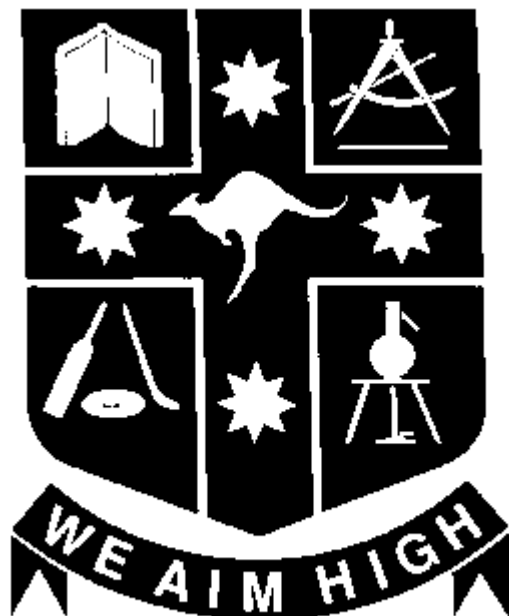


KOTARA HIGH SCHOOL



THE HIGHER SCHOOL CERTIFICATE

An Information Package for Students

Preliminary Course 2018

HSC Course 2019

Part 2

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KEY TO COURSE CODES

BDC	Board Developed Course
BEC	Board Endorsed Course
2U	2 Unit Course
1U	1 Unit Course
VET	VET (Vocational Education & Training) Course
Cat A	Category A Course
Cat B	Category B Course

ABORIGINAL STUDIES	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Aboriginal Studies examines the history of Aboriginal and Torres Strait Islander people in Australia before and after white settlement.

The Preliminary course focuses on students developing an understanding of Aboriginal societies before and in the period immediately after European settlement. The HSC course examines Aboriginal society in the modern world.

Students study research methodology in the Preliminary source to enable them to complete a personal research project in the HSC course. This provides valuable skills in how to research a topic effectively.

The HSC personal research project allows students to explore an area of personal interest within the area of Aboriginal history, society and culture.

Main Topics Covered

- **Preliminary Course**

Aboriginality and the Land

Heritage and Identity

Colonialism, Racism and Prejudice

How to construct a Personal Research Project

- **HSC Course**

Social Justice and Human Rights (50%)

- Criminal Justice
- Health

Aboriginality and the Land (20%)

Major Work: Personal Research Project (30%)

Personal Research Project: Students to explore a specific area of personal interest in the Ancient World.

ANCIENT HISTORY	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Ancient History is the study of ancient civilisations. Students examine the reasons for the development of specific societies, the people who lived in them, their way of life and the ideas that these societies generated. Both the Preliminary and HSC courses emphasise the role of written and archaeological evidence in understanding how these societies functioned.

Ancient History is a challenging, academic subject and requires students to engage in detailed analysis of issues and events.

Main Topics Covered

- Preliminary Course**

Investigating the Past: Archaeology and Science

Case Study: Otzi-The Iceman

Case Study: Thera and the Legend of Atlantis

Ancient Society: The City of Athens in the Golden Age

Personal Research Project: Students to explore a specific area of personal interest in the Ancient World.

- HSC Course**

Mandatory Core Topic (25%)
Pompeii

Ancient Society (25%)
Sparta

Personality Study (25%)
Pericles

Historical Period (25%)
The Greek World 500 – 440 BCE

BIOLOGY	BDC	2U	CAT A	

RATIONALE

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

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

Students who would benefit from doing this course?

This course is designed for students who wish to continue in a Science related field after school; whether that be employment or further studies at TAFE or university.

Prerequisites

Students would benefit from achieving at an Outstanding, High or Sound grade level in Stage 5 Science.

Course Structure

Year 11 Course – 4 Modules	Year 12 Course – 4 Modules
Module 1 Cells as the Basis of Life Module 2 Organisation of Living Things Module 3 Biological Diversity Module 4 Ecosystem Dynamics	Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-Infectious Disease and Disorders
The Year 11 and Year 12 courses will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content (at the teacher's discretion). It will take up to 15 hours of their course time in each of the Year 11 and Year 12 courses. Part or all of the depth studies will be assessable.	

Assessment

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

NOTE: Students may study one of, or any combination of, the Stage 6 Science courses – Biology, Chemistry, Physics and Investigating Science, up to a maximum of 6 units in Year 11. From 2019, students can study up to 7 units of Science in Year 12 which allows for the study of Science Extension which is a new 1 unit Year 12 course. Any of the above Stage 6 Science courses including Investigating Science may provide entry into the Science Extension (Year 12) course which has been developed to engage higher achieving students and better prepare them for university and careers in STEM.

BUSINESS STUDIES	BDC	2U	CAT A	
Exclusions: Nil				

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 interested in being part of the business world will benefit from the study of marketing, financial planning and management, employment relations and the interaction of the Australian and global economy. Research and independent learning skills in addition to analytical and problem solving competencies are also developed throughout the course.

Main Topics Covered

- **Preliminary Course**

Business Management
 Business Planning
 Nature of Business

- **HSC Course**

Operations
 Marketing
 Finance
 Human Resources

CHEMISTRY	BDC	2U	CAT A	

Course Description

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

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for understanding investigations in a wide range of Science, Technology, Engineering and Mathematics related fields.

Students who would benefit from doing this course?

This course is designed for students who wish to continue in a Science related field after school; particularly further studies at TAFE or university.

Prerequisites

Students would benefit from achieving at an Outstanding or High grade level in Stage 5 Science and be prepared to complete difficult mathematical calculations as part of the course.

Course Structure

Year 11 Course – 4 Modules	Year 12 Course – 4 Modules
Module 1 Properties and Structure of Matter	Module 5 Equilibrium and Acid Reactions
Module 2 Introduction to Quantitative Chemistry	Module 6 Acid/base Reactions
Module 3 Reactive Chemistry	Module 7 Organic Chemistry
Module 4 Drivers of Reactions	Module 8 Applying Chemical Ideas
The Year 11 and Year 12 courses will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content (at the teacher's discretion). It will take up to 15 hours of their course time in each of the Year 11 and Year 12 courses. Part or all of the depth studies will be assessable.	

