

Newcastle High School SENIOR COURSE HANDBOOK







PRELIMINARY 2020 HSC 2021

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Newcastle High School can offer you the best in Stage 6 education

Thank you for choosing Newcastle High School as the place that you would like to complete your Stage 6 education. Recent research clearly shows that students who stay on at school and complete Year 12 have far better life outcomes than those who leave earlier.

The senior school is all about choice and responsibility. In Stage 6 the only compulsory subject is English. You are able to choose other subjects that suit your needs, abilities and career options. There are several patterns of study available to students - academic, vocational or a combination of both. Being a senior student also means you take responsibility for your own learning with the support of family, teachers and the school. Do your best to develop positive time management strategies early in Year 11 and this will make things much easier as you progress through stage 6 to complete your HSC.

Newcastle High School offers a broad range of subjects. Each year the combination of subjects which form our senior curriculum is determined by the interests of our students. Students also have the opportunity to study subjects at TAFE and through Distance Education.

When choosing subjects you need to take into account your interests, abilities and possible career needs. You do much better and get more satisfaction studying subjects that you are interested in and able to do well in. Higher engagement means greater success at the HSC.

In this handbook you will find excellent information that will assist you in choosing your pattern of study. At Newcastle High School we pride ourselves on supporting all students to transition successfully from school to further study or employment. Selecting your senior subjects is an important step in this process.

Read, talk, listen and make a considered choice.

I look forward to going on this journey with you.

Mr Nathan Towney

	The NSW Education Standards Authority
NESA	The NSW government body responsible for the curriculum in all schools
UAC	University Admissions Centre
TAFE	Technical and Further Education
Stage	A period of learning, typically of two years duration. Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
AMOW	All My Own Work A compulsory program that must be completed by all students prior to commencing their Preliminary HSC
Preliminary	First stage of the HSC; usually completed in Year 11
HSC	Higher School Certificate Highest level of certification in NSW high schools; usually completed in Year 12
Unit	The amount of time involved in a course
RoSA	Record of School Achievement Certification students receive if they leave school prior to completing the HSC
BDC	Board Developed Course Courses developed by NESA that can be used in the calculation of an ATAR
CEC	Content Endorsed Course Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
VET	Vocational Education and Training
TVET	TAFE delivered Vocational Education and Training
Category A/B	Classification of BDCs. Only one Category B course can be counted in the ATAR
ATAR	Australian Tertiary Admission Rank A rank calculated by UAC as a way of determining entry to University courses
SBAT	School-based Apprenticeships/Traineeships

All NSW students must complete Year 10. After Year 10 and until they turn 17, students must be in:

- school, or registered for home schooling, or
- approved education or training (e.g. TAFE, traineeship, apprenticeship) or
- full-time, paid employment (average 25 hours/week) or
- a combination of work, education and/or training.

You are about to embark on a very important two years of schooling in the lead up to the Higher School Certificate. The HSC is the highest educational award you can gain in NSW schools. It is an internationally recognised credential, provides a strong foundation for the future and is standards-based. Students receive HSC marks that indicate the standard they have achieved.

Each student will select a Pattern of Study to suit their needs and future aspirations. The HSC offers a wide range of options for students:

- An academically oriented course that leads to University.
- A vocationally oriented course that leads to employment or further study at TAFE
- A combination of both academic and vocational subjects
- The opportunity to complete a workplace credential in conjunction with the HSC
- Access to Life Skills courses for students with special needs
- The ability to complete the HSC over five years

The opportunities in the HSC are extensive and flexible. Students, along with parents, are urged to consider all options very carefully. To ensure that you make the best decisions, take the time to read this booklet thoroughly. Advice can also be sought from the Careers Advisor, Deputies, Head Teachers, Year Advisors, subject teachers, Year 11 & 12 students.

Our Transition Team will support each student with their selection of subjects and ensure that their Pattern of Study meets their individual needs and the NESA requirements.

Students who decide to leave school prior to completing the HSC will be issued with a Record of School Achievement. This NESA credential will list all courses the student has been enrolled in from Year 10 to the date of leaving. Grades will be indicated for all satisfactorily completed courses.

Record	of Achievem	ent		
	SV/			
đ	un a statuta			
This is to certify shat has satisfactorily	completed the courses but	al below:		
918 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance
	95/100	85100	99	
2 and Bology	89/100			
2 unit Chemistry	85/100	86100	93	
2 unit Chemistry 2 unit Economics		84100 84100	92 94	1
2 unit Chemistry 2 unit Economics 2 unit English (Advanced)	01/100		93 94 95	
2 unit Chemistry 2 unit Economics	91/100 94/100	84/100	92 84 95 97	



All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

- 2 units = 120 hours per year = 100 marks in the HSC
- 1 unit = 60 hours per year = 50 marks in the HSC

All 2-unit HSC courses have equal status

Extension Courses allow students to specialise in particular areas of expertise or interest.

All Extension courses have a value of 1 unit.

Preliminary Extension Courses:

- English
- Mathematics

HSC Extension Courses:

- English 1 and 2
- Mathematics 1 and 2
- History
- Music
- Science
- Some Languages
- Some VET course

TYPES OF COURSES AVAILABLE

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

Board Developed Courses (BDC) - Category A

- count towards the HSC
- have an external HSC exam
- may count towards the ATAR

Board Developed Courses (BDC) – Category B

- count towards the HSC
- HSC exam optional
- may count towards the ATAR
- 35 hours of mandatory work placement

Content Endorsed Courses (CEC)

- count towards the HSC
- no external HSC exam school-based assessment only
- cannot contribute to the ATAR

If you wish to be awarded the HSC you must study a minimum of 12 units in the Preliminary Course and a minimum of 10 units in the HSC Course. Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC course

Both the Preliminary Course and the HSC Course must include the following:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)
- At most, 6 units of courses in Science can count towards HSC eligibility



HSC MINIMUM STANDARD

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

Students will be provided with further **information regarding Newcastle High School's** plan to prepare students for the tests, and the timeline for administering the tests.

All students must satisfactorily complete the HSC: All My Own Work program prior to being enrolled in any HSC subjects.

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

Higher School Certificate assessment tasks such as independent research projects and major works are likely to be the most challenging learning you will undertake during your time at school. HSC - All My Own Work is a short guide to help you complete your assessment tasks honestly and with confidence.

At Newcastle HS, Year 10 students will be supported to complete this program, prior to commencing any Year 11 courses.

WHAT TYPE OF HSC STUDENT ARE YOU?

The HSC caters for a range of student aspirations.

Academic

- intend to go to directly to University
- require an ATAR
- must select at least 10 Preliminary units of Board Developed Courses

Mixed-mode

- would like to keep ATAR option open
- must select at least 10 Preliminary units of Board Developed Courses
- plan to include at least one VET/TVET course

Vocational

- ATAR not required
- plan to include at least one VET/TVET course
- can select up to 6 Preliminary units of Content Endorsed Courses
- must select at least 4 Preliminary units of Board Developed Courses
- may consider a School Based Apprenticeship/Traineeship

Life Skills

- ATAR not required
- can include a variety of life skills courses
- may include at least one VET/TVET course

Newcastle High School's Transition Team will ensure each student's pattern of study meets the NESA requirements and the student's particular aspirations.

The Australian Tertiary Admission Rank (ATAR) is calculated by the University Admissions Centre. The ATAR is a number between 20 and 100 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition, or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

What is the difference between the HSC and the ATAR?

The HSC

- is for all students
- reports student achievement in terms of a standard achieved in individual courses
- presents a profile of student achievement across a broad range of subjects

The ATAR

- is for students wishing to gain a place at a university directly from the HSC
- is a rank NOT a mark
- provides information about how students perform overall in relation to other students
- provides the discrimination required by universities for the selection process

ATAR eligibility requirements

Satisfactory completion of:

- o at least 10 units of Board Developed Courses including 2 units of English
- o at least 4 Board Developed Courses
- o satisfactory completion of at least 8 units of Category A courses
- o no more than 2 units of Category B courses

Our Transition Team will ensure that each student, who wants to be eligible for an ATAR, is enrolled in a pattern of study that meets the requirements.

Calculating the ATAR



STEPS TO DETERMINE YOUR PRELIMINARY PATTERN OF STUDY

- ✤ Read this Curriculum booklet thoroughly.
- Determine if you want a pattern of study that makes you eligible for an ATAR.
- ✤ Identify recommended subjects for tertiary courses you are considering.
- Prepare a short-list of subjects that interest you.
- Complete the Subject Selection Planning Sheet prior to your interview.
- Seek endorsement, if necessary, from Head Teachers of relevant courses.
- ✤ Attend your scheduled Course Selection interview.
- Log on to Edval Webchoice, via the link provided in the email you receive through the student portal. Follow the steps listed:
 - 1. Select your preferred English course.
 - 2. If you plan to do a Mathematics course, place it as Priority 2.
 - 3. Select your other subjects, in order of preference.
 - 4. If you currently study an Early Commencement VET course, include this as one of your preferences.
 - 5. Press submit when you have entered your subjects.
- The Webchoice data is analysed and Preliminary lines are determined to meet the needs of the majority of students.
- Students will be notified if their requested pattern of study cannot be catered for. They will be supported to select a course from the Preliminary lines to meet their needs.
- Students will be issued their Confirmation of Year 11 Subjects during Term 3.
- Changes to courses are permitted up until the third week of Year 11, within the constraints of the timetable.

The curriculum on offer at Newcastle HS is very broad and most students are able to select a combination of subjects at school that caters for their needs. However, some students may choose to supplement their Pattern of Study through options offered outside of school, e.g. TAFE, Distance Education, School Based Apprenticeships or Traineeships.

Students who wish to include Off Campus subjects as part of their Pattern of Study will need to apply for approval from the Principal. This process involves an interview with the Careers Advisor and completion of an Expression of Interest form.

