



# CURRICULUM HANDBOOK YEAR 10 - 2020



**NEWCASTLE HIGH SCHOOL**

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# INTRODUCTION

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Students entering Year 10 in are working towards achieving their Record of School Achievement (RoSA) for Stage 5. Successful completion of this certificate is required prior to enrolling for the Higher School Certificate (HSC).

In Year 10 there are six compulsory subjects. They are:

- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- History
- Geography

Students will also have access to Stage 5 Elective courses, Future Focussed Inquiry and Early Commencement HSC courses.

Students may elect to:

- Select TWO Stage 5 Elective courses, plus Future Focussed Inquiry  
OR
- Select ONE Stage 5 Elective course and ONE Early Commencement HSC course

Some courses have no fee contribution, but others attract a fee contribution to cover the cost of materials and consumables. These course fees are **mandatory** and **must be paid** by students who wish to undertake these courses. Please take this into consideration when selecting the subjects you wish to participate in.

**Students with outstanding fee accounts from Year 9 will not be placed in Year 10 electives that require a fee.**

## TYPES OF COURSES OFFERED

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<b>Stage 5 Elective</b>	Course content developed by NESAs; recorded on the RoSA
<b>Future Focussed Inquiry</b>	Course content endorsed by NESAs; recorded on the RoSA
<b>Early Commencement</b>	Course content developed by NESAs; recorded as 2 units of Yr11/Preliminary

## REGISTERING SUBJECT PREFERENCES

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1. Students log onto their DET Student Portal.
2. An email will be in the student's account, labelled *Edval Timetables*.
3. Open the email and click on the link provided.
4. Choose your subjects using the drop down menu, then press submit.

NOTE: Most courses are open to all Year 10 students, regardless of what they have done in Year 9, with the following exception:

"To select Food Technology (continuing), a student must have completed Food Technology in Year 9".

ALSO: If you want to enrol in an Early Commencement VET course, you must select it in the NESAs list and the Senior Preparation list.

You will receive a confirmation email listing the subjects you have expressed interest in. Changes to your selection can be made by repeating the process at any time before the close off date.

**Webchoice will open on Friday, August 2 and  
close on Monday, August 12.**

## DETERMINING ELECTIVE LINES

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Once we have received student Expressions of Interest, Electives Lines are determined to meet the needs of the majority of registered students.

Students are required to indicate Reserve choices, just in case their preferred choice did not have enough student interest to form a class.

Students are allocated to electives based on their Expression of Interest and will be issued with a Confirmation of Electives sheet in Term 4.

# EARLY COMMENCEMENT HIGHER SCHOOL CERTIFICATE

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School students in NSW generally work towards the HSC in Years 11 and 12. It is the highest attainment you can reach at school.

The following process outlines the NSW Education Standards Authorities (NESA) requirements for a student to be eligible to receive a HSC:

## **Preliminary Higher School Certificate (Year 11)**

- Students MUST successfully complete 12 units of study to be eligible to move on to their HSC pattern of study.

## **Higher School Certificate (Year 12)**

- Students MUST successfully complete 10 units of study to be awarded a HSC.
- A student's best 10 units of study is used to calculate their Australian Tertiary Admission Rank (ATAR).

Historically at Newcastle High School we have offered two early commencement courses, meaning students could complete a course one year ahead of schedule. The preliminary year is completed in Year 10 and then the HSC year in Year 11. The two courses we have offered are both Vocational Education and Training courses, Hospitality, and Metals and Engineering.

The students that have completed these courses have achieved outstanding results, often outperforming the students in the year above. These students have identified the benefits of completing an early commencement course:

- Able to concentrate a lot of time and energy on the early commencement course.
- The ability to complete more than 10 units of study in their HSC year.
- A reduced load in their HSC year resulting in more time to concentrate on each course.
- Understanding the requirements of a HSC course and being able to experience HSC exam conditions, reducing stress and anxiety in their final year of school.

In 2020, the schools executive team have decided to expand the number of courses offered as early commencement. Year 10 students would have the opportunity to apply to complete an early commencement course. If a student chooses not to apply for a course, they would complete an extra 100hours of the Future Focused Inquiry course.

The courses on offer are:

- Business Studies
- Design and Technology
- Hospitality (Vocational Education and Training course)
- Investigating Science
- Metals and Engineering (Vocational Education and Training course)
- Personal Development, Health and Physical Education
- Visual Arts

Each course will have a set criteria that students need to meet to access the early commencement course. An application form will be issued to interested students which will outline the criteria for each course and when the forms need to be completed.