Assessment

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

NOTE: Students may study one of, or any combination of, the Stage 6 Science courses – Biology, Chemistry, Physics and Investigating Science, up to a maximum of 6 units in Year 11. From 2019, students can study up to 7 units of Science in Year 12 which allows for the study of Science Extension which is a new 1 unit Year 12 course. Any of the above Stage 6 Science courses including Investigating Science may provide entry into the Science Extension (Year 12) course which has been developed to engage higher achieving students and better prepare them for university and careers in STEM.

COMMUNITY and FAMILY STUDIES	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Community and Family Studies develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.

Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

Topics Covered

- **Preliminary Course**

Resource Management
Individuals and Groups
Families and Communities

- **HSC Course**

Core Modules:

Resource Methodology
Parenting and Caring
Groups in Context

One Option from the following:

Family and Societal Interactions
Social Impact of Technology
Individuals and Work

**CPC20211 Certificate II in Construction Pathways (CPC08 release V9.3)
Statement of Attainment towards CPC20211 Certificate II in Construction Pathways (CPC08 release V9)**

2018 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

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

Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCCWF2002A	Use wall and floor tiling tools and equipment
CPCCCWHS1001	Work safely in the construction industry	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2005B	Use construction tools and equipment	CPCCCO2013A	Carry out concreting to simple forms

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

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

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

- **Steel Capped boots**

Exclusions:

VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

DESIGN and TECHNOLOGY	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Design & Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. This course is a practical course where students design products of their choice, determine appropriate production methods while having access to advanced manufacturing technologies such as CNC mill and 3D printing. In this process they investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

Design & Technology is inclusive in the needs, interests and aspirations of students as it provides opportunities for students to develop practical design projects in areas of their individual interests. Students also discuss equity issues related to design, production and manufacturing in the Australian society and consider careers in the fields of design and manufacturing.

Main Topics Covered

- **Preliminary Course**

This course introduces students to the design process through a variety of design problems. Students are to create a product, system or environment that solves the design problem using practical hands on production and manufacturing processes.

- **HSC Course**

Students design and manufacture a Major Design Project of their choice that satisfies a design need. Evidence of the steps in producing a solution is to be presented in a folio. The investigation of innovation and emerging technologies is also considered.

Course Requirements

There are no prerequisites for this course. In both preliminary and HSC students are required to supply their own materials for practical projects and are to keep a project folio. The Senior Service Fee covers incidental material costs that students may use on their practical work.

DRAMA	BDC	2U	CAT A	
Exclusions: Nil				

Prerequisites

No prior study of Drama is needed, but a willingness to participate in a large variety of practical exercises and performances is required.

Course Description

This course is intended to give students skills in group devising and in performance and an understanding of production and 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.

Main Topics Covered:

Preliminary Course

Theatrical Traditions and Performance Styles

- *learning how others use theatre to present ideas*

Playbuilding

- *creating performances with peers*

Improvisation

- *learning how to create without a script*

Acting

- *techniques for getting into character*

Elements of Production

- *understanding what is needed to get from idea to public performance*

Higher School Certificate Course

Australian Drama and Theatre

- *understanding is developed and assessed through the study and workshopping of two plays in essay-writing and in performance*

Studies in Drama and Theatre

- *understanding is developed and assessed through the study of an international theatrical style. This is done through workshopping, essay-writing and performance*

Group Performance

- *students are placed in small groups and must create a ten minute performance for external assessment in term 3*

Individual Project

- *students choose from design (costume, lighting, set, program), scriptwriting, video, critical analysis or performance to create a piece for external assessment in term 3.*

ECONOMICS	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Economics provides an understanding for students about how the economy and the business world operate. It investigates issues such as the global financial crisis and how government policy will impact on the economy and individuals within society. Throughout the course students learn how to analyse problems and issues in Australian society today and communicate their ideas.

The Preliminary Course is essentially microeconomic in nature, focusing on factors that affect the behaviour of consumers, business and government. It examines factors that affect the operation of the labour and the financial markets in detail. The Preliminary course provides an essential foundation for the HSC course.

The HSC Course focuses on the management of the Australian economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy, with specific reference to economic issues in the Australian government economy and management policies.

Main Topics Covered

- **Preliminary Course**

Introduction to Economics
Consumers & Business Markets
Markets
Labour Markets
Financial Markets
Government in the Economy

- **HSC Course**

The Global Economy
Australia's Place in the Global Economy
Economic Issues
Economic Policies & Management

ENGINEERING STUDIES	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Engineering Studies is a unique subject that develops knowledge and understanding involved with the application of technology. The subject promotes environmental, economic and global awareness. It also develops problem-solving ability and self-directed learning. Communication and management skills are promoted through team projects.

This subject provides students with skills, knowledge and awareness associated with a study of engineering, mathematics, science and technology. Engineering practices and associated methodologies are examined with regard to the effects upon the individual, the societal and global condition.

The syllabus is inclusive of the needs, interests and inspirations of all students and provides opportunities and challenges to deal with engineering concepts.

Course Contributions - \$20 are made to cover the ongoing costs of consumables and materials used as part of this course. This amount is subsidised by the Kotara High School Senior Service Fee.

Particular Course Requirements:

Students are expected to have an interest in Mathematics, Physics, Chemistry and Biology. Throughout the course students will be required to present several engineering reports based on a similar format used in industry.