The following criteria must be satisfied:

- the course complements the student's strengths and aspirations
- an equivalent subject is not offered at NHS
- participation in the course results in minimum disruption to their NHS subjects
- the student has a proven ability to work independently
- the student commits to catching up on any work missed
- the student is able to transport themselves to the venue

For more information on TAFE Vocational Education and Training courses available, visit the Hunter TAFE website or see the Careers Advisor.

What does VET mean?

VET means Vocational Education and Training. VET courses allow the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

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

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

What is reported on the HSC?

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

What are competencies?

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

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)? VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), VET Board Developed Courses (VET BEC) as well as Accounting (Board Developed Course) are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

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

What are Industry Curriculum Frameworks?

The Board of Studies has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course.

ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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



School Based Apprenticeships and Traineeships

School based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. Both the on-the-job and off-the-job training undertaken by school based apprentices/trainees can contribute to their HSC, some courses can contribute towards your Australian Tertiary Admission Rank (ATAR).

School based apprenticeships and traineeships (SBATs) provide students with the opportunity to:

- Attain a nationally recognised Vocational Education and Training (VET) qualification
- Complete the Higher School Certificate (HSC)
- Gain valuable work skills and experience through paid employment

The on-the-job component requires a minimum 100 days paid work with a chosen employer. (180 days plumbing and electro technology, 144 days construction and 130 days automotive). This is generally undertaken as one school day per week during school term and a minimum of 50% of the school holidays.

School based apprentices and trainees in New South Wales will undertake their apprenticeship training through TAFE NSW or a private Registered Training Organisation authorised to provide apprenticeship / traineeship training. The RTO (Registered Training Organisation) will provide 240-360 hours of formal training over the two years.

How will a school based apprenticeship/traineeship fit in with my HSC?

HSC VET courses will generally contribute a minimum of 4 units of HSC credit out of the 22 units required for the HSC.

School based apprentices/trainees may also elect to undertake the Industry-Based Learning Board Endorsed Course that can contribute up to 4 additional units of HSC credit. Assessment of these units will be based on evidence of industry-based skills built up through paid employment as an apprentice/trainee during the HSC years.

Further information on school based apprenticeships/traineeships in the HSC is available on the Vocational Education and Training section of the Board of Studies website at: www.boardofstudies.nsw.edu.au/voc_ed

What happens if an SBAT misses classes at School?

Students must ensure they communicate regularly with the Careers Advisor and their teachers to manage their school work load. Mentoring support sessions are structured each term throughout the school year.

School based traineeships:

School-based traineeships are available in a range of industry areas, some courses can contribute to an ATAR. See the following website for further information <u>https://sbatinnsw.info/school-based-traineeships</u>

SBTs are a two year commitment, students commence part-time work and enrol in the relevant qualification at a Certificate II or Certificate III level at the start of Year 11 (possibly Year 10). Students must complete the training component by the end of Term 3 before the HSC, and complete the minimal number of days of paid employment (100 days) by 31 December of the HSC year.

School Based Apprenticeships:

School-based apprenticeships are available in a range of industry areas. See the following website for further information <u>https://sbatinnsw.info/school-based-apprenticeships</u>

Most apprenticeships in NSW are for a term of up to four years full-time employment. For school based apprenticeships, this term is broken down into 2 years part-time followed by three years full-time employment as an apprentice, after the HSC.

School based apprentices will commence full-time employment as a 2nd year apprentice from January after their HSC, providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years.

School based apprentices will be enrolled in the relevant trade course, generally at Certificate III level, from the beginning of their apprenticeship. The formal training component to be completed while at school is generally equivalent to what a full-time apprentice would complete in their first year.

School based apprentices must complete the formal training component by the end of Term 3 before the HSC to ensure the student receives appropriate credit for the HSC. They must complete the minimum number of days of paid employment by 31 December of the HSC year to progress into the next stage of their apprenticeship.

Where do I start?

- Consider if you can handle school, work and training along with family and community commitments
- Can I make travel arrangements to get myself to work and training on time?
- Explore the <u>school based apprenticeship</u> and <u>traineeship</u> options on https://sbatinnsw.info/
- Research interesting occupation(s) using sites such as <u>My Future</u> or <u>Smart and Skilled Job</u> <u>Guides</u> to find out where they can take you in the future.
- Talk about your career ideas with your school Careers Adviser and parents/carers.
- Discuss with your Careers Adviser how an SBAT will fit into your HSC pattern of study. Ask about Industry Based Learning as a subject option.
- Find an employer.
- Work with your Careers Advisor to submit an <u>Application to Establish a School Based</u> <u>Apprenticeship or Traineeship</u>.

INDUSTRY BASED- LEARNING

Stage 6 Course

New South Wales Education Standards Authority have approved a Board Endorsed Course in Industry-based Learning to give HSC unit credit for the 'on-the-job' component of school based apprenticeships and traineeships. This HSC unit credit would be in addition to the unit credit for the formal 'off-the-job' training that students already receive through their HSC VET courses.

The Industry-based Learning Stage 6 Course is available to students with an approved schoolbased apprenticeship or traineeship training contract and who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the schoolbased apprenticeship or traineeship.

The Industry-based Learning course may be credited for a minimum of 2 units and a maximum of 4 units out of the 22 units required for the HSC. The unit credit from this course may be counted in either the Preliminary and/or HSC pattern of study.

Students interested in exploring SBAT should speak with the Careers Advisor

Content Endorsed Course – non ATAR 2 units for each of Preliminary and HSC

Alternate Program of Study:

Life Skills is an alternate program of study. Life Skills courses may be an appropriate option for students requiring an alternate program of study for the Higher School Certificate.

Students accessing an alternate pattern of study in Stage 6 will have the option of completing Life Skills courses across a variety of subjects. Participation in this alternate program will be based upon a personalised Individual Transition Plan as developed with key stakeholders and the schools Learning Support Team. This occurs for both the Preliminary and HSC years.

Life Skills courses have Board Developed status and meet requirements for the Higher School Certificate. Each Life Skills course comprises and a 2 Unit Preliminary course and a 2 Unit HSC Course. There will not be an external examination for Life Skills Courses.

At Life Skills Courses include:

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



Contact information:

If you believe you would benefit from an alternate program of study, please contact:

Khym Harris (rel. HT Special Education) or Shannon Sager HT Wellbeing for additional information

COURSES OFFERED

		Page	Fee	
Course	KLA		YR11	YR12
Aboriginal Studies	HSIE	16		
Ancient History	HSIE	17		
Biology	Science	18		
Business Studies	HSIE	19		
Chemistry	Science	20		
Community and Family Studies	TAS	21	\$20	\$20
Design and Technology	TAS	22	\$40	\$40
Drama	САРА	23	\$30	\$30
Earth and Environmental Science	Science	24		
Engineering Studies	TAS	25	\$25	\$25
English	English	26-27		
Exploring Early Childhood (CEC)	TAS	28	\$50	\$30
Food Technology	TAS	29	\$80	\$40
French Beginners	Languages	30	\$60	
Geography	HSIE	31		
Hospitality (VET, Cat B)	TAS	32-34	\$120	\$80
Industrial Technology - Timber	TAS	35	\$60	\$30
Investigating Science	Science	36		
Japanese Beginners	Languages	37	\$60	
Legal Studies	HSIE	38		
Marine Studies	Science	39	\$80	\$50
Mathematics	Maths	40		
Mathematics Standard 1	Maths	41		
Mathematics Standard 2	Maths	42		
Mathematics Advanced	Maths	43		
Mathematics Extension 1	Maths	44		
Metal and Engineering (VET, Cat B)	TAS	45-47	\$60	\$60
Modern History	HSIE	48		
Music 1	САРА	49	\$30	\$30
Personal Dev, Health and Physical Ed	PDHPE	50		
Physics	Science	51		
Retail Services (VET, Cat B)	HSIE	52-54	\$30	\$30
Skills for Work and Vocation (BEC)		55-57	\$30	\$30
Society and Culture	HSIE	58		
Software Design and Development	Math	59	\$20	\$20
Sport, Lifestyle and Recreation (CEC)	PDHPE	60		
Visual Arts	САРА	61	\$45	\$60
Visual Design (CEC)	CAPA	62		

Aboriginal Studies



Board Developed Course - CATEGORY A Two units for each of Preliminary and HSC

What will I be doing in this course?

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.

In the Preliminary Course, students will study:

- Aboriginality and the Land (Aboriginal peoples' relationship to Country, Dispossession and dislocation of Aboriginal peoples from Country, Impact of British colonisation on Country.)
- Heritage and Identity (The Dreaming and cultural ownership, Diversity of Aboriginal cultural and social life, Impact of colonisation on Aboriginal cultures and families, Influence of racism and stereotyping.)
- International Indigenous Community: Comparative Study (Location, environment and features of an international Indigenous community)
- Research and Inquiry Methods: Local Community Case Study

In the HSC Course, students will study:

- Social Justice and Human Rights Issues (Global understanding of human rights and social justice AND A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics:
 - Health
 - Education

- Employment
- Criminal Justice

Housing

- Economic Independence
- Case Study: Aboriginality and the Land OR Heritage and Identity
- Research and Inquiry Methods Major Project: A student's Major Research project on an aspect of the HSC course.

Students will develop methods and skills relating to: Community consultation, planning research, acquiring information and processing information

Assessment: involves a range of research, source-based and examination style tasks.

Course requirements: Nil

Course fees: Nil

Contact information: Mr. Csaba Felkai Head Teacher HSIE (Relieving)





Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



What will I be doing in this course?

An understanding of the past helps us make sense of the present. Students can satisfy their fascination and interest in stories of the ancient past, and be introduced to a wide range of customs, ideas and beliefs. Ultimately, Ancient History equips students with important skills and values for living in our globalised society, such as tolerance, empathy and diverse knowledge of world cultures.

- In the Preliminary Course, students will study:
- Part I: Investigating Ancient History
- The nature of Ancient History (e.g. Archaeology, Conservation, Ancient human remains)
- o TWO case studies (e.g. Persepolis, Troy)
- Part II: Features of Ancient societies (War and weapons, women, etc.)
- Part III: Historical investigation

Preliminary course: The historical investigation allows students to design and complete a project of their own choice focusing on an interpretation of an aspect of ancient history.