## COURSES OFFERED

STAGE 5 ELECTIVES	Fee	Early Commencement Courses	Fee
Aboriginal Studies	NIL	Business Studies	NIL
Child Studies	\$75	Design and Technology	\$40
Commerce	NIL	Hospitality VET	\$120
Drama	\$20	Investigating Science	NIL
Food Technology	\$120	Metal & Engineering VET	\$60
French	NIL	Personal Development, Health and Physical Education	NIL
Geography Warriors	NIL	Visual Arts	\$45
Horrible Histories	NIL		
Industrial Technology – Electronics	\$60		
Industrial Technology – Metal	\$60		
Industrial Technology – Timber	\$60		
Information & Software Technology	\$25		
ISTEM	\$25		
Japanese	\$20		
Marine and Aquaculture Technology	\$50		
Music	NIL		
Photographic and Digital Media	\$60		
Physical Activity & Sport Studies (PASS)	NIL		
Textiles Technology	\$30		
Visual Arts	\$45		
Visual Design	\$40		

# FUTURE FOCUSED INQUIRY

(Option with TWO Stage 5 Elective Courses)

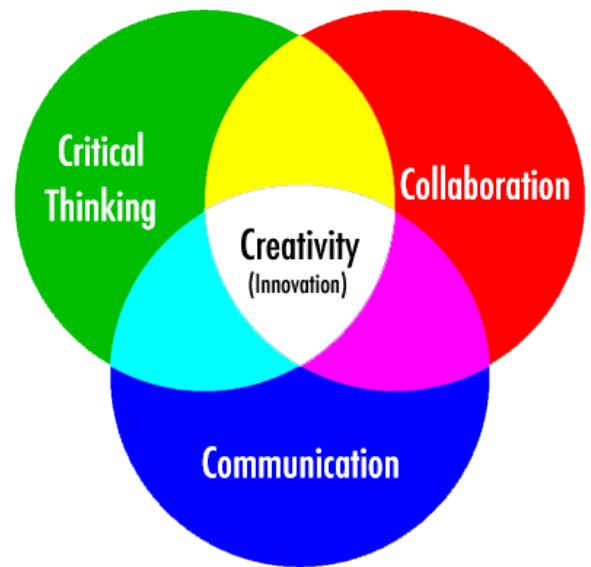
## COURSE OUTLINE

This course allows students to ask and investigate questions which revolve around their personal interests and experiences. Student work will be connected to the community via personal experiences, collaboration and conversation. The course is authentic and fosters deep knowledge and understanding as students create their own high quality projects.



### Students will develop skills in:

Authentic question development  
 Collaboration and Teamwork  
 Research techniques  
 Portfolio and project writing  
 Using a variety of technologies  
 Feedback  
 Evaluation and project refinement  
 Communication

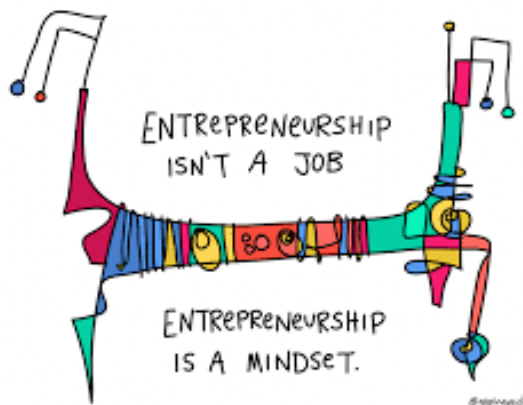


### Main topics:

- Introduction to Inquiry Based Learning
- Developing an Authentic Question
- Research Skills
- Collaboration and Technology skills
- Communication Skills
- Portfolios
- Feedback and Evaluation of Skills

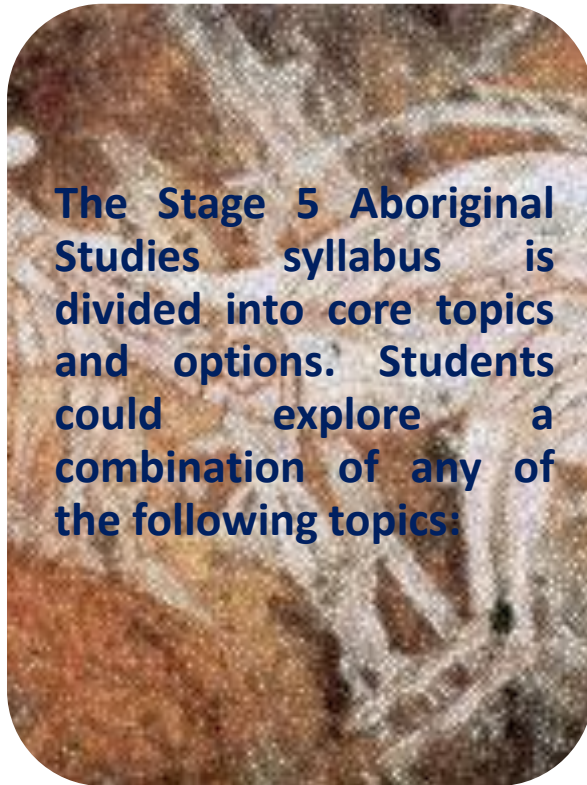
**ADDITIONAL REQUIREMENTS:** Students will need to resource their own projects. As each project is unique, no course cost is set, however, some purchasing of personal resources may be required.

BYOD access is encouraged during this course. However, scheduled time with ICT will be available for some lessons.



# ABORIGINAL STUDIES

This course allows you to get an in depth look at Aboriginal society. In Aboriginal studies you will immerse yourself in Indigenous cultural practices and enjoy exploring their history and meaning.



Identity



Visual and performing arts



Media, Film and TV



Legal and political systems



Sport

*"So I take this word reconciliation and I use it to reconcile people back to Mother Earth, so they can walk this land together and heal one another because she's the one that gives birth to everything we see around us, everything we need to survive."*

*Max Dulumunmun Harrison*

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.