PRELIMINARY	HSC
<p>Engineering application module 1 Engineering Fundamentals</p> <p>This module develops an understanding of the basic principles associated with engineering. Examples can be used to explain these principles without this knowledge being applied to a specific component, product or system.</p>	<p>Engineering application module Civil Structures</p> <p>We investigate and analyse the engineering of major constructions. Some examples of civil structures include: bridges, roads, dams, buildings, cranes and lifting devices, parklands and children's playgrounds and equipment.</p>
<p>Engineering application module 2 Engineered Products</p> <p>We examine one or more products as an introduction to engineering applications. Some products include: kettles, washing machines, toasters, portable power tools, irons, vacuum cleaners, wheelbarrows, sprinklers, garden implements, garden mulchers, lawnmowers and motor vehicles.</p>	<p>Engineering application module Personal and Public Transport</p> <p>The part engineering plays in the design and manufacture of Personal and Public Transport. Some examples include: bicycles, motor cars, boats, motor cycles, buses, trucks, trains and trams.</p>
<p>Engineering application module 3 Braking Systems</p> <p>How does a car braking system differ from that of a locomotive? We examine several different products related to braking systems as an introduction to engineering applications. Some examples include: the band brake, drum brake, disc brake, anti-lock braking systems (ABS) and regenerative braking systems, as well as the automotive handbrake.</p>	<p>Engineering focus module Aeronautical Engineering</p> <p>The theory of flight, the engineering realm and the career specialisation for engineers. Some examples include: design and construction of recreational aircraft, general aviation aircraft, military aircraft, space craft, agricultural aircraft, helicopters and home-built aircraft.</p>
<p>Engineering focus module 4 Biomedical Engineering</p> <p>An insight to the diversity of engineering to help improve human life. Examples include: artificial heart, prosthetic limbs, glasses, bionic ear and surgical equipment. or other devices.</p>	<p>Engineering focus module Telecommunications Engineering</p> <p>How do land lines, mobile phone networks, satellite communications and remote control work? Some examples include: telephone systems (fixed and mobile), radio systems, television systems and satellite communication systems.</p>

ENGLISH ADVANCED	BDC	2U	CAT A	
Exclusions: English (Standard) Course, Fundamentals of English, English Studies, ESL				

Course Description

Preliminary English (Advanced) Course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the **HSC English (Advanced) Course** students analyse and evaluate texts and the ways they are valued in their contexts.

Main Topics Covered:

- **Preliminary Course**

This course has two sections:

Content common to the Standard and Advanced Courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the Course content. Students undertake at least one Area of Study.

Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The electives comprise 60% of the content.

- **HSC Course**

The course has two sections:

The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced Courses where students analyse and explore texts and apply skills in synthesis.

Modules which emphasise particular aspect of shaping meaning and representation, questions of textual integrity and ways in which texts are valued. Students are required to study one elective from each of three modules A, B and C.

Particular Course Requirements:

Preliminary English (Advanced) Course requires:

*Study of Australian and other texts

*Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.

*Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.

*Integration of the modes: reading, writing, listening, speaking, viewing and representing as appropriate.

*Engagement in the integrated study of language and text.

HSC English (Advanced) Courses requires:

*The close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama, prose fiction; drama or film; poetry; non-fiction or media or multimedia texts.

*A wide range of additional related texts and textual forms.

ENGLISH EXTENSION	BDC	1U	CAT A	
Exclusions: English (Standard) Course, Fundamentals of English, ESL, English Studies				

Pre-requisites

English (Advanced) Course

Preliminary English Extension Course is a prerequisite for Extension Course 1.

Extension Course 1 is a pre-requisite for Extension Course 2

Course Description

- In the Preliminary English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. Students are given the opportunity to pursue areas of interest, respond to and compose texts.
- In the HSC English (Extension) Course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

Main Topics Covered:

<ul style="list-style-type: none"> • Preliminary Extension Course The course has one mandatory section, Module: Texts, Culture and Value. Students critically examine a key text from the past and its absorption into popular culture as well as developing their composing skills. 	<ul style="list-style-type: none"> • HSC Extension Course 1 The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values. In that module students explore and evaluate texts and concepts and the ways texts are valued. Students also develop a range of imaginative, analytical and interpretive compositions. 	<ul style="list-style-type: none"> • HSC Extension Course 2 The course requires students to complete a Major Work. Students work independently on an extended composition of their own choice.
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Particular Course Requirements:

Preliminary English (Extension) Course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

The HSC English (Extension) Course 1 requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives 2009 – 2012). Topics include: Crime Writing, Science Fiction, Life Writing, After the Bomb, Romanticism, Navigating the Global, Textual Dynamics, Language & Gender.

The HSC English (Extension) Course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission. This course allows personal interest, specialisation and the opportunity to develop to a level of distinction. The Major Work is assessed in the school, as a process and externally as a product.

ENGLISH FUNDAMENTALS	BDC	1U		
Exclusions: English Advanced, English Extension 1				

Course Description

Fundamental English Course students can study this course over one or two years. The course is non examinable for the HSC. Students study between three to five modules.

The course is designed to assist students in using the English language effectively to achieve the outcomes of Stage 6. The course enables students to spend more time on intensive tuition in English as they develop skills, knowledge, understanding and appreciation.

Main Topics Covered:

The modules include the following:

*Approaches to Areas of Study in English

*Oral Communication Skills

*Forms of Writing

*Investigative Skills

*Workplace Communication

ENGLISH STANDARD	BDC	2U	CAT A	
Exclusions: English Advanced, English Studies, ESL				

Course Description

Preliminary English (Standard) Course – students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.

In the HSC English (Standard) Course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered:

• Preliminary Course

This course has two sections:

*Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least One Area of Study.

*Electives in which students explore, examine and analyse aspects of meaning. The electives comprise 60% of the content.

• HSC Course

This course has two sections:

*The HSC Common Content consists of one Area of Study common to the Standard and Advanced courses, where students explore, analyse and assess texts and apply skills in synthesis.

*Modules which emphasise the integrated study of language and text, responding to and composing texts, the integration of language modes and an examination of varied textual forms. Students are required to study one elective from each of three modules A, B and C.

Particular Course Requirements:

Preliminary English (Standard) Course requires:

*Study of Australian and other texts

*Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.

*Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.

*Integration of the modes: reading, writing, listening, speaking, viewing and representing as appropriate.

*Engagement in the integrated study of language and text.

HSC English (Standard) Courses required:

*The close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama, prose fiction; drama or film; poetry; non-fiction or media or multimedia texts.

*A wide range of additional related texts and textual forms.

ENGLISH STUDIES	BEC	2U		
Exclusions: English Advanced, English Standard				

Candidature

English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.

The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

Course structure

Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

Preliminary course: 120 indicative hours
3–5 modules
20–40 indicative hours per module

HSC course: 120 indicative hours
3–5 modules
20–40 indicative hours per module

The module Achieving through English: English and the worlds of education, careers and community is mandatory in the Preliminary course.

The module We are Australians – English in citizenship, community and cultural identity is mandatory in the HSC course.

Additional modules are to be selected from the elective modules listed below considering factors such as students' needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances.