In the HSC Course, students will study:

- Part I: Core: Cities of Vesuvius Pompeli and Herculaneum
- Part II: Ancient society (e.g. Spartan Society to the Battle of Leuctra)
- Part III: Personalities and their times (e.g. Xerxes)
- Part IV: Historical Period (e.g. The Persian Wars Greece vs. Persia)

Assessment: involves a range of research, source-based and examination style tasks.

Career options:

Skills learnt in Ancient History include written and oral communication, analytical and decision-making ability, problem solving, reading comprehension, sound judgement and creativity. Ancient History students are 'intellectually trained' to work in almost any position which requires this sort of critical thinking. When surveyed, former students comment on their enjoyment of the subject and its lasting effects on their intellectual and professional confidence and abilities.

Course requirements: BYOD devices preferred

Course fees: Nil

Contact information: Mr. Csaba Felkai Head Teacher HSIE (Relieving)









Category A ATAR

Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

What will I be doing in this course?

Biology is a subject that interests students who want to learn more about living things and the way they function. Students with a high level of literacy select this subject to prepare for tertiary courses that require a biology background. Many students not wishing to continue with Biology after school also select this course as they are interested in science, enjoyed science in Year 10 or wish to maintain variety in their pattern of study for the HSC.

In the Preliminary Course students will study:

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

In the HSC Course students will study:

- Heredity
- Genetic Change
- Infectious Disease
- Non Infectious Disease and Disorders

Assessment:

Students will be assessed through a variety of tasks in the Preliminary and HSC courses, these include:

- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)

• Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career options:

- Scientific research
- Medical and health sciences
- Biotechnology
- Science journalismScience teaching

- Environmental scienceWater management
- Radiography
- Veterinary sciences

- Course requirements:A4 folder or notebook for class work
- Practical folder or notebook

Course fees and extra curricula information:

There will be several excursions that students will be required to participate in as part of the Biology course.

• The Shortland Wetlands excursion is required as part of the Preliminary HSC course and forms part of an assessment task for students.

- An excursion to the Museum of Human Disease is part of HSC topic Infectious Disease.
- All students are encouraged to attend the Newcastle University Experiment Festival.

All extra curricula activities attract a participation fee and all students studying the Preliminary and HSC Biology course are expected to participate in these excursions.

Contact information: Mr Sean Bromfield Head Teacher Science





Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



What will I be doing in this course?

Think iPods, mobile phones and any things that we might like to have. They are all produced by business, and it is business innovation that develops these ideas. Business Studies is a great choice for a senior student. It is interesting in its own right but, in addition, it covers many topic areas that are components of courses at both University and TAFE. Further, it contributes to your ATAR, if that is one of your goals.

Business Studies is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment.

Students will develop general and specific skills, including research, analysis, problem-solving, decisionmaking, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society, providing useful knowledge and competencies for life.

In the Preliminary Course students will study:

- Nature of Business
- Business Management
- Business Planning

In the HSC Course students will study:

- Operations
- Marketing
- Finance
- Human Resources

Assessment outline:

In the Preliminary Course there is a major research task involving the study of an existing small business, or a business plan for establishing a new business (this business is hypothetical). Assessment for Business Studies includes a range of tasks, revolving around research, group work, oral reports, report writing and tests.

Career options:

A look at the above topics shows us that Business Studies provides a great foundation for further tertiary studies, whether at University or TAFE. Apart from these there is the knowledge and skills that will be useful if you wish to enter business yourself.

To fully appreciate the career options, have a look at the job vacancies for well-paid and interesting employment in:

- Accounting
- Management
- Marketing or employment relations

A quick look through the Herald, the Sydney Morning Herald or the Financial Review will reveal the range of possible careers and the salaries that can be achieved.

Course requirements:

- Books
- Folders
- Internet access (which can be school-based)
- A good attitude and work ethic

Contact information: Mr. Csaba Felkai Head Teacher HSIE (Relieving)





Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



Chemistry provides students with a contemporary and coherent understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes and the interaction of energy and matter and attempts to explain and predict events at the atomic and molecular level.

The study of Chemistry recognises that a study of the nature of materials includes natural and made substances, their structures, changes and environmental importance. The history and philosophy of science, as it relates to the development of the understanding, utilisation and manipulation of chemical systems is important in developing current understanding in Chemistry and its applications in the contexts of technology, society and the environment.

The Core Modules of the Preliminary Course are:

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

The Core Modules of the HSC Course are:

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Assessment:

Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:

- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career Options:

- Analytical chemistry
- Medicinal chemistry
- Pharmaceuticals
- Nanotechnology
- Environmental testing
- Biotechnology
- IT and finance

- Forensic chemistry
- Research science
- Education
- Law
- Health
- Science communication and journalism

Course fees and extra curricula information:

There will be several excursions that students will be required to participate in as part of the Chemistry course.

• All students are encouraged to attend the Newcastle University Experiment Festival.

All extra curricula activities attract a participation fee and all students studying the Preliminary and HSC Chemistry course are expected to participate in these excursions.

Contact information: Mr Sean Bromfield Head Teacher Science





Community and Family Studies

Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

Why study Community and Family Studies?

To develop skills and explore life issues that is important to all young people. Community and Family Studies mix the following components together: family studies, sociology and psychology. This course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities and assists in developing skills such as decision making, forming positive relationships with others, effective communication, research methods and processes in management.

The Preliminary Course covers the following topics:

• Resource Management - Covers the concept of well-being, needs, wants, resources, values, goals and decision-making.

Individuals and Groups

Examines individual's roles, relationships and tasks within groups.

o Developing positive relationships, conflict, dealing with stress and leadership are other aspects of this unit.

• Families and Communities - Looks at family structure and functions and the interaction between the family and community.

The HSC Course covers the following topics:

• Research Methodology - Develop skills in research methodology culminating in the production of an Independent Research Project.

· Groups in Context - Identifies the characteristics, needs and support services available to groups in our society.

• Parenting and Caring - Examines issues facing individuals and groups who adopt roles of parenting and caring in today's society.

• Individuals and Work - Looks at work in contemporary society and the issues confronting individuals as they manage roles within both their family and work environment.

Assessment component:

• Students are required to complete an Independent Research Project as part of the internal assessment.

 The HSC exam consists of a three hour written exam, which consists of multiple choice questions, short answer questions and an extended answer responses.

Career options:

This course is applicable to many careers, which involve working with people such as:

- Communication
- Human resources
- Management
- Social work
- Psychology

Course requirements: The school supplies all workbooks

Course Fees: Cover the cost of booklets and materials supplied to students Preliminary Course fee: \$20.00 HSC Course fee: \$20.00

Contact information: Mrs S Munro Head Teacher TAS

• Childcare

- Nursing
- Teaching
- Counselling













Design and Technology

Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

What will I be doing in this course?

This is a course for the designers of tomorrow. In this course, students study design processes, design theory and factors in relation to design projects. This course can be studied in both the textile and industrial arts areas.

In the Preliminary Course:

Students study designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. Students will complete one design project in the Preliminary year.

In the HSC Course:

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

Assessment component:

- The Major Design Project contributes 60% of the weighting to the final external assessment. The Major Design Project includes a folio and a final product. This project is selected by students according to their interests and ambitions.
- The HSC examination contributes the remaining 40% of the external assessment. The exam consists of multiple choice questions, short answer question and an extended response.

Careers options:

- All designer occupations:
- Fashion
- Graphics
- Interiors
- Architecture
- Millinery
- Jewellery
- Other related fields are:
- Marketing
- Retail/fashion

- Shoes
- Floristry
- Industrial
- Magazines
- Accessories etc.
- Window display artists
- Pattern making

- Buyers
- Course requirements:
- Workbook specialist tools etc.
- Students are required to complete one design project in the Preliminary year.
- The Major Design Project is completed in the HSC year.

Course fees:

Cost includes a drawing workshop and materials and booklets supplied to the students. The cost of Design Projects is an additional cost and is the responsibility of the student.

Preliminary Course fee: HSC Course fee:	\$40.00 \$40.00	
Contact Person Mrs S Munro Head Teacher TAS		







Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



Why study Drama?

Drama skills are a highly prized set of strengths that are desirable across more than any one profession. Key areas such as strengthening speech, nurturing confidence when speaking and presenting to an audience, voice projection, developing an awareness of body language and posture, interpretation and appreciation of performance, creative problem solving, recording audio and visual filmmaking, sound effects, lighting, individual performance and group collaboration all will prepare and equip students for their future. Drama is an excellent platform for creative and dramatic expression and developing individual personal strengths.

<u>PLEASE NOTE</u>: Students selecting Drama must perform throughout the course to a variety of audiences. Performance includes both individual and ensemble combinations. Students may choose to specialise in other areas of theatre and the study of drama however group performance is still a critical part of this subject. Students are well supported and encouraged in a nurturing environment.

Topics covered in the Preliminary Course

- Improvisation
- Play building
- Acting
- Elements of Production in Performance
- Theatrical Traditions
- Performance Styles

Topics covered in the HSC Course

- Core content: Australian Drama and Theatre Practices
- Studies in Drama and Theatre
- Core content: Group Performance
- Individual Project

Assessment component

Students will be assessed through a variety of tasks in the Preliminary and HSC courses, these include:

- Written examinations
- Project work
- Individual and group performances

Careers options:

(Drama technique provides highly valued skill sets suitable across professions, areas of further study and desired by employers)

- Theatre
- Entertainment IndustryEducation

- Child care
- Film and Television

Creative Industries

Course requirements:

DRAMA BLACKS ARE REQUIRED FOR ALL ASSESSMENTS AND FORMAL PERFORMANCES. These are comfortable and modest clothing appropriate for movement. Long pants and a t-shirt or long shirt is suitable. NO shorts, crop tops or singlets and clothing should not have any logos.