<b>FEES:</b>	<b>NIL</b>
<b>CONTACT:</b>	<b>Mr Felkai (rel HSIE Head Teacher)</b>



# CHILD STUDIES



This course has been developed for students who have an interest in and concern for the welfare of children. It begins with conception and pregnancy, to the birth of the baby, and over the two years, follows the development of the baby until it reaches school age.

The aims of the course are for students to develop an awareness and understanding of the growth, development and learning of young children and to develop skills in childcare, nurturing and the practical aspects of parenting. It also provides an opportunity for developing a career path in the childcare industry.

Practical activities are integrated throughout this course, with applications in food preparation for pregnant women, infant and toddlers and focusing on textile applications.

Students undertake a range of learning opportunities in the following modules:

MODULES COVERED			
Preparing for parenthood	Conception to birth	Family interactions	Newborn care
Growth and development	Play and the developing child	Food and nutrition in childhood	Media and technology in childhood



<b>FEES:</b>	<b>\$75.00</b>
<b>REQUIREMENTS:</b>	<b>Fabric and notions for two practical textile items Wear enclosed leather shoes and bring a container to each food production lesson.</b>
<b>CONTACT:</b>	<b>Mrs Munro (TAS Head Teacher)</b>

# COMMERCE

If you are interested in making money or want to be the next Prime Minister, then Commerce is for you! If you want to know how to succeed in today's world, where and how to buy products from global sources, learn about the justice system, how to get and keep your dream job, then Commerce is for you!

Choosing Commerce will provide you with the skills and knowledge on managing your finances in order to be able to buy your dream car or house, and go on amazing holidays. You will develop an understanding of consumer, financial, economic, business, legal, political and employment matters.

The new 2020 Commerce Syllabus' core topics include:

- Consumer and Financial Decision
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

In addition, there are numerous options for depth study:

- Investing, Promoting and Selling,
- Running a Business,
- Law in Action,
- Travel,
- Towards Independence,
- Out Economy



<b>FEES:</b>	<b>NIL</b>
<b>CONTACT:</b>	<b>Mr Felkai (rel HSIE Head Teacher)</b>

# DRAMA

Through their study of Drama, students will be challenged to maximise their dramatic abilities and enjoyment of drama through making, performing and appreciating dramatic and theatrical works. Students will create drama that explores a range of created and imagined situations. They will perform devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions. Students will learn the importance of written reflection on the function of theatre and their personal responses.

## COURSE CONTENT

<b>Elements of Drama</b>	improvisation, character, role play, play building
<b>Performance Styles</b>	from a pre-determined list
<b>Context of Performance</b>	theatrical conventions



<b>FEES:</b>	<b>\$ 20.00</b>
<b>REQUIREMENTS:</b>	<b>Practical rehearsal clothes for workshop activities</b>
<b>CONTACT:</b>	<b>Ms Hepple</b>

# FOOD TECHNOLOGY (beginning / continuing)

Food Technology provides enjoyable, relevant and meaningful learning experiences for students by investigating food through practical applications and processes, as well as developing knowledge of food issues which allow them to make informed and appropriate choices with regards to food.

The development of practical skills in preparing and presenting foods contributes to both vocational and general life experiences. The food industry is growing in importance providing numerous employment opportunities and increasing the relevance of Food Technology for all.

Students undertake a range of learning opportunities in the following modules:

<b>MODULES COVERED</b>			
Food Preparation and Processing	Nutrition and Consumption	Food in Australia	Food Service and Catering
Food product Development	Food Trends	Food Equality	Food for Special Occasions

Students who completed Food Technology in Year 9, and wish to continue with the course in Year 10, must select Food Technology (continuing).

Students who did not study Food Technology in Year 9 must select Food Technology (beginning).



<b>FEES:</b>	<b>\$120.00</b>
<b>REQUIREMENTS:</b>	<b>Wear enclosed leather shoes and bring a container to each lesson.</b>
<b>CONTACT:</b>	<b>Mrs Munro (TAS Head Teacher)</b>

# FRENCH

France has a rich culture and history. More than 220million people speak French on all the five continents. French is a major language of international communication and is the second most widely taught language after English.

Students will be able to make contact with French speakers of their own age, through digital media. There will be opportunities to learn the language and cultural aspects of France and French and to host visiting French students, and make connections with French culture within the Newcastle community.

The ability to speak both French and English is an advantage for finding a job, with many multinational companies using French as their working language, in a wide range of sectors (retailing, automotive, luxury goods, aeronautics, etc.). France, as the world's fifth biggest economy, attracts entrepreneurs, researchers and the cream of foreign students. Speaking French makes a major contribution to preserving linguistic diversity in the world.



## Main topics:

The skills of Listening, Speaking, Reading and Writing are developed through focus on topics relating to the students' daily lives.

## Topics include:

- **Family**
- **Daily Life**
- **Hobbies and Interests**
- **French food (including a restaurant excursion/cooking) and shopping.**



There is also an emphasis on French culture, French cuisine and The French people.