In each of the Preliminary and HSC years students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

ENGLISH as a SECOND LANGUAGE	BDC	2 U	CAT A	
Exclusions:				

Rationale

The English (ESL) course addresses the needs of a specific group of students. The course complements the English (Standard) course and the English (Advanced) course and shares the overall aim and rationale of English. When presented at the HSC, the English (ESL) course will satisfy Board of Studies requirements for the study of English.

The English (ESL) course provides students with the opportunity to become effective, creative and confident communicators in English and to assist them in achieving Stage 6 outcomes. They will be able to respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives. Students extend their reading, writing, listening, speaking, viewing and representing skills through an integrated engagement with texts drawn from literature and other sources.

Structure

The Preliminary English (ESL) course consists of 120 indicative hours of study. The HSC English (ESL) course consists of 120 indicative hours of study.

Study in the Preliminary Course requires completion of:		Study in the HSC Course requires completion of:	
Preliminary Language Study Within Area(s) of Study	80 indicative hours	HSC Language Study Within an Area of Study	60 indicative hours
Electives	40 indicative hours	One elective chosen from EACH of the two English (ESL) course modules	60 indicative hours

Course Entry Requirements

The English (ESL) course may be accessed by any student who has been educated overseas or in an Australian educational institution using English as the language of instruction for five years or less prior to the beginning of the Preliminary year of study.

This includes:

- students whose learning has been interrupted by periods outside education that uses English as a language of instruction, and
- Aboriginal and Torres Strait Islander students from Indigenous communities where standard English is not the lingua franca of the local community

FOOD TECHNOLOGY	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Food Technology provides students with a broad knowledge of, the factors that influence food availability, current Australian food consumption patterns, food handling, functional properties of food and the role of nutrition. Contemporary food issues related to nutrition or the market place are raised, investigated and debated. This knowledge enables students to make informed responses to changes and exert an influence on future developments in the food industry as educated citizens and in their future careers. Food Technology develops skills including the ability to research, analyse and communicate together with developing the competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations. The knowledge, skills and attitudes gained during the course will have applications to, and provide benefits for, both vocational and general life experiences.

Course Contributions - \$65 are made to cover the ongoing costs of consumables and materials used as part of this course. This amount is subsidised by the Kotara High School Senior Service Fee.

Main Topics Covered

- **Preliminary Course**

Food Availability and Selection
 Food Quality
 Nutrition

- **HSC Course**

Core Modules

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

Particular Course Requirements:

It is mandatory for students to undertake practical activities.

FRENCH FOR BEGINNERS	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

This course is designed for students who have no prior knowledge or experience of the French language or whose experience is derived solely from or equivalent to its study for 100 hours or less in Stage 4 or Stage 5.

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu.

French is known as the language of diplomacy. It is the official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games. It features strongly in international conferences and is used in many overseas aid organisations. France and the South Pacific are among the leading destinations for Australian travellers.

Through the study of French, students will appreciate and experience the richness and diversity of the art, cuisine, film and music of French-speaking communities.

Australia has had strong connections with France for more than 200 years. A strong relationship exists through trade and investment, communication technologies, education, scientific and technological research and cultural exchange. The study of French provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Main Topics Covered

- **Preliminary Course**

(120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. The themes of The Personal World and The French-Speaking Communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Topics within the two themes covered are:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, Recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

- **HSC Course**

(120 indicative hours)

In the HSC course students will extend and refine their communication skills in French in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.

GEOGRAPHY	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Geographical study in Stage 6 involves a fascinating look at the varied character of the world and its people. It aims to educate students about environmental and human change, and the interactions and consequences that occur.

The Preliminary course provides a background into some of the climatological and geomorphic processes that occur in nature. This is followed by an investigation of a selection of major global challenges e.g. population pressures, global relations and development versus conservation. This year also involves the completion of a Senior Geography Project – a research project on a geographical topic of the student’s choice.

The HSC course investigates:

- Ecosystems at risk e.g. coral reefs, mangroves, rainforests.
- The growth of urban places – global cities, megacities, slums and urban dynamics.
- An economic activity study e.g. tourism, viticulture, rice farming.

Each topic is supported by fieldwork and a variety of case studies covered in class. Geographic skills such as map interpretation, internet research and survey construction are also an integral part of the course.

Key concepts across all topics: change, environment, sustainability, ecological dimension, interaction, technology, integration.

Particular Course Requirements

Students will complete the Senior Geography Project (SGP) in the Preliminary year and must undertake ten hours of fieldwork in both the Preliminary and HSC year.

HISTORY EXTENSION	BDC	1U	CAT A	
Exclusions: Nil				

Course Description

Extension History involves the study of the way in which History is constructed by historians. Extension History is a very challenging, highly academic subject and caters for students who are achieving at a high level in either the Ancient History or Modern History courses. Students routinely engage in high level, sophisticated analysis and interpretation of historical theories.

Main Topics Covered

HSC Course

Students complete three topics.

Historiography

This topic examines how historians from the ancient and modern world have sought to make sense of historical events. It examines a range of historical schools including Modernist and Post-modernist interpretations. Students also examine how historians have selected and used evidence over time and how this has affected the quality of their historical analysis. This involves students in learning how to deconstruct historical texts.

The Origins of Democracy (The American Revolution)

In this case study students learn to apply the skills of analysis learned in the Historiography topic to the interpretation of the American Revolution. Students examine how the events of the revolution have been interpreted from 1776 up till the present time and how interpretations of events are affected by the interests and concerns of the people writing history and of the schools of historical analysis upon which their work is based.

Research Project

In the research project students conduct an analysis of a topic of their own choosing from a historiographic perspective.

