	15200	<b>Category:</b>	A
2 units for each of Preliminary and HSC Board Developed Course			<b>Exclusions:</b>	Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses	

### Course Description:

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

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

### Main Topics Covered – Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental, and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics
- Industry-specific Content and Production.

### Main Topics Covered – HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry-specific Content and Production.

### Particular Course Requirements

In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry.

In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

### Assessment: HSC Course only

External Assessment		Internal Assessment	
	Weighting		Weighting
A 1½ hour written examination. <b>Section I – 10 marks</b> Ten objective responses <b>Section II – 15 marks</b> Industry Related Manufacturing Technology Short answer questions <b>Section III – 15 marks</b> Industry Study One structured extended response question <b>Major Project</b> The major project will consist of an individual product of one or more related items and an accompanying management folio.	40%	Knowledge and understanding of course content.  Knowledge and skills in the design, management, communication, and production of a major project	40%
	60%		60%

<b>Assumed Knowledge</b>	Nil
<b>Course Charges</b>	Year 11 - \$85 / Year 12 - \$50
<b>Contact Teacher</b>	R Murphy

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Business Services**  
Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total  
Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### Recommended Entry Requirements

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

### Business Services Training Package (BSB 8.0) Units of Competency

<b>Core</b>		<b>Electives</b>	
BSBCRT311	Apply critical thinking skills in a team environment	BSBTEC202	Use digital technologies to communicate in the work environment
BSBPEF201	Support personal wellbeing in the workplace	BSBTEC303	Create electronic presentation
BSBSUS211	Participate in sustainable work practices	BSBOPS201	Work effectively in business environments
BSBTWK301	Use inclusive work practices	BSBINS302	Organise workplace information
BSBWHS311	Assist with maintaining workplace safety	BSBTEC301	Design and produce business documents
BSBXCM301	Engage in workplace communication	BSBTEC201	Use business software applications
		BSBPEF301	Organise personal work priorities

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

### Pathways to Industry - Skills gained in this course transfer to other occupations

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

### Examples of occupations in the business services industry:

- medical administration
- office administration
- information desk operator
- clerical worker
- receptionist
- records and information administration

### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

### Course Cost: NIL

**MANY UNIVERSITIES OFFER AN ATAR EQUIVALENT FOR COMPLETION OF CERTIFICATE III QUALIFICATIONS**

### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>



## 2023 CONSTRUCTION COURSE DESCRIPTOR

### CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

Public Schools NSW, Tamworth RTO 90162

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Construction**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

#### Construction, Plumbing and Services Training Package (CPC 6.6) Units of Competency

##### Core Units

[CPCCWHS2001](#)

Apply WHS requirements, policies and procedures in the Construction Industry

[CPCCCOM1012](#)

Work effectively and sustainably in the Construction Industry

[CPCCCOM1013](#)

Plan and organise work

[CPCCVE1011](#)

Undertake a basic construction project

[CPCCCOM1015](#)

Carry out measurement and calculations

##### Elective Units

[CPCCCOM1011](#)

Undertake basic estimation and costing

[CPCCCOM2001](#)

Read and interpret plans and specifications

[CPCCCA2002](#)

Use carpentry tools and equipment

[CPCCCA2011](#)

Handle carpentry materials

[CPCCCOM2006](#)

Apply basic levelling procedures

[CPCCCOM2005](#)

Use construction tools and equipment

[CPCCWHS1001](#)

Prepare to work safely in the construction industry

Option

CPCCWF2002 Use wall and floor tiling equipment  
CPCCCOM2013 Undertake basic installation of wall tiles

##### White Card

CPCCWHS1001 - Prepare to work safely in the construction industry.

**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

#### Pathways to Industry - Skills gained in this course transfer to other occupations

- This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

- This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

#### Examples of occupations in the construction industry:

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:

Carpentry

Joinery

Builder's labourer

Bricklaying

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**COURSE COST:**

**Preliminary - \$80**

**HSC - \$80**

**White Card - \$100**

**Refunds**

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>

2023 Course Descriptor Construction Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022

Disclaimer: If you require accessible documents, please contact your VET coordinator for support

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## 2023 HOSPITALITY COURSE DESCRIPTOR

### SIT20316 Certificate II in Hospitality

Public Schools NSW, Tamworth RTO 90162

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

#### Course: Hospitality

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.

#### Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency

##### Core

BSBWOR203	Work effectively with others
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITHIND002	Source and use information on the Hospitality Industry
SITXCCS003	Interact with customers
SITHIND003	Use hospitality skills effectively

##### Electives

SITXFSA001	Use hygienic practices for food safety
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITHCCC001	Use food preparation equipment
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work
BSBCMM201	Communicate in the workplace

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

#### Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

#### Examples of occupations in the hospitality industry:

- café attendant
- catering assistant
- food and beverage attendant

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$70**

**HSC - \$70**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>

2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW, Tamworth RTO 90162

V1.2 Updated March 2022

*Disclaimer: If you require accessible documents, please contact your VET coordinator for support*





Education

# 2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR

## MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

Public Schools NSW, Tamworth RTO 90162

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Manufacturing and Engineering - Introduction**  
Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total  
**There is not an Australian Tertiary Admission Rank (ATAR) option for this course**

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

### Manufacturing and Engineering Training Package (MEM 2.1) Units of Competency

#### Core

MEM13015 Work safely and effectively in manufacturing and engineering  
MEMPE006A Undertake a basic engineering project  
MEMPE005A Develop a career plan for the engineering and manufacturing industry

Refer to the TAS for the qualification packaging rules.