## COURSE OUTCOMES

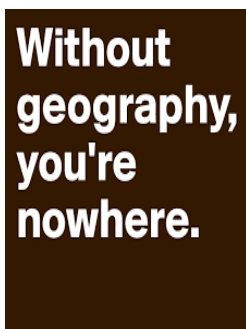
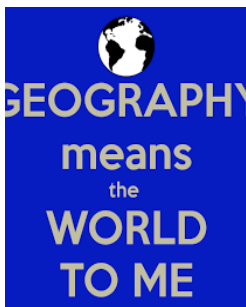
<b>A student:</b>	
Demonstrates understanding of and responds to spoken and written texts	
Establishes and maintains communication in familiar situations	
Applies a range of linguistic structures to express own ideas in writing	
Demonstrates knowledge of key features of the culture of French speaking communities	

<b>FEES:</b>	<b>NIL</b>
<b>REQUIREMENTS:</b>	<b>Course workbook (available for purchase at school)</b>
<b>CONTACT:</b>	<b>Mrs Durie</b>

# GEOGRAPHY WARRIORS

Geography Warriors emphasizes the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Students will further develop the knowledge, understanding, skills, values and attitudes necessary for them to act in ways that contribute to more sustainable ways of living. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. The diagram below details some of the topics for study and potential student directed inquiry questions related to the chosen topics →



## Diasters, hazards and crazy landscapes - Boom, crash, bang!

What are the major hazards that impact our environment? How are we changing the physical environment of the Earth's surface?



## Oceanography

The study of marine life and ecosystems. How can we best preserve biological diversity and protect endangered ecosystems?



## Do you know your neighbour?

What unique cultures and environments surround Australia? How is the movement of people, goods and ideas changing the world?



## World at War

What impact does conflict have on countries? How does this change traditional borders? How are geopolitical shifts influencing peace and stability?



How does where we live affect our health? Where and how will 10 billion people live? How might we better observe, analyse and visualise a changing world?

<b>FEES:</b>	<b>\$ NIL</b>
<b>CONTACT:</b>	<b>Mr Felkai (rel HSIE Head Teacher)</b>

# HORRIBLE HISTORIES

This course allows you to get an in depth look at the juicy bits of history. From crime to conspiracies, serial killers and the perception of witches, the elective history course allows students to study history through class, group and project work.

The Stage 5 Elective History syllabus is divided into core topics (Constructing history, Ancient, Medieval and Early Modern Societies and Thematic Studies). Students could explore a combination of any of the following topics →



“Those who don’t study history are doomed to repeat it. Yet those who *do* study history are doomed to stand by helplessly while everyone else repeats it.”



Conspiracy theories



Monsters of History



Real VS Reel – Film as history



Crime and Punishment throughout history –using Piracy as a case study.



Salem Witch Trials and Witchcraft throughout the Ages - Burn the Witch!

Year 9 Elective History students (2018) created over 450 poppies to commemorate Anzac Day, representing those from Newcastle who lost their lives in service to Australia →

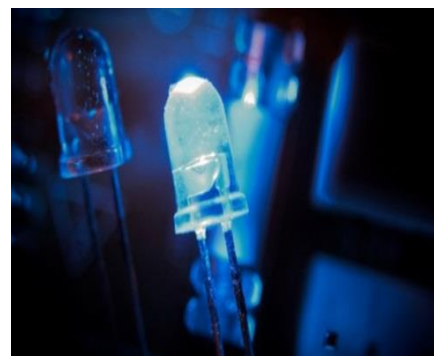


<b>FEES:</b>	<b>NIL</b>
<b>CONTACT:</b>	<b>Mr Felkai (rel HSIE head teacher)</b>

# INDUSTRIAL TECHNOLOGY - ELECTRONICS

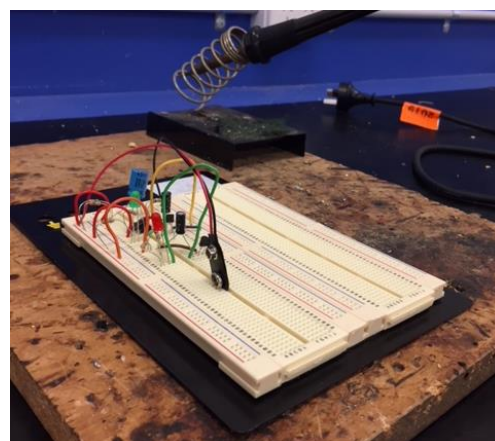
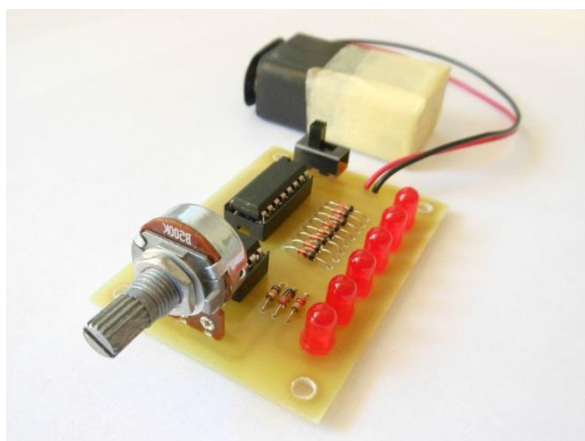
This course provides a foundation for students wishing to pursue a career in an electrical trade at TAFE or an Electrical Engineering degree at university such as Mechatronics.

Students learn about basic electronic and electrical principles and how to apply their acquired knowledge and skills to real life practical applications. The practical projects range from basic continuity testers, electronic dice, roulette wheel to more complex projects using timers and integrated circuits. Students develop their communication techniques through reading and interpreting schematic diagrams, solving electronic mathematical problems and developing project folios.