Preliminary:	Resource Folder, Logbook and drama blacks
HSC:	TWO Logbooks and drama blacks

Course Fees:	
Preliminary	\$30.00
HSC course	\$30.00

Contact information: Mr Michael Kondov Head Teacher CAPA

Earth and Environmental Science



Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

What will I be doing in this course?

Earth and Environmental Science is a course that allows you to become more environmentally aware and gives you practical strategies for becoming involved in caring for the environment. It also covers some areas of Geology, allowing you to make links between environmental issues and earth formations e.g. Greenhouse effect and volcanic activity. This is a subject that suits students who are able to use higher order thinking and problem solving skills. It also suits students who are concerned for the future of the environment.

The Preliminary course incorporates the study of:

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

The HSC course incorporates the study of:

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Assessment:

Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:

- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career Options:

- Scientific research
- Forestry
- Land management
- Water management
- Geology

- Farm and fisheries
- Mining
- Park ranger
- Science journalism
- Environmental studies

Course fees and extra curricula information:

There will be several excursions that students will be required to participate in as part of the Earth and Environmental Science course. All extra curricula activities attract a participation fee and all students studying the Preliminary and HSC Chemistry course are expected to participate in these excursions.

Contact information: Mr Sean Bromfield Head Teacher Science



Engineering Studies

Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

What will I be doing in this course?

The aim of Engineering Studies is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology.

The Engineering Studies course is ideally suited to students who intend to pursue careers in Architecture, Engineering or Technology at university or TAFE level. TAFE offer advanced standing in the following courses:

- Associate Diploma in Building and Mechanical Engineering
- Certificate courses in Mechanical Technology and Industrial Engineering.

The Preliminary and HSC Course:

Offers students knowledge, understanding and skills in aspects of engineering that include:

- Communication
 Engineering material
- Engineering materials
- Historical/societal influences
- Engineering electricity/electronics
- Scope of Engineering profession

Students study engineering by investigating a range of applications and fields of engineering including:

- Engineering fundamentals
- Engineered products
- Braking systems
- Bio-engineering
- Civil structures
- Aeronautical engineering
- Personal and public transport
- Telecommunication engineering

Preliminary Assessment:

- Two engineering reports (60%)
- Preliminary Examination (40%)

HSC Assessment:

- Three engineering investigation reports (70%)
- Trial HSC examination (30%)

Career Options:

- Engineering all fields
- Mechanical
- Surveying
- Construction management
- Mining
- Course requirements:
- Folder A4 ring binder
- Notebook A4 lined
- Scientific calculator
- 0.5 Pacer pencil
- Ruler, Compass, Protractor
- 90°45°45° & 90°60°30° set squares

• eraser

Course Fees:	
Preliminary	\$25.00
HSC	\$25.00
Contact information:	
Mrs S Munro	
Head Teacher TAS	



- Mechatronics
- Civil engineering
- Aeronautical





English

Senior English is the only compulsory Stage 6 course and is the only subject that must be included in a students' final ATAR result.

There is a range of different courses to suit student interests, skills and requirements in English:

Note: If you are unsure about the difference between a *Board Developed* and a *Board Endorsed* English course, please talk to your YA, DP or HT. ESL English is only offered on a year-by-year basis.



English (cont'd)

Assessment components:

Advanced & Standard Courses

Students complete a structured assessment program covering the mandatory modes of: writing, reading, speaking, listening, viewing & representing.

This program follows strict Board of Studies guidelines.

- In-school assessment; and
- HSC examination paper/s

Extension Courses

Extension I - comprises:

In-school assessment; and

HSC examination paper

Extension II – comprises:

- In-school assessment; and
- Submission of ONE Major Work, Major Work Journal and Reflection Statement

English Studies Course

Students complete an in-school assessment.

A formal HSC examination for this course is optional in order to obtain an ATAR.

N.B. There is no advantage of choosing English Studies over Standard to achieve a competitive ATAR.



Students complete:

- In-school assessment; and
- HSC examination

Career options:

Literacy and communication skills are used in all areas of employment.

Specific university courses and/or career paths, eg. Defence Forces, may require students to complete a specific HSC English course.

Please check with your Careers Adviser for further information.

Course requirements:

There are no specific course requirements, although internet access (which can be school based) is essential for students to access the **Newcastle High's Mo**odle site.

Course fees:

There are no course fees for the English courses, however, students will be required to purchase their own HSC textbooks.

These purchases are organised through the English Faculty and costs are kept to a minimum.

Contact information: Ms Rachel McNeilly Head Teacher English

Exploring Early Childhood

Content Endorsed Course – non ATAR 2 units for each of Preliminary and HSC

What will I be doing in this course?

This course is designed for students who have an interest in children or who are interested in working in the childcare area. The course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. This subject is a 2 unit course which runs over two years.

In the Preliminary Course students will study:

- Pregnancy and childbirth
- Child growth and development
- Promoting positive behaviour
- Child health and safety
- Play and the developing child

In the HSC Course students will study:

- Food and nutrition
- The children's service industry
- Starting school
- Gender and Young children
- Young children and the law



CEC Non-ATAR

A combination of experiences will be offered during this course, including food and textile practical lessons, and visits to the local pre-school

Assessment

This subject is a Content Endorsed Course and does not contribute to an ATAR. Assessment is all internal and students do not sit for a HSC exam.

Career Options

This course offers initial learning experiences that can lead to further study at university, TAFE or vocational training in the workplace. Career options include:

- Early childhood/primary school teacher
- Early Intervention teacher
- Childcare worker
- Preschool teacher

- Long day care
 Nappy, and Au
- Nanny and Au Pair (providing opportunities to work overseas).

Course requirements The school supplies all workbooks. Some textiles equipment may need to be purchased

Course fees:Preliminary Course\$50.00HSC Course\$30.00These fees cover the cost of booklets and materialssupplied to students.

Contact information: Mrs S Munro Head Teacher TAS







Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



What will I be doing in this course?

Food Technology is for students who are interested in all areas that involve food. Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society.

Skills will also be developed in researching, analysing, food preparation, and the design, implementation and evaluation of solutions to food situations.

In the Preliminary Course students will study:

- Food Availability and Selection examines the influences on food availability and factors affecting food selection.
- Food Quality looks at the safe storage, preparation and presentation of food. Functional properties of food and sensory characteristics are also examined in this unit of work.
- Nutrition students will study the food nutrients and diets for optimum nutrition.

In the HSC Course students will study:

- The Australian Food Industry examines sectors of the industry, the operation of organisations within the industry and policy and legislation governing the industry.
- Food Manufacture looks at the production and processing, preservation, packaging, storage and distribution of food and the impact of technologies on food manufacture.
- Food Product Development examines the factors impacting on, reasons for and marketing plans used for developing food products.
- Contemporary nutrition issues examines the decisions people make and the social, economic, health and environmental consequences, which enable individuals to make informed decisions.

Assessment

There are three assessment tasks for the Preliminary course and four for the HSC course. The HSC exam is comprised of multiple choice questions, short structured items and an extended answer response.

Career options - Marketing and Media

Any career in the food and/or health industry. For example:

- Dietician
- Food stylist
- Teacher

- Research scientist
- Food chemist
- Health Inspector

Course Requirements

The school supplies all workbooks. Students must wear covered leather upper shoes for practical lessons. Aprons will be provided.

Course fees:

Students participate in practical activities regularly. Course fees cover the cost of food materials as well as the students' work booklets.

Preliminary Course fee: \$80.00 HSC Course fee: \$40.00

Contact information: Mrs S Munro Head Teacher TAS





French Beginners

Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC





Why study French Beginners?

France is the most popular tourist destination in the world receiving 68 million tourists in 2012 (more than the population of France!) while Paris alone received 13 million. The French Beginners course focuses on practical language skills and topics, making it an extremely useful course for those intending to visit France in the future. Upon its successful completion students will have the skills necessary to use the transport system, order meals, use money, talk about family, home and interests etc. A trip to France would be greatly enriched by being able to use and understand some basic French.

French is one of the major languages of the world and is spoken in many countries and regions throughout the world. French has been, by tradition, the language of diplomacy is also an official language of many international organisations and the Olympic Games.

French is a very accessible language for English speakers, enabling students to achieve a good level of competency. Any CV or resume would be greatly enhanced by the mention of the ability to speak and understand a foreign language.

Course Outline:

The Beginners Course is for students who either have no prior knowledge of French, or have studied French for no more than 100 hours in Stages 4 or 5 and have not lived in a French-speaking country for more than three months.

Topics studied in French Beginners include:

Students will develop their linguistic skills through the study of the following prescribed topics over two years:

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

Assessment component:

Students will be assessed on the prescribed topics in the four skills areas:

- Listening (30% of course)
- Reading (30% of course)
- Speaking (20% of course)
- Writing (20% of course)

Careers options:

- Hospitality
- Commerce and Marketing
- Public and International Relations
- Tourism
- Media
- Teaching

Course requirements: Workbook (cost \$60.00)

Contact information: Ms Naomi Durie Head Teacher - Languages





Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



What will I be doing in this course?

Geography provides students with an understanding of many of the issues that influence our lives today. These include environmental such as global warming and climate change; urban challenges and the consequences of the growth concerns of cities and larger urban areas.

Students will investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

In the Preliminary Course, students will study:

- Biophysical Interactions
- Global Challenges
- Senior Geography Project
- Geographical skills

In the HSC Course, students will study:

- Ecosystems at Risk
- Urban Places
- People and Economic Activity

Assessment:

A range of assessment tasks and tools are used. These include:

• Fieldwork

• Written report based on fieldwork, tests (multiple-choice, short-answer and extended responses) and research skills.

• The main assessment item in the Preliminary Course is the Senior Geography Project – a research **project on an enquiry area of the student's choice, relating to either physical or** human geography (or a combination of both).

Career options:

Geography can lead to a wide range of careers. Geography students develop skills which are sought after by employees. These include communication, research, analytical, organization skills. Employment can be found in the government and private sectors. Examples include:

- Urban planning
- Environmental studies (e.g. preparation of Environmental Impact Statements)
- National Park Rangers
- Tourism

Course Requirements

- Books
- Folders
- Mathematics set
- 4GB USB
- Internet access
- A good attitude and work ethic.