#### Electives:

MEM16006 Organise and communicate information  
MEM11011 Undertake manual handling  
MEM12024 Perform computations  
MEM18001 Use hand tools  
MEM18002 Use power tools/handheld operations  
MEM16008 Interact with computing technology  
MEM07032 Use workshop machines for basic operations  
MEMPE001A Use engineering workshop machines  
MEMPE002A Use electric welding machines  
MEMPE004A Use fabrication equipment

Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer before delivery, provided suitable evidence is submitted.

### Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

### Examples of occupations in the Manufacturing and Engineering industry:

- fitter
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter
- machinist

### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment** There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost: Preliminary - \$80 HSC - \$80**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy


A school-based traineeship is NOT available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>

2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways  
Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022

*Disclaimer: If you require accessible documents, please contact your VET coordinator for support*

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		<b>2023 RETAIL SERVICES COURSE DESCRIPTOR</b> <b>SIR30216 Certificate III in Retail</b> Public Schools NSW, Tamworth RTO 90162	
This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time			
Course: <b>Retail Services</b> Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
By enrolling in a VET qualification with Public Schools NSW Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail (Release 4) <a href="https://training.gov.au/training/details/sir30216">https://training.gov.au/training/details/sir30216</a> You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
<b>Recommended Entry Requirements</b> Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a retail environment. They should be able to use a personal digital device including a personal computer or laptop.			
<b>Retail Services Training Package (SIR 7.0)      Units of Competency</b>			
<b>Core</b> SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty  <b>Refer to the TAS for the qualification packaging rules.</b>		<b>Electives</b> SIRXMER001 Produce visual merchandise displays SIRXPDK001 Advise on products and services SIRRINV001 Receive and handle retail stock SIRRINV002 Control stock SIRXIND002 Organise and maintain the store environment SIRXSLS002 Follow point-of-sale procedures  -	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the retail services industry involves <ul style="list-style-type: none"><li>engaging the customer</li><li>maintaining daily store operations</li></ul>		<ul style="list-style-type: none"><li>delivering on organisational expectations</li><li>having a sound knowledge of product and service offerings.</li></ul>	
<b>Examples of occupations in the retail services industry:</b> <ul style="list-style-type: none"><li>frontline sales assistant</li><li>customer service representative</li><li>shop assistant</li><li>retail supervisor</li><li>quick service restaurant assistant</li></ul>			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
<b>Course Cost: NIL</b> <b>MANY UNIVERSITIES OFFER AN ATAR EQUIVALENT FOR COMPLETION OF CERTIFICATE III QUALIFICATIONS</b>		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<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>			
2023 Course Descriptor SIR30216 Certificate III in Retail Disclaimer: If you require accessible documents, please contact your VET coordinator for support			
Public Schools NSW, Tamworth RTO 90162		V1.2 Updated March 2022	



## 2023 SPORT COACHING COURSE DESCRIPTOR

### SIS30521 Certificate III in Sport Coaching

Public Schools NSW, Tamworth RTO 90162

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates

Course: Sport Coaching  
Board Endorsed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

**There is not an Australian Tertiary Admission Rank (ATAR) option for this course**

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching [training.gov.au - SIS30521 - Certificate III in Sport Coaching](https://training.gov.au - SIS30521 - Certificate III in Sport Coaching)

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a sports coaching environment. They should be able to use a personal digital device including a personal computer or laptop.

#### Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency

##### Core Units

HLTWHS001 Participate in workplace health and safety  
SISSSCO002 Work in a community coaching role  
SISSSCO005 Continuously improve coaching skills and knowledge  
HLTAID011 Provide first aid  
SISSSCO003 Meet participant coaching needs  
BSBPOS403 Apply business risk management processes

##### Electives

SISSSCO012 Coach sport participants up to an intermediate level  
SISXIND006 Conduct sport, fitness and recreation event  
SISXCAI009 Instruct strength and conditioning techniques  
SISSSOF002 Continuously improve officiating skills and knowledge  
SISXDIS001 Facilitate inclusion for people with a disability

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

#### Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the sport coaching industry

- possess a range of well-developed skills where discretion and judgement are required

- teamwork and communication
- applying skills and knowledge to coach participants to an intermediate level in a specific sport

#### Examples of occupations in the Sport Coaching Industry

This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

#### Course Cost: NIL

**MANY UNIVERSITIES OFFER AN ATAR EQUIVALENT FOR COMPLETION OF A CERTIFICATE III QUALIFICATION**

#### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>

2023 Course Descriptor SIS30521 Certificate III in Sport Coaching Public Schools NSW, Tamworth RTO 90162

V1.2 Updated March 2022

*Disclaimer: If you require accessible documents, please contact your VET coordinator for support*