Students further their knowledge of electronics with more complex projects in the second half of the 200 hour course. Students engage in the design and development of printed circuit boards and problem solve practical applications. Students develop their communication techniques through reading and interpreting schematic diagrams, solving more complex electronic mathematical problems and developing project folios.

MODULES COVERED			
WH&S and risk management	Project design, development and production	Hand tools, machine tools, equipment and processes	Materials and electronic components
Solving electronic mathematical problems	Communication techniques	Impact of technology on society and the environment	



<b>FEES:</b>	<b>\$60.00</b>
<b>REQUIREMENTS:</b>	<b>One of each of the following: 9 volt battery, A4 writing book, scientific calculator, solid container to store components</b>
<b>CONTACT:</b>	<b>Mrs Munro (TAS Head Teacher)</b>



# INDUSTRIAL TECHNOLOGY - METAL

Industrial Technology courses are concerned with our technological, industrialised society and seek to relate experiences in this field to other subjects through practical work with materials, hand and machine tools, drawing and design.

Skills in designing, planning, constructing and evaluating practical projects are developed. Instruction in MIG and Electric Arc Welding will be given.

Make:

- exercise dumbbell and/or
- folding camp BBQ and/or
- engineer's hammer/hacksaw
- metal fabrication
- fitting and machining
- sheet metal fabrication

Industrial Technology – Metal, enables students to acquire knowledge and skills to confidently transition to Stage 6 courses, i.e.: Metal & Engineering and Industrial Technology Metal



<b>FEES:</b>	<b>\$60.00</b>
<b>REQUIREMENTS:</b>	<b>Students in workshops MUST wear enclosed leather shoes. Students must provide own safety glasses</b>
<b>CONTACT:</b>	<b>Mrs Munro (TAS Head Teacher)</b>

# INDUSTRIAL TECHNOLOGY - TIMBER

Industrial Technology courses are concerned with our technological, industrialised society and seek to relate experiences in this field to other subjects through practical work with materials, hand and machine tools, drawing and design.

Skills in designing, planning, constructing and evaluating timber projects are developed. Examples of projects undertaken - port table, upholstered stool, decorative mirror frame, telephone table, entertainment unit, blanket box.

Throughout the construction of these projects, students will obtain experience in the use of power tools and machines such as the woodwork lathe, band saw, portable router & sander.

By the completion of the course students should have sufficient background knowledge and experience in wood to confidently attempt:

- Industrial Technology (Timber) course in Years 11 and 12
- Trade Training Qualifications
- Designing and constructing their own hobby projects

Students undertake a range of learning opportunities in the following modules:

MODULES COVERED		
WH&S and risk management	The properties and working characteristics of solid timber	Equipment, tools and machines
Techniques for preparing, joining and finishing timber	Links to industry	Design



<b>FEES:</b>	<b>\$60.00</b>
<b>REQUIREMENTS:</b>	<b>Students in practical workshops MUST wear enclosed leather school shoes. Students must provide own safety glasses</b>
<b>CONTACT:</b>	<b>Mrs Munro (TAS Head Teacher)</b>

# INFORMATION & SOFTWARE TECHNOLOGY

A key feature of the course will include coding and software development through the use of design projects. Computers will be used in all lessons with online tutorials, cloud based collaborative learning, and interaction with the PurpleZeus website.



Students will explore the following topics and software applications:

Topic	Typical software explored
Robotics	LEGO EV3 Mindstorms, Google Docs, MakeyMakey, Scratch, MakerBot
Digital Media	Audacity, Adobe Photoshop, Google Slides, Adobe Illustrator, Windows Live Movie Maker
3D Modelling	Trimble SketchUp, TinkerCAD, Minecraft Education Edition
Networking	Minecraft Education Edition, Trimble SketchUp, Google Docs, Google Sheets, Microsoft Excel
Web Site Development	Adobe Dreamweaver, NVU, Firefox, Internet Explorer, Chrome, Weebly
Software Design	Python, Scratch, Arduino, JavaScript, EV3 Mindstorms, Minecraft Education Edition
Artificial Intelligence	Google Earth, Scratch, HALO, Pong, The Sims, Super Mario Bros, Minecraft Education Edition, Kodu



Students will create engaging projects utilising project development procedures. Assessable projects include films, websites, interactive slideshows, video games, robot construction and physical coding on hardware devices.



No prior knowledge is required and all tasks allow students to demonstrate practical and conceptual understanding of each of the core topics.

<b>FEES:</b>	<b>\$ 25.00</b>
<b>REQUIREMENTS:</b>	<b>Home computer with internet access</b>
<b>CONTACT:</b>	<b>Mr Biddle</b>

# ISTEM

ISTEM, or Integrated Science Technology Engineering and Mathematics, refers collectively to the subject with a broad field of distinct and complementary approaches to knowledge. Each has a critical role to play in its own right, but also enables discovery and progress in other fields.



The course utilises a practical approach with engineering and technology being used to drive engagement in mathematics and science through the development of technical skills and mechanical engineering knowledge. Examples of projects include coding scientific experiments, building sustainable cities and constructing robotic prototypes.