Contact information: Mr. Csaba Felkai Head Teacher HSIE (Relieving)

- Education
- Research
- Council Planners
- Journalist



Hospitality (VET)

Board Developed Course - CATEGORY B 2 units for each of Preliminary and HSC

What will I be doing in this course?

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 & commercial cookery industry.

Course structure:

The following content will be addressed as part of this Qualification.

Compulsory/Core Units - HSC Examinable

- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Use cookery skills effectively
- Clean kitchen premises and equipment
- Maintain the quality of perishable items
- Work effectively with others
- Use hygienic practices for food safety
- Participate in safe work practices
- Source and use information on the hospitality industry

Students may study a range of elective units including:

- Participate in safe food handling practices
- Prepare simple dishes
- Produce stocks, sauces and soups
- Produce appetisers and salads

- Prepare sandwiches
- Prepare and serve espresso coffee

Category B

• Produce vegetable, fruit, egg and farinaceous dishes

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.

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.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours

Optional HSC examination

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

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and Enterprise, planning and organising, self-management, learning and technology.

Career options:

- chef
- tourism

- event planner
- café operator

Course requirements:

- Full Chef's uniform jacket, long pants, apron, hat, neckerchief & leather upper footwear
- 8Gb USB minimum size

Course fees: Preliminary: \$120.00

HSC: \$80.00

Contact information: Mrs Angela Maddalena VET Coordinator

SIT20416 Certificate II in Kitchen Operations (Release 1) Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations (Release 1)

2020 STAGE 6 COURSE DESCRIPTION – KITCHEN OPERATIONS

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

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

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 industry with a focus on kitchen operations. Students who are assessed as competent in sufficient units of competency will be eligible to receive a full Certificate qualification; partial completion will lead to the award of a Statement of Attainment. Qualification pathway information is available from

https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways

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

Compulsory/Core Units – HSC Examinable		Qualification Core		
SITXFSA001	Use hygienic practices for food safety	SITXINV002	Maintain the quality of perishable items	
SITXWHS001	Participate in safe work practices	SITHCCC011	Use cookery skills effectively	
BSBWOR203	Work effectively with others	Students may study a range of elective units including		
SITHIND002	Source and use information on the hospitality industry	BSBSUS201	Participate in Environmentally sustainable work practices	
SITHCCC001	Use food preparation equipment	SITHCCC002	Prepare and present simple dishes	
SITHCCC005	Prepare dishes using basic methods of cookery	SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes	
SITHKOP001	Clean kitchen premises and equipment	SITHCCC006	Produce appetisers and salads	
SITXFSA002	Participate in safe food handling practices	SITHCCC003	Prepare sandwiches	
		SITHFAB005	Prepare and serve espresso coffee	

Course contribution (to be made directly to school): Preliminary \$120 HSC \$80

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

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

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

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

Board Developed Course

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.

Full chef's uniform – jacket, long pants, apron, hat, neckerchief and leather upper footwear

- 8GB USB minimum size
- A4 folder

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

Specialisation Courses

1 Unit x 60 hrs requires an additional 14 hrs

2 Units x 120 hrs requires an additional 35 hrs

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

Where a student has not met relevant National Skills Council and the 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 <u>http://www.northernnsw.startmytrade.com.au/</u>

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

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

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 relevant National Skills Council and the NSW Education Standards Authority (NESA).

Industrial Technology: Timber Products and Furniture Industries



Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

What will I be doing in this course?

Industrial Technology Timber Stage 6 is designed to develop in students a knowledge and understanding of the timber and furniture industries and their related technologies with an emphasis on design, management and production, through practical applications.

With the current national skill shortage, this course will develop skills suitable for a large range of occupations.

In the Preliminary Course:

Students will undertake practical skills through the construction of a major project, combined with associated theory, including an industry study.

At the end of the Preliminary course, students will have the option to continue with the HSC course in Industrial Technology, or undertake a Statements of Attainment towards the Certificate II in Furniture Making

In the HSC Course:

All students complete a major project, along with a project management portfolio which takes up the majority of the HSC year. Related theory and a broad study of industry are also undertaken.

Assessment:

School assessment has the same structure for both the Preliminary Course and HSC.

Assessment Components:

- Industry study ٠
- Design, planning and management
- Workplace communication
- Industry-specific content

HSC Assessment includes:

- Examination (40% of course)
- Major practical project and associated Management Portfolio (60% of course)

Career Options:

- Furniture industry cabinet maker, joiner, upholsterer, wood machinist •
- Building construction industry all trades
- Management

Course requirements:

- Folder A4 38mm ring binder
- USB drive

Course Fees:	
Preliminary:	\$60.00
HSC:	\$30.00

Contact information:

Mrs Sondra Munro, Head Teacher TAS




Investigating Science

Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

What will I be doing in this course?

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

In the Preliminary Course, students will study the following Core Modules:

- Cause and Effect Observing
- Cause and Effect Inferences and Generalisations
- Scientific Models
- Theories and Laws

In the HSC Course, students will study the following Core Modules

- Technologies
- Fact or Fallacy
- Medical Technology and Bionics
- Science and Society

Assessment:

Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:

- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)

• Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career options:

- Laboratory technician and assistant
- Scientist
- Chemical plant operator
- Veterinary nurse
- STEM fields

Course requirements:

- A4 folder or notebook for class work
- Practical folder or notebook

Course fees and extra curricula information:

There will be several excursions that students will be required to participate in as part of the Investigating Science course. All students are encouraged to attend the Newcastle University Experiment Festival.

All extra curricula activities attract a participation fee and all students studying the Preliminary and HSC Investigating Science course are expected to participate in these excursions.

Contact information: Mr Sean Bromfield Head Teacher Science





- Pharmacy
- Nurse
- Engineering
- IT consultant and telecommunication industry

Japanese Beginners

Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC





Why study Japanese Beginners?

- Be prepared for an ASIAN FOCUSED WORKPLACE
- Japan is still one of Australia's biggest trading partners and one of the leading countries in the area of technology, electronics, robotics and animation. The popularity of Japanese cuisine and culture is continually growing throughout the world. The Japanese language shares the same writing characters (Kanji) as Chinese languages, so students will also gain a facility for reading some Chinese script
- All students enrolled in this course will be eligible to enter the Ube/Newcastle Sister City Speech Competition and win themselves a trip to Japan during the September holidays
- Many universities offer bonus entry points for language study in the HSC
- Students will have potential opportunity to attend an overseas excursion.

Course outline:

The Beginners Course is for students who either have no prior knowledge of Japanese, or have studied Japanese for no more than 100 hours in Stages 4 or 5.

Topics studied in Japanese Beginners include:

- Students will develop their linguistic skills through the study of the prescribed topics:
- Family life, home and neighbourhood
- Holidays, travel and tourism
- Marketing
- Tourism
- Public and international relations
- Education
- Teaching

Course requirements: Workbook (cost \$60.00)

Contact information: Ms Naomi Durie Head Teacher - Languages











Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



Not only will knowledge of the law enable students to be active and informed citizens but it will allow them to know their legal rights and have these protected. It will also be of considerable benefit as a foundation for study in a variety of occupations.

In the Preliminary Course students will study:

- Part 1 The Legal System
- Part 11 The Individual and the Law
- Part 111 The Law in Practice

The Law in Practice unit is designed to provide students with opportunities to deepen their understanding of the principles of law covered in the first sections of the course.

In the HSC Course students will study:

- Core Part 1 Crime
- – Human Rights
- Part 111 Two Options chosen from:
- o Consumers
- o Global Environment and Protection
- o Family
- o place
- o World Order

Assessment Tasks

- A variety of assessment tasks include:
- Media file
- Topic tests
- Court report
- Research task on human rights

Career options:

Knowledge of the law would be most beneficial for those students who wish to pursue the following occupations:

- Police
- Lawyer
- Corrective Services

What skills will I develop?

Key competencies are embedded in the Legal Studies syllabus to enhance student learning. These include:

- Understanding the rights and responsibilities of individuals
- Assessing the methods by which disputes are resolved
- Understanding the extent to which laws reflect cultures and values
- Examining legislation, cases and media reports
- Evaluating the effectiveness of our law in responding to global challenges
- Critically evaluating fact, opinion and bias
- Examining the processes of change in the legal system
- Communicating law related issues

What values and attitudes will I develop?

- Social justice and human rights
- Intercultural understanding
- Criminalisation of behaviour
- Accountability of nations in international law

Citizenship

Students contemplating Legal Studies as an option for the senior school should consider the importance of these skills, attitudes and values in preparing them to become knowledgeable individuals, employees and citizens.

Contact information: Mr. Csaba Felkai Head Teacher HSIE (Relieving)

- o Indigenous Peoples
- o Shelter
- o Work

Welfare



Many other occupations in the business world



Marine Studies

Content Endorsed Course - non ATAR 2 units for each of Preliminary and HSC



What will I be doing in the course?

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century. Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

In the Preliminary course:

Students will work on a number of core modules that relate to marine safety and first aid, the marine environment, life in the sea, humans in water and marine and maritime employment. Students then undertake a set of option modules that allow a class to focus on themes or areas of interest. These include recreation, aquaculture, navigation, coral reef ecology and many more.

In the HCS course:

The HSC course focuses on modules from the selection listed.