SIT20213 Certificate II in Hospitality (SIT12 release 2)*

SIT20316 Certificate II in Hospitality

Statement of Attainment towards SIT20316 Certificate II in Hospitality 2018 STAGE 6 COURSE DESCRIPTION – HOSPITALITY

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality & customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective Units	
SITHIND003	Use Hospitality skills effectively	SITXINV001	Receive and store stock
SITXCOM002	Show social and cultural sensitivity	SITXINV002	Maintain quality of perishable items
SITXCCS003	Interact with customers	BSBCMM201	Communicate in the workplace
BSBWOR203	Work effectively with others	SITXCOM001	Source and present information
SITXWHS001	Participate in safe work practices	SITHCCC003	Prepare sandwiches
SITHIND002	Source and use information on the hospitality industry	SITXFSA002	Participate in safe food handling practices
SITXFSA001	Use hygienic practices for food safety	BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages	HLTAID003	Provide first aid
SITHFAB007	Serve food and beverage		
SITHFAB005	Prepare and serve espresso coffee		
Course contribution (to be made directly to school): \$ 60 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> • Nil 	
Please note that the current version of this qualification is under review by the relevant National Skills Council and NSW Education Standards Authority (NESA). The RTO will provide additional information to students regarding new qualifications completed as part of this HSC VET course as soon as possible.			
Exclusions: VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation skills:

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

School-based Apprenticeships and Traineeships (SBATs)

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

INDUSTRIAL TECHNOLOGY Timber Industries and Furniture Products or Metals and Engineering Industries Exclusions: TAFE delivered Metals and Engineering	BDC	2U	CAT A	

Course Description

This is a practical course for students with an interest in the Timber Products and the Furniture Industry or Metals and Engineering Industries. The Preliminary component of the course requires students to complete a range of skill based processes culminating in the completion of practical projects. Students develop skills to adequately support the completion of the HSC Major Project. The HSC Major Project is a mandatory component of the HSC.

The HSC course requires students to plan and make a major project. The major project consists of a Product and an accompanying Management Portfolio. The major project is worth 60% of the total HSC external mark.

Course Costs are made to cover the ongoing costs of consumables and materials used as part of this course. This amount is subsidised by the Kotara High School Senior Service Fee. This cost will be individually project specific.

Main Topics Covered:

- **Preliminary Course**

Industry Study

Visit an industry and study the organisation and management structure of that business.

Industry-Specific Practical Component

Study is done through a series of practical projects and folio development.
Elements and Principles of Design.

- **HSC Course**

Industry Study

Report on the industry studied in the Preliminary course specific to the focus area studied.
Global influences on Australian industry.
Technological influences on Australian industry.

Industry-Specific Practical Component

Students spend approximately 3.5 terms of the Year 12 course “Designing and Building” a Major Practical Project of their choice.

Particular Course Requirements

There are no pre-requisites for this course. The Preliminary Course is practically based and it is expected that students make a school contribution to the materials used. Students are required to supply their own materials and consumables for the HSC Major Project and document a Major Works Portfolio.

INVESTIGATING SCIENCE	BDC	2U	CAT A	
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RATIONALE

Investigating Science is a **new course** with a focus on the application of science skills, such as questioning, observing, predicting, experimenting, and evaluating ideas and investigations. The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The course promotes active inquiry, firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

Who would benefit from doing this course?

The Investigating Science course is designed to **complement** the study of the science disciplines (Biology, Chemistry, Physics) by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth. Choosing this course will assist students completing Biology, Chemistry and/or Physics. It is also designed as a **stand alone** course for those that wish to further their Science education.

Prerequisites

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

Course Structure

Year 11 Course – 4 Modules	Year 12 Course – 4 Modules
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
The Year 11 and Year 12 courses will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content (at the teacher's discretion). It will take up to 30 hours of their course time in each of the Year 11 and Year 12 courses. Part or all of the depth studies will be assessable.	

Assessment

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

NOTE:

Investigating Science is NOT Senior Science. Students will NOT be allowed to drop from another Science into Investigating Science at the end of the Year 11 course as has previously been allowed with Senior Science.

Students may study one of, or any combination of, the Stage 6 Science courses – Biology, Chemistry, Physics and Investigating Science, up to a maximum of 6 units in Year 11. From 2019, students can study up to 7 units of Science in Year 12 which allows for the study of Science Extension which is a new 1 unit Year 12 course. Any of the above Stage 6 Science courses including Investigating Science may provide entry into the Science Extension (Year 12) course which has been developed to engage higher achieving students and better prepare them for university and careers in STEM.

JAPANESE CONTINUERS	BDC	2U	CAT A	
Exclusions:				

Course Description

The Preliminary Course (120 indicative hours)

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.

The HSC Course (120 indicative hours)

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.

Main Topics Covered

- **Preliminary Course**

Personal World – home, neighbourhood, family, friends, places of interest in Australia

Daily Life – routine, school life

Leisure – interests, sport, healthy lifestyle

Future plans – education, careers, lifestyle

- **HSC Course**

Travelling in Japan – transport, directions tickets, reservations accommodation, places of interest in Japan.

Living in Japan – meeting/visiting people, shopping, eating, customs, etiquette

Cultural life – traditional culture, contemporary culture

Casual work, careers using Japanese

Current issues – technology, youth and social issues

Particular Course Requirements:

- 200-300 hours study of the language or equivalent
- Beginners and Background Speakers are excluded
- Students who are interested in student exchange may consider Extension 2 Japanese in Year 12

LEGAL STUDIES	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Legal Studies offers students an excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes.

The Preliminary Course develops students' knowledge and understanding about the nature and social functions of law and law making. It investigates the development of Australian and international legal systems and the specific nature of the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information through the examination of case law and legislation, role plays, media analysis and excursions.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Main Topics Covered

- **Preliminary Course**

The Legal System
The Individual and the Law
The Law in practice

- **HSC Course**

Core part 1: Crime
Core part 2: Human Rights

Part 3: Options, two chosen from

Consumers
Family
Global environmental protection
Indigenous peoples
Shelter
Workplace
World order

Key themes incorporated across all topics: Justice, Law and Society, Culture, Values and Ethics, Conflict and Co-operation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

MARINE STUDIES	BEC	1U		
Exclusions: Nil				

Course Description:

The syllabus brings a wide range of theoretical, practical and leisure experiences to students both in and out of the classroom.

The first core unit in Term 1 is “WATER SAFETY” and “FIRST AID”culminating in a SURVIVAL SWIM at Charlestown Pool.

Throughout the course, the classroom focus is always sustainable management of our precious marine environment. This is echoed in our “out of class” excursions/activities which include:

- Fishing.....at a variety of locations
- Visit to Swansea Coastguard and NSW Fisheries
- Sydney Boat Show
- Pippling at Burwood Beach
- Rock platform ecology – Merewether
- Catchment study – Glenrock lagoon and Burwood
- Visit to Nelson Bay – Fishery, D’Albora and Tomaree
- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in water
- Marine and Maritime Employment
- Personal Interest Project

Some optional modules include:

Dangerous marine creatures	Marine Organisms
Estuarine Studies	Seafood
Coastal Studies	Boating and seamanship
Coral Reef Ecology	Navigation
Oceanography	
Local Area Studies	
Sea Birds	
Fishing	
Marine Resource Management	

Particular Course Requirements:

There are some small costs to cover transport, bait and tackle (if required).