Modules covered in the course					
STEM Fundamentals	Aerodynamics	Motion	3D CAD CAM	Mechatronics	Design For Space

Students undertake a range of inquiry based learning and project based learning activities in fields such as:

- Aircraft design
- Roller coaster construction
- 3D and CNC router printing
- Rockets
- Pneumatic and hydraulic systems
- Robotics
- Motor racing
- Coding scientific experiments
- Electronics and circuits



The projects completed by students in collaboration with community STEM based businesses. In accordance with Workplace Health and Safety students are required to wear safety glasses and approved fully enclosed leather shoes to be present and participate in practical lessons at all times.

<b>FEES:</b>	<b>\$ 25.00</b>
<b>REQUIREMENTS:</b>	<b>Safety equipment, writing book, scientific calculator, computer at home with internet access</b>
<b>CONTACT:</b>	<b>Mr Biddle, Mr Skinner, Mr Bromfield</b>

# JAPANESE

Japan has a rich and fascinating culture and history. Japan has particular importance to Australia because of trade and tourism, areas that may provide future employment opportunities for students. Spoken Japanese is relatively easy to pick up, and although the writing system presents a challenge, there are many online games designed to help students master script recognition. Many Australian students are attracted to Japanese because of the growing popularity of Japanese anime (animation films) and JPop music internationally among teenagers.



- Students will have opportunities to host visiting Japanese students or interact with them at school
- 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
- All Japanese students are invited to participate in a Bi-annual excursion to Japan if they wish.

The skills of Listening, Speaking, Reading and Writing will be developed through topics relating to the students' daily lives. Topics include:

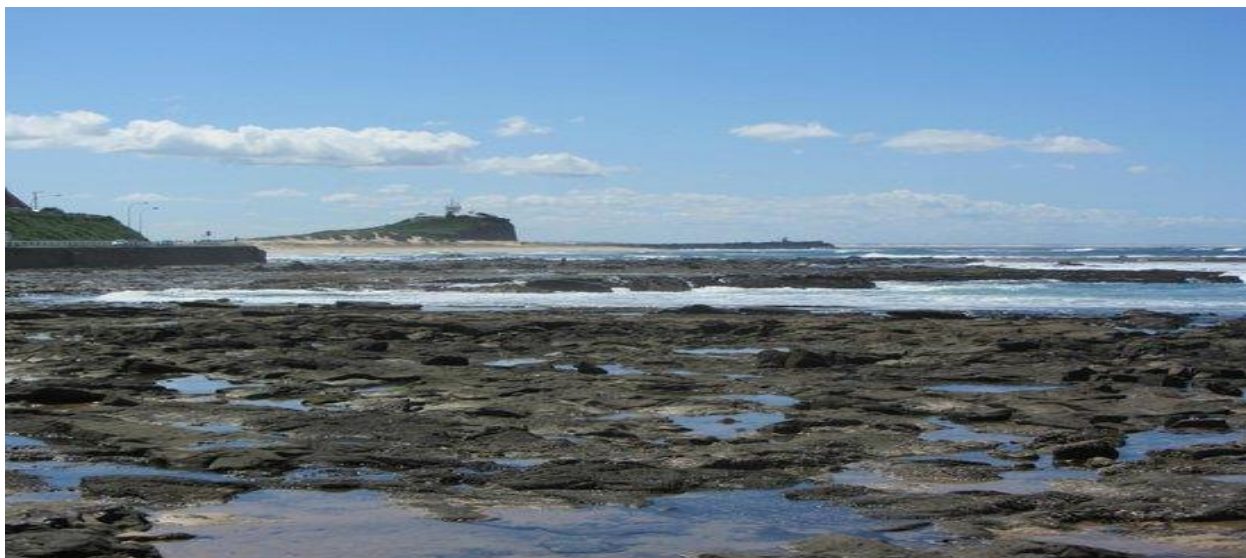
Family, Hobbies and Interests, Daily Routine, School (subjects and differences between the Australian and Japanese school systems), Eating and Drinking (including a restaurant excursion and cooking) and Shopping.

There is also an emphasis on Japanese culture, festivals, cuisine and anime.



<b>FEES:</b>	<b>\$ 20.00</b>
<b>REQUIREMENTS:</b>	<b>Students will be provided with all basic course materials.</b>
<b>CONTACT:</b>	<b>Mrs Biasiol, Mrs Vandermeer, Mrs Durie</b>

# MARINE AND AQUACULTURE TECHNOLOGY



Marine & Aquaculture Technology is a highly practical and active course where students will develop their knowledge, understanding, skills and appreciation of a wide variety of marine and aquatic environments, the organisms that live there, the industries involved and the preservation and sustainable practices currently being used.

Students must complete Core 1 (25 hours) at the start of the course and then complete five option modules (each module is 15 hours).

## Core 1:

- Introduces the course
- Revises water safety (the Royal Life Saving Society swimming award – Bronze Medallion will be done)
- General first aid
- Maintaining equipment used in water
- What is the marine environment?

## Module Focus Areas:

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General interest



<b>FEES:</b>	<b>\$ 50.00 for materials and Bronze Medallion certificate</b>
<b>REQUIREMENTS:</b>	<b>Participation in all excursions and to swim unassisted</b>
<b>CONTACT:</b>	<b>Mr Bromfield</b>

# MUSIC

Music is a course for students who want to;

- improve their skills in performance
- collaborate with others. There is a strong emphasis on group work (bands and ensembles)
- develop their skills in the theoretical components of music
- enhance and improve their skills as they gain greater experience through musical awareness, live performance and practice
- develop their skills in composition. Students can choose from traditional notation through to experimenting with emerging technologies

The Music elective allows you to pursue your own direction, whether that be a focus on composition or performance, or you may want to be the lead soloist or performer in the band.