Assessment component:

- Core modules (25% of course)
- Option Modules (75% of course)

Careers options:

- Marine biology
- Diver
- Tourism industry
- Marine Engineering
- Environmental protection
- Conservationist

Course requirements

• First Aid and Resuscitation certificates are taught in year 11 and must be completed to be able to complete the core course and to engage with many of the option modules

Course fees: Preliminary: \$80 HSC: \$50

Contact persons: Mr Sean Bromfield Head Teacher Science

Optional Modules Resuscitation Certificate 1 2 First Aid Certificate 3 Dangerous Marine Creatures 4 Estuarine Studies 5 Coastal Studies Coral Reef Ecology 6 7 Oceanography Local Area Study 8 9 Sea Birds of Our Coast 10 Commercial and Recreational Fishing 11 Aquaculture 12 Marine Resource Management 13 Marine Aquarium 14 Anatomy and Physiology of Marine Organisms 15 Seafood Handling and Processing 16 Skin Diving and Diving Science 17 Marine Engineering 18 Marine Archaeology 19 Boating and Seamanship 20 Marine Craft Construction and Repair 21 Pilotage and Navigation 22 Marine Communication 23 Wind Powered Craft 24 Personal Interest Project

Mathematics

Students have a range of mathematics courses available to study in Year 11.

In the Preliminary Mathematics Standard course, all students will complete the same content and assessments. However, the HSC course branches off into two pathways - Mathematics Standard 1 and Mathematics Standard 2.

Mathematics Standard 2 students will sit a formal written HSC exam and be eligible for an ATAR. Students studying the HSC Mathematics Standard 1 course will have the option of sitting a formal written HSC exam. Students studying Mathematics Standard 1 who wish to be eligible for an ATAR must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.

At Newcastle HS, we request that Year 11 Mathematics Standard students indicate if they are planning to study Standard 1 or Standard 2 in their HSC.

Students should talk to their current Mathematics teacher about the course most suitable for them.



•I have an excellent grasp of Year 10 5.3 Maths and really enjoy challenging mathematics •the University courses I am interested in recommend or require study of Mathematics Advanced

MATHEMATICS EXTENSION I ATAR

ATAR

ATAR

Mathematics - Standard 1



Board Developed Course - non ATAR 2 units for each of Preliminary and HSC

What will I be doing in the course?

Mathematics Standard 1 is focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful.

Mathematics Standard 1 is provided as an alternative curriculum for those students who return to Year 11 but who plan to move into an Apprenticeship and/or TAFE course during their senior schooling.

Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

In the Preliminary Course students will study:

- Algebra Formulae and Equations, Linear Relationships
- Measurement Applications of Measurement, Working with Time
- Financial Mathematics Money Matters
- Statistical Analysis Data Analysis, Relative Frequency and Probability

In the HSC course students will study:

- Algebra Types of Relationships
- Measurement Right-angled Triangles, Rates, Scale Drawings
- Financial Mathematics Investment, Depreciation and Loans
- Statistical Analysis Further Statistical Analysis
- Networks Networks and Paths

Assessment:

School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- one task must be an assignment or investigation-style with a weighting of 20-30%

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- only one task may be a formal written examination with a maximum weighting of 30%
- at least one task must be an assignment or investigation-style with a weighting of 15-30% ٠

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.

Career Options:

- Real estate
- Finance
- Building ٠
- Landscaping •
- Health •
- Gaming
- Education

Course requirements:

- Scientific calculator
- Theory book and workbook
- Preliminary Mathematics Standard textbook
- HSC Mathematics Standard textbook

Contact information:

Mrs Renee Wells Head Teacher Mathematics

- Data entry
- Agriculture
- Forestry
- Retail
- Hospitality
- Tourism

Bidding price

Mathematics - Standard 2

Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.1 (Standard) course in Year 10, together with the recommended options *Trigonometry* and *Further Algebra*.

What will I be doing in this course?

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide.

This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

In the Preliminary Course students will study:

- Algebra Formulae and Equations, Linear Relationships
- Measurement Applications of Measurement, Working with Time
- Financial Mathematics Money Matters
- Statistical Analysis Data Analysis, Relative Frequency and Probability

In the HSC Course students will study:

- Algebra Types of Relationships
- Measurement Non-right-angled Trigonometry, Rates and Ratios
- Financial Mathematics Investments and Loans, Annuities
- Statistical Analysis Bivariate Data Analysis, The Normal Distribution
- Networks Network Concepts, Critical Path Analysis

Assessment:

School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- one task must be an assignment or investigation-style with a weighting of 20-30%

The Year 12 formal school-based assessment program is to reflect the following requirements: • a maximum of four assessment tasks

- only one task may be a formal written examination with a maximum weighting of 30%
- at least one task must be an assignment or investigation-style with a weighting of 15-30%

Career Options:

- Real estate
- Finance
- Building
- Landscaping
- Health
- Gaming
- Education

• Data entry

- Agriculture
- Forestry
- Retail
- Hospitality
- Tourism

Course requirements:

- Scientific calculator
- Theory book and workbook
- Preliminary Mathematics Standard textbook
- HSC Mathematics Standard textbook

Contact information: Mrs Renee Wells Head Teacher Mathematics



Mathematics Advanced



Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

Prerequisites: The course is constructed on the assumption that students have confidently achieved the outcomes in the core of the Mathematics 5.2 course in Year 10, along with the recommended options of 5.3 Mathematics.

What will I be doing in this course?

The Mathematics Advanced course is a high paced, content rich calculus based course with a heavy focus on Algebra. It is intended for students who have a keen interest in mathematics and is designed to promote the development of knowledge, skills and understanding of important concepts within areas of mathematics. This includes the development of deductive reasoning skills and the ability to construct, solve and interpret mathematical models.

Students will learn a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

In the Preliminary Course students will study:

- Functions: Working with Functions
- Trigonometry: Functions and Identities
- Calculus: Introduction to Differentiation
- Exponential and Logarithmic Functions
- Statistical Analysis: Probability and Discrete Probability Distributions

In the HSC Course students will study:

- Functions: Graphing Techniques
- Trigonometry: Functions and Graphs
- Calculus: Differential and Integral Calculus
- Financial Mathematics: Modelling Financial Situations
- Statistical Analysis: Descriptive Statistics and Bivariate Data Analysis
- Series and series applications

Assessment:

Tasks may include:

- Examination-style guestions
- Assignments •
- Open book tasks •
- Practical investigations

Career Options:

- Building
- Engineering
- Science Education

- Surveying Architecture
- Nursina
 - Actuary

Course requirements:

- Scientific calculator
- Theory book and workbook •
- Preliminary Mathematics textbook •
- HSC Mathematics textbook

Contact information: Mrs Renee Wells Head Teacher Mathematics

- Accountancy Statistician
 - Just to name a few!



Mathematics Extension 1



Board Developed Course - CATEGORY A 1 unit for each of Preliminary and HSC

Prerequisites: must be taken in conjunction with Mathematics Advanced.

What will I be doing in this course?

The Mathematics Extension 1 course is a specialist course constructed on the assumption that students have mastered the outcomes in the Mathematics 5.3 course for Year 10. It is intended for students who are interested in the study of further skills and ideas in mathematics and extends on the key ideas studied in the Mathematics Advanced course. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world.

The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences.

In the Preliminary Course students will study:

- Functions: Functions & Polynomials
- Trigonometric Functions: Inverse Trigonometric Functions & Trigonometric Identities
- Calculus: Rates of Change
- Combinatorics: Working with Combinatorics

In the HSC Course students will study:

- Proof by Mathematical Induction
- Vectors: Introduction to Vectors
- Trigonometric Functions: Trigonometric Equations Calculus: Applications of Calculus
- Statistical Analysis: The Binomial Distribution

Assessment:

Tasks may include a number of school-based examinations testing:

- Knowledge, understanding and skills developed in each content area listed in the syllabus
- Reasoning, interpretative, explanatory and communicative abilities

Career Options:

The study of Mathematics Extension 1 provides students with knowledge, skills and understanding to form the valuable foundation for a range of courses at university level and other institutions. Some of the courses that require mathematics are:

- Mathematics
- Education
- Engineering
- Economics
- Business and finance
- Architecture
- Computer engineering
- Science-based courses

Course requirements:

- Scientific calculator
- Theory book and workbook
- Preliminary Mathematics textbook
- HSC Mathematics textbook

Contact information: Mrs Renee Wells Head Teacher Mathematics



Metal & Engineering (VET)

Category B ATAR

Board Developed Course - CATEGORY B 2 units for each of Preliminary and HSC

What will I be doing in this course?

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.

Course structure:

The following content will be addressed as part of this Qualification.

Compulsory/Core Units - HSC Examinable

- Manufacturing, engineering and related services industries induction (BOSTES requirement)
- Work with others in a manufacturing, engineering or related environment
- Perform engineering measurements
- Apply principles of occupational health and safety in the work environment
- Perform computations
- Plan to undertake a routine task
- Apply quality systems
- Apply quality procedures
- Use hand tools
- Interpret technical drawing
- Use power tools/hand held operations

Elective units:

- Undertake manual handing
- Perform manual production assembly
- Perform sheet and plate assembly

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.

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.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours

Optional HSC examination

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

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

Career options:

- Fabrication engineer
- Sheet metal worker

• Fitter and turner

• Sheet metal worker

Course requirements: Uniform - Long sleeve shirt, long pants (cotton drill), safety glasses, steel-capped safety boots

Course fees:			
Preliminary:	\$60.00	HSC:	\$60.00

Contact information: Mrs Angela Maddalena, VET Coordinator

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

This Course is available as	2Units x 1year/120 hours	2Units x 2years/240 hours	4Units x 1year/240 hours
Participants in this program are all enrolle which contributes to the volume of learni	0		
required to be engaged in to complete this	s course are conducted under	supervision.	

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

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

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

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

Compulsory/Cor	e Units – HSC Examinable	Possible Elective	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	MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities	
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): Preliminary \$60.00 HSC \$60.00

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: Uniform – long sleeve shirt, long pants (Cotglasses, leather upper footwear) glasses, leather upper footwear Please discuss with your school if you are unable to, or have difficulty meeting these requirements. Uniform – long sleeve shirt, long pants (Cotglasses, leather upper footwear) glasses, leather upper footwear glasses, leather upper footwear) 	tton drill), safety

Exclusions:

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

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 <u>http://employabilityskills.training.com.au/</u>

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 <u>http://www.northernnsw.startmytrade.com.au/</u>

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

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

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Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



What will I be doing in this course?