PRELIMINARY MATHEMATICS STANDARD/ HSC MATHEMATICS STANDARD 1 OR 2 (replacing the Mathematics General Courses)	BDC	2U		
Exclusions: Mathematics, Mathematics Extension 1, Mathematics Extension 2				

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 5.3 course.

Course Description: The Preliminary Mathematics Standard course 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 the HSC have two options (decisions are not required until the end of Year 11):

HSC Mathematics Standard 1 (replacing HSC 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.

HSC Mathematics Standard 2 (replacing HSC 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 Mathematics Standard	HSC Mathematics Standard 1	HSC Mathematics Standard 2
<u>Topics</u>	<u>Areas of Study</u>	<u>Areas of Study</u>	<u>Areas of Study</u>
Algebra	Formulae and Equations Linear Relationships	Types of Relationships	Types of Relationships
Measurement	Applications of Measurement Working with Time	Right-angled Triangles Rates Scale drawings	Non-right-angled Trigonometry Rates and Ratios
Financial Mathematics	Money Matters	Investment Depreciation and Loans	Investments and Loans Annuities
Statistical Analysis	Data Analysis Relative Frequency and Probability	Further Statistical Analysis	Bivariate Data Analysis The Normal Distribution
Networks		Networks and Paths	Network Concepts Critical Path Analysis

PRELIMINARY MATHEMATICS/ HSC MATHEMATICS	BDC	2U		
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: (formerly known as 2 Unit or Advanced Mathematics) This calculus-based course does lead 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.

Main Topics Covered

Preliminary Mathematics

Areas of Study

Basic Arithmetic and Algebra
Plane Geometry
Real Functions
Trigonometric Ratios
Linear Functions
Tangent to a Curve and the Derivative of a Function

HSC Mathematics

Areas of Study

Geometrical Applications of Differentiation
Coordinate Methods in Geometry
Applications of Geometrical Properties
Integration
Trigonometric Functions
Logarithmic and Exponential Functions
Applications of Calculus to the Physical World
Probability
Series and Applications

PRELIMINARY MATHEMATICS EXTENSION 1/ HSC MATHEMATICS EXTENSION 1	BDC	1U		
Exclusions: Mathematics Standard				

Prerequisites: This course is recommended to the most outstanding Year 10 students from the Stage 5.3 course.

Course Description: (formerly known as 3 Unit Mathematics) can be studied in addition to the Mathematics course. It extends many of the concepts studied in the Mathematics 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 the Mathematics course 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 the HSC.

Main Topics Covered

Preliminary Mathematics Extension 1

Areas of Study (in addition to the Mathematics course)

Permutations and Combinations
 Circle Geometry
 Further Inequalities
 Internal and External Division of an Interval
 The Angle Between Two Lines
 Polynomials
 Further Trigonometry
 Parametric Representation and The Parabola
 Harder Applications of the Mathematics Course

HSC Mathematics Extension 1

Areas of Study (in addition to the Mathematics course)

The Principle of Mathematical Induction
 Approximation of Roots
 Binomial Theorem
 Further Probability
 Further Methods of Integration
 Inverse Functions
 Further Applications of Calculus
 Harder Applications of the Mathematics Course

MEM10105 Certificate I in Engineering (MEM05 release 11.1)
Statement of Attainment towards MEM10105 Certificate I in Engineering (MEM05 release 11.1)

2018 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service :	

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

Compulsory/Core Units – HSC Examinable		Possible Elective Units – teacher will advise	
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03003B	Perform sheet and plate assembly
MEM12023A	Perform engineering measurements	MEM05004C	Perform routine oxy acetylene welding
MEM13014A	Apply principles of occupational health and safety in the work environment	MEM05003B	Perform Soft Soldering
MEM12024A	Perform computations	MEM03001B	Perform manual production assembly
MEM14004A	Plan to undertake a routine task	MEM05007C	Perform manual heating and thermal cutting
MEM15002A	Apply quality systems	MEM05012C	Perform routine manual metal arc welding
MEM15024A	Apply quality procedures	MEM07023B	Use workshop machines for basic operations
MEM18001C	Use hand tools		
MEM18002B	Use power tools/hand held operations		

Students will also complete additional HSC content to fulfil the NSW NESA syllabus/examinable requirements for this course

Course contribution (to be made directly to school): \$50

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

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

- **Steel capped boots**

Exclusions:

VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Enrolment in a Certificate I Engineering excludes you from studying Industrial Technology - Metals and Engineering focus area.

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

MODERN HISTORY	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Modern History involves the study of the causes of historical change in the modern world. Both the Preliminary and HSC courses emphasise the role of ideas as well as individuals and groups in creating change.

The personal research project allows students to explore an aspect of a modern society. There is also scope for students to research a topic outside these areas where they have a specific area of personal interest.

Modern History is a challenging, academic subject and requires students to engage in sophisticated analysis of issues and events.

Main Topics Covered

- **Preliminary Course**

Depth Study

Decline and Fall of the Romanov
Dynasty (Russia)

Depth Study

Revolution in Cuba 1953-63

Mandatory Topic (30%)

The World in 1900

Research Project: Students explore
an area of personal interest in Modern History

- **HSC Course**

Mandatory Core Topic (25%)

World War One

National Study (25%)

Nazi Germany

Personality Study (25%)

Leni Reifenstahl (Nazi Film Maker)

Study in Peace and Conflict (25%)

Conflict in Europe 1935-45

MUSIC	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

The Music 1 course is designed to be flexible and student driven, to encourage students to study the areas of music that they are most interested in while still accommodating students of differing needs and abilities. Students get to choose their topics for the HSC as well as choose what type of assessment they sit; performance, composition or musicology. This type of flexibility enables students to tailor the course to their own personal requirements. It also serves as a pathway for further training and employment in the music industry or in contemporary music fields.