## MAIN TOPICS

Year 9 Topics	Year 10 Topics
Popular Music	Jazz
Instrumental Skills	Music for the Stage
Australian Music	Rock Music
Music for Small Ensembles	Music for Small Ensembles



<b>FEES:</b>	<b>NIL</b>
<b>REQUIREMENTS:</b>	<b>Own instrument or instruments available for loan or hire</b>
<b>CONTACT:</b>	<b>Mr Lewis, Mr Myers</b>

# PHOTOGRAPHY & DIGITAL MEDIA

Students have the opportunity to study still and moving photographic forms, specifically in 'wet' black & white photography, 'dry' digital photography and video production over the two year course. Students will develop a portfolio of work where creativity and individuality is important in the demonstration of their technical skills. The course develops students' broad skills and knowledge in both these photographic forms in year 9 and provides the opportunity to refine and further explore more sophisticated photographic techniques in Year 10. The course culminates in the development of a specialized portfolio or Body of Work and student exhibition.

This course allows for a continuum of learning; studying Photography & Digital Media can extend the learning of Visual Arts Elective students and / or provide a solid foundation of learning for senior art courses.

## COURSE CONTENT

- Traditional Wet Photography in the darkroom
- Learning to use a camera correctly
- Special effects in Photography
- Photographic 'story' development
- Editing using Adobe Photoshop and Adobe Premiere
- Introduction to Digital photography
- Exploring concepts in Portraiture
- Magazine cover design
- CD cover design
- Capturing & creating iconic images.



<b>FEES:</b>	<b>\$ 60.00</b>
<b>REQUIREMENTS:</b>	<b>Black and White Visual Arts Process Diary</b>
<b>CONTACT:</b>	<b>Mr Kondov</b>



## PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Physical Activity and Sport Studies provides for a comprehensive study of physical activity and movement. Students will study the way the body functions and how to prepare to move efficiently in a variety of contexts. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences and physical fitness activities.

The course is suitable for students who have already studied PASS in Year 9, as well as those students who would like to choose PASS for the first time in Year 10.

A **highlight** will be the opportunity to participate in an excursion to the **Penrith White Water Rafting Stadium**. Other excursions that enhance the PASS experience and facilitate delivery of the course are also included when appropriate. These excursions aim to challenge students' physical skills and problem-solving abilities, as well as encouraging the development of resilience and leadership skills.

The course comprises a combination of theory and practical lessons and covers the following modules:

- Australia's Sporting Identity
- Technology, Participation and Performance
- Issues in Sport Technology
- Lifestyle, leisure and recreation
- Physical Activity for Health



<b>FEES:</b>	<b>NIL</b> However, additional costs may be associated with planned excursions throughout the year.
<b>REQUIREMENTS:</b>	<b>Students must Wear PE uniform for practical lessons</b>
<b>CONTACT:</b>	<b>Mr Anderson</b>

# TEXTILES TECHNOLOGY

Some of us choose to conform some like to express individuality through the clothes we wear. Textiles Technology provides enjoyable, relevant and meaningful learning experiences to students by developing students' confidence and proficiency in the design, production and evaluation of textiles items.

Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society. The textile industry is extremely large, providing employment opportunities and increasing the relevance of Textiles Technology for everyone.

Students undertake a range of learning opportunities in the following modules:

MODULES COVERED		
Apparel – City Living	Apparel – Stretch Knit Action	Non Apparel – Sea and Sand
Apparel - Stargazing	Furnishings – Like a Kaleidoscope	Free Choice – Shabby Chic



<b>FEES:</b>	<b>\$30.00</b>
<b>REQUIREMENTS:</b>	<b>Practical equipment: Students are to supply their own fabric, pattern and notions required to complete each design brief.</b>
<b>CONTACT:</b>	<b>Mrs Munro (TAS Head Teacher)</b>

# VISUAL ARTS

This course allows students to work practically to develop their ideas and responses to the world in a creative and visual way. Students experiment with a range of media to produce artworks in the following forms: drawing, painting, sculpture, assemblage, collage, video, performance art, digital art and installation.

Practical work may include drawing upon the student's experiences, environment, and imagination. This course involves excursions into our local environment, including the beach, harbour, foreshore and local art galleries.

Students study the work of a variety of artists whose work directly relates to their practical work. The course provides both guided practical activities to develop skills, and the opportunity for students to create their own works exploring areas of personal interest.