Modern History is an inquiry into experiences and the great issues that have affected the common fate of humanity. It challenges students to consider the changes that have made their world what it is and to make sense of an increasingly complex global society. The skills gained during the study of Modern **History can be transferred and used in today's competitive workforce.** This is evident by the demands of major corporations, such as IBM, for graduates who have a background in humanities subjects where there is an emphasis upon research and analytical skills.

The Modern History course provides a flexible structure within which students can prepare for further education and training, employment and full and active citizenship in the contemporary world.

The Preliminary course is structured to give students the opportunity to investigate key individuals, groups, events and historiographical issues in the following contexts:

• The Nature of Modern History (such as construction, representation, commemoration, and memory)

- TWO Case studies (e.g. Cuban Revolution and the rise and fall of the Romanov Dynasty)
- A historical investigation (student research project)
- Core Study: Shaping of the Modern World (World War One)

In the HSC Course requires students to undertake the following areas of study:

- Core Study: Power and Authority in the Modern World 1919-1946
- A National Study (e.g. Russia and the Soviet Union 1917-1941)
- Peace and Conflict (e.g. The Cold War 1945 1991)
- Change in the Modern World (e.g. The Cultural Revolution to Tiananmen Square 1966-1989)

Assessment: involves a range of research, source-based and examination style tasks.

Career options:

- journalism
- the law
- diplomatic corps
- travel consultancy
- photography
- film industry
- education in a variety of settings, for example:
- o museums
- o libraries
- o universities
- o teaching

Course requirements:

- Folder
- Writing material
- Internet access
- BYOD

Contact information:

Mr. Csaba Felkai Head Teacher HSIE (Relieving)





Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

Why study Music 1?

Music is a great way of expressing yourself, performing, composing and working with other people in group situations. It builds self-confidence and allows students to pursue their own likes and interests. Music involves performing regularly.

Music is an academically rigorous course however many students who take Music find it relaxing, enjoyable and often a great source of stress relief!

Research shows that students who study Music perform better academically than those students who do not undertake Music as part of their HSC program of study.

In the Preliminary Course students will study: Preliminary students will study the concepts of music through the learning experiences of performance, composition, musicology and aural (listening). Students will also look at a range of musical styles, periods and genres.

In the HSC Course students will study:

Students will complete core studies in performance, composition, musicology and aural. Students will also select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Assessment component:

Each of the four components of the preliminary course is assessed equally.

- The internal assessment for the HSC course is broken into two parts with the core components worth 55% and the electives worth 45%
- The external examination is made up of three electives, a core performance, and an aural exam

Careers options:

There are many career options open to students who have completed music courses. These include: • Sound engineering

- Teaching
- Performing
- Composing for multimedia and gaming
- Music promotions and management
- Recording

- Acoustic Engineering
- Television •
- Advertising

Course requirements:

Students should be able to play an instrument or sing. Previous experience in elective music is desirable but not essential. An interest in and enjoyment of music is a definite pre-requisite!

Course Fees: Preliminary: \$30.00 HSC course: \$30.00

Contact information: Mr Michael Kondov Head Teacher CAPA



Personal Development/Health/ Physical Education



Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

What will I be doing in this course?

PD/H/PE gives students an opportunity to develop their knowledge and understanding in a range of areas that underpin health and the health industry, physical activity, sport, coaching and exercise physiology. Skills gained in this course transfer to many occupations.

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 options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the Preliminary Course, students will study:

- Core topics (60%)
- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

- Students to select two options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

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.

In the HSC Course, students will study: Core topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%) Students to select two options each from:

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

Assessment:

- Year 11 students complete a total of three assessment tasks while the HSC students complete a total of four assessment tasks.
- The tasks range in methodologies and allow students to demonstrate their knowledge, understanding and skills in a variety of ways; including, research, collaboration, interpreting and evaluating health information to improve health and performance of individuals and groups.

Career options:

The PD/Health/PE course provides valuable skills and knowledge for many occupations in the areas of health, medical, sport/fitness and nutrition.

Course fees and extra curricula information:

There will be the opportunity to participate in several excursions as part of the PD/Health/PE course. • Two day Work Cover approved First Aid Course – approximate cost \$90.00

• Optional 3 – 4 day Sport & Recreational Camp – approximate cost \$300 - \$400

Both extra curricula activities attract a participation fee which is variable each year.

Contact information: Mr Joel Anderson Head Teacher PDHPE



Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC



What will I be doing in this course?

This is a subject that suits students who are able to use higher order thinking and problem solving skills. Students are required to construct models, solve problems using equations from both theory and experimental work and complete many secondary research tasks. Physics incorporates the study of waves, electricity and magnetism, motion, astronomy, nuclear energy and the development of modern technologies such as the television and solar cells. Students with a high level of literacy and mathematics skills select this subject to prepare for tertiary courses that require a physics background. It is expected that students enrolling in Physics will have a strong worth ethic and commitment to the completion of class work, homework and assessment tasks. Students will have high expectations and be motivated learners who display initiative and take ownership of their work and their results.

In the Preliminary Course, students will study the following core modules:

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

In the HSC Course, students will study:

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Assessment:

Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:

- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career options:

- Scientific research and invention
- Engineering
 - Medical sciences such as radiography and physiotherapy
- Medical imaging
- Nuclear medicine
- Photonics
- Space Science

Course requirements:

- A4 folder or notebook for class work
- Practical folder or notebook

Course fees and extra curricula information:

- There will be several excursions that students will be required to participate in as part of the Senior Science course.
- All students are encouraged to attend the Newcastle University Experiment Festival. All extra curricula activities attract a participation fee and all students studying the Preliminary and HSC Senior Science course are expected to participate in these excursions.

Contact information: Mr Sean Bromfield Head Teacher Science



Retail Services (VET)

Category B ATAR

Board Developed Course - CATEGORY B 2 units for each of Preliminary and HSC

What will I be doing in this course? 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.

Course structure:

The following content will be addressed as part of this Qualification.

Compulsory/Core Units – HSC Examinable Apply point-of-sale handling procedures Interact with customers Communicate in the workplace to support team and customer outcomes Work effectively in a customer service environment Minimise loss Sell products and services Apply safe work practices Organise and maintain work areas Operate retail technology Merchandise products Advise on products and services

Elective units:

Balance and secure point-of-sale terminal Perform stock control procedures Plan, create and maintain displays Perform Retail Finance Duties

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.

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.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours

Optional HSC examination

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

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

Career options:

• Retail management

Customer service industries

Course requirements:

- A4 workbook folder
- 8GB USB minimum size

Course fees:	Preliminary:	\$30.00
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HSC: \$30.00

Contact information: Mr Csaba Felkai - Head Teacher HSIE (Relieving)

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

This Course is available as	2Units x 1year 120 Hour	2Units x 2 years 240 Hour	4Units x 1 year 240 hour
Participants in this program are all enrolle which contributes to the volume of learn required to be engaged in to complete thi	ning and the amount of train	ing for this qualification. All	· · ·
Our BTO is committed to providing	hiah quality training to studer	ts Please discuss course patte	erns with your school

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

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

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

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

Course structure	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	SIRXSLS002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK002	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSLS001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
Course contribution (to be made directly to school): \$30.00 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			
Due to the specific area, the following students undertaki	your school if you are unable to, or have difficulty	 A4 Workbook Folder 8GB USB – Minimum size 	

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Foundation Skills

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

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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

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

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

Skills for Work and Vocational Pathways

Board Endorsed Course – non ATAR 2 units for the Preliminary only BEC Non-ATAR

Is this course what I need to gain employment?

This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. 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.

What will I be doing in this course?

The course enables students to further develop their understanding of, and competence in, a range of skills to gain employment, such as 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. The course focuses around the completion of mini projects, which enable students to gain skills in working as a member of a team.

Assessment:

Competency-based assessment

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

Career options:

- TAFE entry
- Active Volunteering
- Early Childhood Education
- Community Services
- Employment Services
- Age Support
- Disability Support

Course requirements:

Students are required to have completed the allocated hours for the optional units that are studied, see attached document from Tamworth RTO for FSK20113 Certificate II in Skills for Work and Vocational Pathways

Course fees and extra curricula information: Depending on the projects chosen, fees will be application for the use of facilities and resources used.

Contact information: Mrs Angela Maddalena VET Coordinator



FSK20113 Certificate II in Skills for Work and Vocational Pathways

(FSK release 1.1) or

Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways (FSK

release 1.1)

2019 STAGE 6 BOARD ENDORSED COURSE DESCRIPTION -

SKILLS	FOR WORK AN	D VOCA	TIONAL	PATHWAYS	

This Course is available as	2Units x 1year/120 hours	3Units x 1 year/180 hours	2Units x 2years/240 hours
The volume of learning usually includes 24 complete this course are conducted under s		es that the learner is required to) be engaged in to

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

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

Course description - This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways

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

Compulsory/Core Units		Elective Units	
FSKDIG03	Use digital technology for routine workplace tasks	Elective units are available across varied vocational pathways and will need to be negotiated with each school and in consultation with Public Schools NSW Tamworth RTO 90162.	
FSKLRG09	Use strategies to respond to routine workplace problems		
FSKLRG11	Use routine strategies for work-related learning	BSBIYU211	Produce digital text documents
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	BSBWOR204	Use business technology
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work	FSKLRG10	Use routine strategies for career planning
FSKOCM07	Interact effectively with others at work	FSKOCM04	Use oral communication skills to participate in workplace meeting
FSKRDG10	Read and respond to routine workplace information	FSKWTG07	Write routine formal workplace texts
FSKWTG09	Write routine workplace texts		

Course contribution (to be made directly to school): \$30.00

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

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

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

Course specific resources and equipment:
Due to the specific nature of training and assessment in this industry
area, the following specific resources and equipment are required of
students undertaking this course.
Please discuss with your school if you are unable to, or have difficulty
meeting these requirements.

Exclusions:

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

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Work Placement

Some work placement may be undertaken in this course if students are deemed ready for work placement.