During the **Preliminary Course**, students study three (3) topics and get experience in the four areas of study; performance, composition, musicology and aural. These areas help students learn the **Concepts of Music**, which provide the context for studying the chosen topics.

In the **HSC course**, students choose three (3) more topics and have their choice of performance, composition and musicology as a means of assessment.

Topics available for study include:

An Instrument and its repertoire	Music in education
Australian music	Music of a culture (Prelim. Course)
Baroque music	Music of a culture (HSC Course)
Jazz	Music of the 18 th century
Medieval music	Music of the 19 th century
Methods of notating music	Music of the 20 th & 21 st centuries
Music and religion	Popular music
Music and the related arts	Renaissance music
Music for large ensembles	Rock music
Music for radio, film, television & multimedia	Technology and its influence on music
Music for small ensembles	Theatre music

These topics above are chosen by the students, so they can focus on their personal interests. However classes will often come to a consensus to study as a group.

HSC Assessment	%	HSC Examination	%
Core Performance	10	Core Performance	20*
Core Composition	10	Elective 1	20*
Core Musicology	10	Elective 2	20*
Aural	25	Elective 3	20*
		Adjusted Core Perf and Electives x3 mark	80* > 70
Elective x3 (One each topic)	15 x 3	Aural	30
Total	100%	Total	100%

Elective tasks are the student choice of performance, composition or musicology (viva voce, a musical discussion/presentation, allowing students to focus on their strengths).

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION	BDC	2U	CAT A	
	Exclusions: 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, fitness choices, composing and performing.

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 Core Strands (60% total)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options (40% total)

Select two of the following options:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC Course Core Strands (60% total)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options (40% total)

Select two of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

PHOTOGRAPHY, VIDEO and DIGITAL IMAGING	BEC	2U		
	Exclusions: Nil			

Course Description:

This course provides students with learning opportunities primarily in the field of Digital Still Photography and Digital Imaging. There are some opportunities within the course for students to create images using “wet” photographic techniques using film and the darkroom, and moving images using video. Students are required to develop a portfolio based on their investigations of the world using a range of photographic and digital equipment and techniques. This includes the use of Digital SLR cameras and accessories, and digital imaging programs such as Photoshop. Students are also required to investigate historical and contemporary practices of photographers working within a variety of fields of photography. This course can provide a sound base for further study at University or TAFE.

Main Topics Covered

The following modules are studied in the Preliminary course:

1. Traditions, Styles and Genres in Photography and Digital Imaging
2. Developing a Point of View in Photography and Digital Imaging
3. Manipulated Forms in Photography and Digital Imaging

The following modules are studied in the HSC course:

1. Temporal Accounts in Photography and Digital Imaging
2. The Arranged Image in Photography and Digital Imaging
3. Individual Project in any field of Photography

Pattern of study for the 1 Unit and 2 Unit Preliminary Course: Three modules are studied as well as Occupational Health and Safety which is incorporated into all modules.

Pattern of study for the 2 Unit HSC Course: Three modules are studied as well as Occupational Health and Safety which is incorporated into all modules.

Particular Course Requirements

Students are required to keep a Photography Diary/Portfolio which demonstrates their conceptual and technical accomplishments. Assessment consists of Making Photographs (70%) and Critical and Historical Studies (30%).

PHYSICS	BDC	2U	CAT A	

RATIONALE

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

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

Students who would benefit from doing this course?

This course is designed for students who wish to continue in a Science related field after school; particularly further studies at TAFE or university.

Prerequisites

Students would benefit from achieving at an Outstanding or High grade level in Stage 5 Science and be prepared to complete difficult mathematical calculations as part of the course.

Course Structure

Year 11 Course – 4 Modules	Year 12 Course – 4 Modules
Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism	Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of light Module 8 From the Universe to the Atom
The Year 11 and Year 12 courses will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content (at the teacher's discretion). It will take up to 15 hours of their course time in each of the Year 11 and Year 12 courses. Part or all of the depth studies will be assessable.	

Assessment

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

NOTE: Students may study one of, or any combination of, the Stage 6 Science courses – Biology, Chemistry, Physics and Investigating Science, up to a maximum of 6 units in Year 11. From 2019, students can study up to 7 units of Science in Year 12 which allows for the study of Science Extension which is a new 1 unit Year 12 course. Any of the above Stage 6 Science courses including Investigating Science may provide entry into the Science Extension (Year 12) course which has been developed to engage higher achieving students and better prepare them for university and careers in STEM.

SIR30216– Retail Services Training Package (Release 2.0)

Certificate III in Retail or statement of Attainment

2018 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

This Course is available as	2U x 1 yr 120 Hour	2U x 2 yr 240 Hour	4U x 1 yr 240 hour
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The course structure will be based on SIR30216			
Compulsory/Core Units		HSC Examinable*	Elective Units
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSL002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK001	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSL001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
Course contribution (to be made directly to school): \$ Nil Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> • Nil 	
Exclusions: VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SOCIETY and CULTURE	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Society and Culture is a unique course in the senior school in that it is a full 2 unit course but allows the students in Year 12 to achieve 40% of their HSC mark in the classroom and at home through the completion of their PIP (Personal Interest Project - of any issue of interest to the student that relates to society).

Society and Culture develops knowledge, understanding and compassion that are essential in today's constantly changing social world. This is achieved through the study of concepts and issues that are particularly relevant to students at this developing stage of their lives and include:

- Self esteem and identity
- Adolescence
- Sexuality and gender
- Cultural diversity
- Religion and beliefs
- Family
- Work, leisure and sport
- Popular culture
- Conflict and co-operation

Syllabus strategies are varied and include focus studies, movie analysis, guest speakers and a two day cultural experience to Nan Tien Buddhist Temple at Unanderra.

Main Topics Covered

- **Preliminary Course**

The Social and Cultural World (20%)
 Personal and Social Identity (40%)

Intercultural Communication (40%)

- **HSC Course**

Core

Social and Cultural Continuity and Change (20%)
 The Personal Interest Project (40%)

Depth Studies (40%)

Two to be chosen from:

- Popular Culture
- Belief Systems
- Equality and Difference
- Work and Leisure

Particular Course Requirements:

Completion of PIP Preparation Skills such as footnoting and an annotated Resource List in Preliminary and an HSC PIP in the HSC Course. (40% of Total Assessment)

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

2018 STAGE 6 COURSE DESCRIPTION – SPORT COACHING

This Course is available as	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 35 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>		
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>		

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

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

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

Course contribution (to be made directly to school): \$0
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

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

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> Students must complete a registered 1st Aid course as a requirement of the Certificate II SIS20513
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Exclusions:
 VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

Optional HSC examination

There is no HSC Examination for this course.