<b>FEES:</b>	<b>\$ 45.00</b>
<b>REQUIREMENTS:</b>	<b>Visual Arts Process Diary, felt tip pen, 2B, 4B pencil.</b>
<b>CONTACT:</b>	<b>Mr Kondov</b>

# VISUAL DESIGN

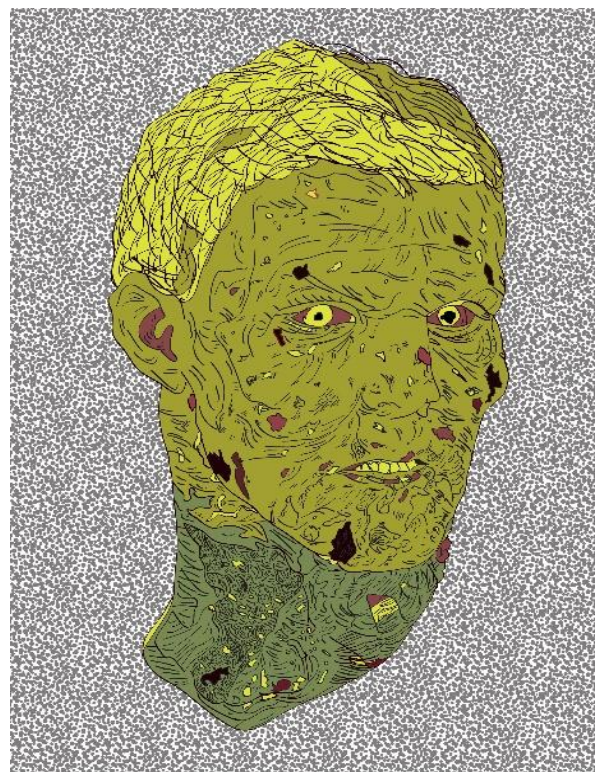
Visual Design is an exciting and constantly expanding field of artistic expression. It provides an opportunity to investigate design in much greater depth and learn industry level software and techniques. Students can explore areas of interest and resolve design problems to build a portfolio of work.

Visual Design involves the use of a range of design technologies, both traditional and digital. Students engage in a range of graphic design units based on an introduction the skills and technology used by a range of artists and designers working in fields such as graphic art, digital illustration, photography and character and game design. Through study and investigation, students will examine the work of relevant contemporary designers.

This course also provides a sound base for students wishing to further develop their skills and knowledge by studying Visual Arts or Visual Design in the senior school.

## COURSE CONTENT

- Comic Illustration
- Corporate Identity
- Character Design
- Recycled Design
- Game Design
- Digital Illustration
- Advertising
- Poster Design



<b>FEES:</b>	<b>\$ 40.00</b>
<b>REQUIREMENTS:</b>	<b>Visual Arts Process Diary</b>
<b>CONTACT:</b>	<b>Mr Kondov</b>

# Business Studies - EC

## 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, decision-making, 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)



# Design and Technology - EC

## 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
  - Shoes
  - Floristry
  - Industrial
  - Magazines
  - Accessories etc.
- Other related fields are:
- Marketing
  - Retail/fashion
  - Buyers
  - Window display artists
  - Pattern making

### 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: \$40.00**

**HSC Course fee: \$40.00**

### Contact Person

Mrs S Munro  
Head Teacher TAS



# Hospitality - EC (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
- 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
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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.

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

<b>Board Developed Course</b>	<b>Category B</b> status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality 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 <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a>	

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

<b>Compulsory/Core Units – HSC Examinable</b>		<b>Qualification Core</b>	
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	<b>Students may study a range of elective units including</b>	
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:**  
 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.

- |                                       |   |
|---------------------------------------|---|
| • 2 Units x 1 year courses: 35 hours  | <i>Specialisation Courses</i>                   |
| • 2 Units x 2 years courses: 70 hours | 1 Unit x 60 hrs requires an additional 14 hrs   |
| • 4 Units x 1 year courses 70 hours   | 2 Units x 120 hrs requires an additional 35 hrs |

### **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 <http://www.northernnsw.startmytrade.com.au/>

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

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

# Investigating Science - EC

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

### Course requirements:

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

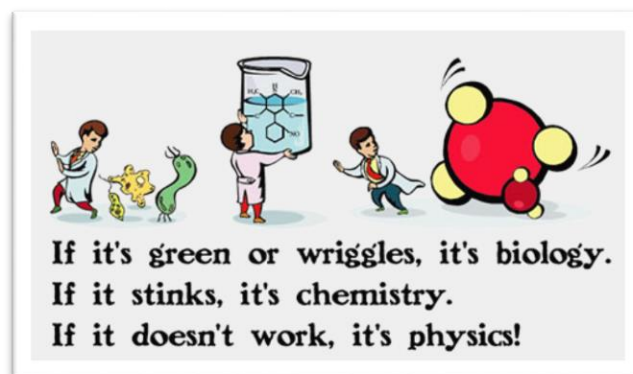
### Course fees and extra curricula Information:

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



# Metal & Engineering - EC (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 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 handling
- 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

### 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 enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

<b>Board Developed Course</b>	<b>Category B</b> status for Australian Tertiary Admission Rank (ATAR)
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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.*

<b>Compulsory/Core Units – HSC Examinable</b>		<b>Possible Elective Units – teacher will advise</b>	
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*

<b>Course specific resources and equipment:</b> Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> <li><b>Uniform</b> – long sleeve shirt, long pants (Cotton drill), safety glasses, leather upper footwear</li> </ul>
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**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 (NESAs) 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 NESAs requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

### **Appeals**

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

### **Qualification changes and updates**

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

### **Employability skills:**

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

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

A school-based traineeship is available in this course.

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

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss 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 (NESAs).*

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# Personal Development/Health/ Physical Education - EC

## 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

# Visual Arts - EC

## 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 20<sup>th</sup> 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





Respect, Responsibility & Participation

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