Optional HSC examination

There is no HSC Examination for this course.

Specialisation studies

There is no specialisation study associated with this course.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (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)

There is no SBAT pathway associated with this course.

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

Society and Culture

Board Developed Course - CATEGORY A Two units for each of Preliminary and HSC





What will I be doing in this course?

Society and Culture involves cross-discipline studies, as concepts and social research methods from anthropology, communication, cultural studies, media studies, philosophy, psychology and sociology are investigated. Students will develop their understanding of themselves, and societies and cultures through the variety of topics. Research skills developed are at university level.

In the Preliminary course, students will study:

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

Each depth study will involve students examining a variety of different case studies and perspectives (e.g. Generational, Gender, Beliefs, Culture, and Values)

In the HSC course, students will study:

✤ The Personal Interest Project

• Social and Cultural Continuity and Change (including a country study, such as Vietnam) AND choose from two of the following depth studies:

- Popular Culture (e.g. Hip Hop, Teen Movies)
- Belief Systems and Ideologies (e.g. Islam,
- Environmentalism)
- Social Inclusion and Exclusion (e.g. Disability, ATSI)
- Social Conformity and Non-conformity (e.g. The Bra Boys)

Students will develop a wide variety of skills:

- ✓ collecting, analysing and organising information
- ✓ communicating ideas and information
- ✓ problem solving
- ✓ critical evaluation of fact, opinion and bias
- ✓ working with others in teams
- ✓ development of understanding and empathy for others
- ✓ use of technology

Assessment component:

Whilst students will undertake a variety of class assessments, a major research task called the Personal Interest Project will be undertaken. This project is externally marked and is worth 40% of the HSC mark. Students are able to confidently approach the HSC knowing that a third of their mark has already been achieved under teacher supervision.

Careers options:

Society and Culture may assist you in preparing for a wide variety of occupations such as:

- Author
- Librarian
- Museum curator
- Technician
- Film and TV producer/director
- Course requirements:
- ✓ PIP Logbook
- ✓ Textbooks available for purchase (optional)

Contact information:

Mr. Csaba Felkai Head Teacher HSIE (Relieving)

- Diplomat
- Travel consultant
- Detective
- Lawyer or solicitor
- Teacher or lecturer



Software Design and Development



What will I be doing in this course?

Students in this course will take a practical approach to developing computer-based solutions for a variety of complex problems. They will develop software in at least three programming languages and learn effective coding skills using a systematic approach to problem solving. Course material covers a wide variety of industries including design, animation, business and finance, engineering and artificial intelligence. Software Design and Development offers students the opportunity to be creative and solution-focused while pursuing excellent career prospects.

Preliminary and HSC Course

The Preliminary and HSC courses introduce students to the concepts of software design and development. They do this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process, and by considering the interaction between software and the other components of the computer system. The primary topics researched in the course include:

- Concepts and Issues in the Design and Development of Software: social and ethical issues, hardware and software, software development approaches
- Software Development Cycle: defining the problem and planning software solutions, building software solutions, checking software solutions, modifying software solutions, developing software solutions
- Programming Paradigms: imperative, object oriented, logic based solutions

Assessment components

Practical experience occupies a large portion of the course, with students expected to design and develop their own software solutions. A major group project is completed in the preliminary course, and a major individual project is completed in the HSC course. Students will also complete written examinations.

Career options:

This course will give students the skills and understanding to progress to university or TAFE into any IT course.

Specialist careers may include:

- Software and computer engineering
- Game design and development
- Web design
- Fashion design
- Network analyst
- Social media management
- Nanotechnology
- Music composition
- Bioinformatics
- Artificial intelligence or virtual world design
- Application analyst and development

Industry standard:

The programming languages covered in this course meet the industry standard regulations to produce legitimate software solutions. Students will learn coding languages such as Arduino, C# and Java; which are used today to produce applications for Microsoft Windows, Google Play and Android products, as well as circuit board electronic products, including electronic fashion wear and audio synthesizing.

Course requirements

The course is suited to students who have an interest in computer programming and problem solving, with mathematical capability. It is not necessary to have to completed ISTEM or IST in prior years. Computer access at home with a stable internet connection is essential as this course makes use of multiple cloud based learning platforms and high level programming languages.

Course fees:	
Preliminary:	\$20.00
HSC course:	\$20.00

Contact information: Mr Nick Biddle Head Teacher Computing Studies



Sport, Lifestyle & Recreation

CEC Non-ATAR

Content Endorsed Course – non ATAR 2 units for each of Preliminary and HSC

What will I be doing in this course?

The Sport, Lifestyle & Recreation course enables students to further develop their understanding of, and competence in, a range of sport and recreational pursuits. Students are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Throughout the course students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity
- Knowledge and understanding of the principles that impact on quality of performance
- An ability to analyse and implement strategies to promote health, activity and enhanced performance
- A capacity to influence the participation and performance of self and others.

The course provides an opportunity to specialize in areas of expertise or interest through option modules such as:

- Aquatics
- Athletics
- First Aid and Sports Injuries
- Fitness
- Specific Sports
- Gymnastics

- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport and Games
- Healthy Lifestyle
- Resistance Training

Assessment:

- Year 11 students complete a total of three assessment tasks while the HSC students complete a total of four assessment tasks.
- The tasks range in methodologies and allow students to demonstrate their knowledge, understanding and skills in a variety of ways; including, skill performance, research, collaboration and group work.

Career options:

- Sports coaching
- Fitness leader
- Club administrator
- First aid training
- Aquatics instruction

- Lifesaving
- Medical applications (ie. Physical therapy)
- Other areas of further tertiary study

Course requirements:

Students are required to have completed the allocated hours for the optional units that are studied.

Course fees and extra curricula information:

Depending on options chosen, fees may be applicable for the use of community facilities and any certification requirements.

Contact information: Mr Joel Anderson Head Teacher PDHPE



Visual Arts



Board Developed Course - CATEGORY A 2 units for each of Preliminary and HSC

What will I be doing in this course?

This course is for practical and creative students who enjoy making artworks and who are interested in learning to interpret and discuss artworks and how to respond to them using both critical and historical perspectives. Visual Arts provides students with the opportunity to gain 50% of their marks **through practical work inspired by the student's personal experience of the world and other artists** in a variety of social and cultural contexts.

While the course builds on Visual Arts and Photography courses in Stages 4 & 5, it also caters for students with more limited experience in the Visual Arts. The theoretical component of the course would suit students who have average or above average English skills.

In the Preliminary course:

The Body is explored as subject matter using a variety of media and approaches, from experimental and gestural 2D drawing and painting works, etching, sculptural pieces using clay and found objects, and exploration of the self in portraiture. This incorporates an excursion to Sydney and two case studies based on the work of artists also exploring this theme. Landscape is explored using a range of mixed media, photography, painting and found object approaches and materials and excursions into our local environment. Students study the work of other landscape artists in case studies. Shock and Challenge is explored through the study of 20th Century and post-modern art practises and the creation of individual student works that explore issues and themes of personal interest and significance and free choice of media.

The HSC course:

Engages students in sustained art making in the development of their own Body of Work, exploring themes and media of personal interest and choice. Students are provided with an extensive scaffold and procedure to assist them to develop their own ideas into artworks. Students also engage in five in-depth case studies of artists and art movements in critical and historical studies and extend their critical response skills in interpreting and writing about the works of other artists.

Career Options

This course will give students the skills to progress to University or TAFE Fine Art or Design courses. Specialist careers include:

- Graphic design, Fashion, Interior design
- Industrial, theatre, web design, architecture, photography, jewellery, film and television.

Course requirements:

Preliminary course:

- Artworks in at least two expressive forms and the use of a process diary
- A broad investigation of ideas in artmaking, art criticism and art history.
- HSC course:
- Development of a Body of Work of the student's choice and use of a process diary
- A minimum of 5 Case Studies (4 -10 hours each)
- Deeper and more complex investigations in artmaking, art criticism and art history.

Course fees: Preliminary: \$45.00 HSC: \$60.00

Contact person: Mr Michael Kondov Head Teacher CAPA



Visual Design



Content Endorsed Course – non ATAR 2 units for each of Preliminary and HSC

What will I be doing in the course?

This course is for practical students who have a keen interest in the design fields who wish to pursue a career in advertising and design on completion of their HSC. A large component of the course is digital based and students will be taught skills and software at an industry level. Students will also learn how to interpret design and gain a clear understanding of what makes successful design through the analysis of several contemporary designers in a range of fields.

While the course builds on Visual Arts, Visual Design and Photography courses in Stages 4 & 5, it also caters for students with more limited experience in these subjects.

In the Preliminary course:

Students will work on a number of tasks both individually and as part of a design team. They will develop a clear understanding of a design brief and work towards deadlines to complete set tasks for presentation. The three areas of focus in the Preliminary year are as follows:

Digital Illustration

Students will engage in the growing field of digital illustration design. They will have the opportunity to work with industry standard Wacom drawing tablets as well as learn how to use Adobe Illustrator and Photoshop.

3D Design

Students will gain a thorough understanding of the role of a 3D designer and all design elements required when planning a design for a 3-dimensional space. Students will design and build their own house using 3D computer software.

Film

Students will learn the importance of video in advertising and will have the opportunity to edit and cut their own video trailer. Students will edit using Adobe Premiere software.

In the HCS course:

The HSC individual project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields:

- Development of individual design projects (Body of Work)
- Development of a visual portfolio of practical work and exhibitions
- Students are required to keep a diary over the duration of the course

Assessment component:

- Designing and Making (70% of course)
- Critical and historical studies (30% of course)

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Careers options:

- Graphic design
- Photographer
- Film and animation
- Advertising
- Fashion
- Interior design

Course requirements

Visual process diaryUSBCourse fees:

Preliminary: \$0 HSC: \$0

Contact persons: Mr Michael Kondov Head Teacher CAPA







Respect, Responsibility & Participation

NEWCASTLE HIGH SCHOOL

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