Specialisation studies

There are no specialisation studies associated with this course.

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

SPORT, LIFESTYLE and RECREATION	BEC	2U		
Exclusions: Cannot study the same options as PD/H/PE				

Course Description

The course has a highly practical focus on physical activity being both an area of study and a medium for learning. All students will have significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. The program includes a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

A key intent of the course is that students will be more active and will positively influence the level of activity of others in the community. They will also plan and conduct physical activity opportunities for others. This may include leading peer coaching sessions, organising in-school competitions or raising others' awareness of opportunities for activity in the community. In the 2 unit year 11 course students have been involved with peer coaching at Belair Public School. There is considerable opportunity for students to adopt a range of cooperative and leadership roles in a sporting context.

Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle. As a result they will be encouraged to take on a range of officiating and support roles introduced in this course.

Modules

The modules that may be studied in Sport, Lifestyle and Recreation are:

1. Aquatics
2. Athletics
3. Dance
4. Fitness
5. Games and Sports Applications I
6. Games and Sports Applications II
7. Gymnastics
8. Healthy Lifestyle
9. Individual Games and Sports Applications
10. Resistance Training
11. Social Perspectives of Games and Sports
12. Sports Administration
13. Sports Coaching and Training

Particular Course requirements

These courses are predominately practical and students should have a willingness to participate in a wide variety of physical activity.

- NB** 1 Unit course is 1 year in year 11
2 Unit course is 2 years in year 11 and 12

STUDIES OF RELIGION	BDC	1or 2U	CAT A	
Exclusions: Nil				

Course Description

Studies of Religion is delivered by the History Department and involves the study of a range of world religions. The course examines the core beliefs of these religions and their impact on modern Australian life as well as their impact on world events.

The course is **not** taught from a religious perspective.

Studies of Religion is the only Board Course that is offered as 1 Unit Course for examination at the HSC.

Students study three topics in Year 11 and three topics in Year 12. Aboriginal religious beliefs are studied in both the Preliminary and HSC courses.

Main Topics Covered

- Preliminary Course**

Nature of Religion and Beliefs

Religious Tradition Study 1: Hinduism

Religious Tradition Study 2: Buddhism

- HSC Course**

Religion and Belief Systems in Australia
Post 1945

Religious Tradition Study 1: Islam

Religious Tradition Study 2: Christianity

VISUAL ARTS	BDC	2U	CAT A	
Exclusions: Nil				

Course Description

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks, culminating in a “body of work” in the HSC course. 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
 - The role and function of artists, artworks, the world and audiences
 - How students might develop their informed points of view
 - How students may develop meaning and focus and interest in their work
 - Building understandings over time through investigations and working in different forms
- **HSC Course**
 - How students may develop their informed points of view in increasingly more independent ways
 - How students may develop their own practice of art making, art criticism and art history applied to selected areas of interest
 - How students may learn about the relationships between artist, artwork, world, audience within the art world.
 - How students develop meaning and focus in their work

Particular Course Requirements

Preliminary Course :

- Art works in at least two expressive forms and use of a process diary
- A broad investigation of ideas in art criticism and art history

HSC Course :

- Development of a body of work and use of a process diary
- A minimum of five Case Studies
- Deeper and more complex investigations of ideas in 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.

VISUAL DESIGN	BEC	2U		
Exclusions: Nil				

Course Description:

Visual Design provides students with the opportunity to design and make objects that are both functional and aesthetic. Students learn to work with a variety of materials, techniques and technologies to improve their technical skills in many aspects of Visual Design – illustration, printmaking, sculpture, multi media, cartooning, wearables and product design.

Main Topics Covered

Graphic Design

- Publications and Information
- Illustration and Cartooning
- Interactive and Multimedia

Wearable Design

- Clothing and Image
- Jewellery and Accessories
- Textiles

Occupational Health and Safety

Product Design

- Packaging
- Furniture
- Industrial

Interior / Exterior Design

- Structures and Environments
- Stage sets and Props
- Interiors

Individual / Collaborative Design Project

Particular Course Requirements:

Students are required to keep a Visual Design Diary and develop a portfolio of work that demonstrates their talents as part of their assessment. Assessment consists of Designing and Making Works (70%) and Critical and Historical Studies (30%).

WORK STUDIES	BEC	2U		
Exclusions: Nil				

The aim of the *Work Studies* syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. The content is organised into one core module plus elective modules. It is a flexible structure designed to support the diverse needs of students. The specified outcomes must be addressed in the core and in each elective module.

Course Structures

Course	Units	Indicative Hours	Structure	
			Core	Modules
1 year (Preliminary or HSC)	2	120	30 hours	90 hours
2 year (Preliminary then HSC)	2	240	30 hours	210 hours

<p>CORE (30 indicative hours)</p> <p>My Working Life</p> <p>This core topic is mandatory for all students.</p>
<p style="text-align: center;">MODULES (15–30 indicative hours each)</p> <ol style="list-style-type: none"> 1. In the Workplace 2. Preparing Job Applications 3. Workplace Communication 4. Teamwork and Enterprise Skills 5. Managing Work and Life Commitments 6. Personal Finance 7. Workplace Issues (the prerequisite module is <i>In the Workplace</i>) 8. Self-Employment (the prerequisite module is <i>Managing Work and Life Commitments</i>) 9. Team Enterprise Project (the prerequisite module is <i>Teamwork and Enterprise Skills</i>) 10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time) 11. School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time). <p>Modules 7, 8 and 9, indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.</p>

Work Placement -This course has a practical orientation intended to allow students to develop a range of knowledge, skills and attitudes in actual workplace contexts. All students are expected to undertake 1 day of Work Placement each week during Term three. Students cannot choose this subject if they are aiming to gain an ATAR.

**WEB PREFERENCES WILL
OPEN:**

Friday 16th June, 2017 at 9.00am

CLOSE:

Monday 24th July, 2017 at 9.00am