



# Newcastle High School

## SENIOR COURSE HANDBOOK



PRELIMINARY 2022

HSC 2023

what's your choice

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# MESSAGE FROM THE PRINCIPAL

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## Welcome to Stage 6 at Newcastle High School

Congratulations! You have made an excellent decision to complete Year 11 and 12, known as Stage 6, at Newcastle high School. This next part of your education represents the culmination of many years at school in New South Wales, with the Higher School Certificate recognised as the highest level of attainment you can reach at school. Research clearly shows that students who stay on at school and complete Year 12 have significantly enhanced life outcomes in comparison to those who leave earlier. More specifically, it has been found that students who complete the HSC have a greater capacity to earn a higher income and have better health outcomes, regardless of their adult career.

Being a Stage 6 senior student at Newcastle High School is an achievement that you should feel very proud of. Our school has a long and successful history with senior studies, supporting students to achieve outstanding results within their Stage 6 education, whatever their pathway may be.

Being a senior student means that you take responsibility for your own learning with the support of family, teachers and our school. We expect you to strive to achieve your best, focus on your goals, work hard and develop positive time management strategies. We encourage you to do this from Day 1 in Year 11, preparing you for success at your Year 12 studies. Applying yourself to Stage 6 is fundamental to successful senior life.

Newcastle High School offers a broad range of subjects. Each year the combination of courses which form our senior curriculum is largely determined by the interests of our students and the expertise of our staff. Students who may require alternative pathways, other than school-based curriculum, can apply to study some courses at TAFE and through Distance Education, depending on availability.

The senior school is all about choice and responsibility. In Stage 6 the only compulsory course is English. You are encouraged to select courses that suit your interests, abilities and career aspirations. There are several patterns of study available to students including academic, vocational or a combination of both and it is important that you seek the necessary advice to make the right decision about your pathway through the subject selection process. When choosing courses you need to take into consideration your interests, abilities, course rigor and possible career goals. You will have a higher performance level, get more enjoyment and engage with senior life with a pattern of study that is right for you.

In this handbook and on our school website you will find excellent information that will assist you in choosing your Stage 6 pattern of study. At Newcastle High School, we pride ourselves on supporting all students to transition successfully from school to adult life and selecting your senior courses is an important step in this process.

I encourage you now to read about the available Stage 6 courses, ask questions, think about your aspirations and goals, speak to our careers advisor, consult with teachers, family and friends; listening to advice and ideas from everyone, and then make a considered choice.

I look forward to accompanying you on this journey.

Janene Rosser  
Principal

## KEY TERMS USED IN THIS BOOKLET

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

# INTRODUCTION

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.



The image shows a sample of a Higher School Certificate Record of Achievement document. It features the title 'HIGHER SCHOOL CERTIFICATE' in blue, followed by 'Record of Achievement' in black. Below this is the NESA logo and a statement: 'This is to certify that [blank] has satisfactorily completed the courses listed below:'. A table follows, listing '2016 Board Developed Courses' with columns for 'Examination Mark', 'Assessment Mark', 'HSC Mark', and 'Performance Band'.

2016 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 unit Biology	95/100	95/100	95	5
2 unit Chemistry	91/100	96/100	93	5
2 unit Economics	94/100	94/100	94	5
2 unit English (Advanced)	97/100	92/100	95	5
2 unit Mathematics	96/100	96/100	97	5
1 unit Mathematics Extension 1	46/50	47/50	47	5.4

**RoSA**  
**RECORD of**  
**SCHOOL**  
**ACHIEVEMENT**

# HSC COURSE STRUCTURE

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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.

## **Year 11 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

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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) – Category C**

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

## **COURSE REQUIREMENTS FOR THE HSC**

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If you wish to be awarded the HSC you must study a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the HSC Course. Students must satisfactorily complete the Year 11 course before commencing the corresponding HSC course

Both the Year 11 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**

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If you are sitting your HSC exams during 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.

At Newcastle HS, Year 10 students will be given the opportunity to sit the minimum standard tests during their Stage Six Preparation classes. If students have not demonstrated the standards by the end of Year 10, they will have further opportunities to do so during Years 11 & 12.

## HSC: ALL MY OWN WORK

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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 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 via their Stage Six Preparation classes.

## WHAT TYPE OF HSC STUDENT ARE YOU?

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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 Year 11 units of Board Developed Courses

### Mixed-mode

- would like to keep ATAR option open
- must select at least 10 Year 11 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 Year 11 units of Content Endorsed Courses
- must select at least 4 Year 11 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 ATAR

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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

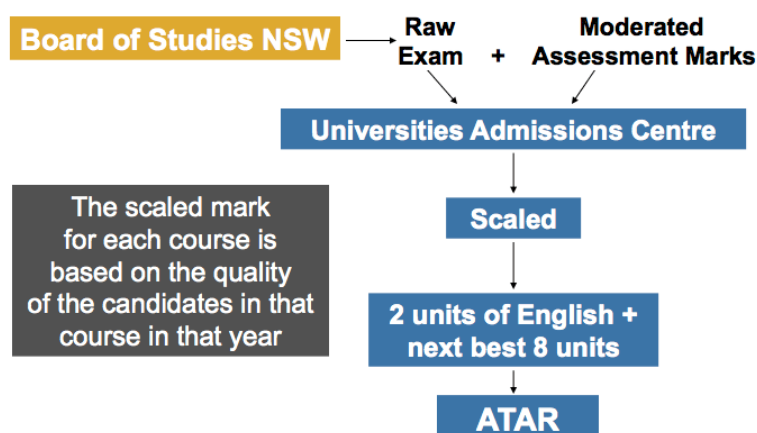
## ATAR eligibility requirements

Satisfactory completion of:

- at least 10 units of Board Developed Courses including 2 units of English
- at least 4 Board Developed Courses
- satisfactory completion of at least 8 units of Category A courses
- 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 YEAR 11 PATTERN OF STUDY**

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- 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.
- Listen carefully and ask questions during the Faculty presentations. These will be conducted during timetable lessons.
- Watch the Stage 6 Elective videos, via the Newcastle HS website.  
<https://newcastle-h.schools.nsw.gov.au/learning-at-our-school/stage-6-elective-videos.html>
- Attend the Subject Selection Information Evening (see invitation).
- Highlight a short-list of subjects that interest you; use the planning sheet at the end of this handbook.
- Complete the Subject Selection Planning Sheet prior to your Year 11 Subject Selection interview. These will be conducted at the beginning of Term 3.
- Submit your preferences online via Webchoice.
- The Webchoice data is analysed by the NHS Curriculum team and Year 11 lines are established 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 revised combination of subjects that will still 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.

## STUDYING A LANGUAGE COURSE

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Prior to being accepted for a language course, students must complete the *Application for Eligibility Determination* form (including the Statutory Declaration) and have a signed confirmation from the school Principal. This form is available from Mr Biddle and must be submitted prior to commencing the course.

## 'OUTSIDE PROVIDER' SUBJECTS

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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 Outside Provider 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 (see Appendix A).

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 and from the venue

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

# VET – Frequently Asked Questions

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## **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 Year 11 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](http://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

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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 <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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 [school based apprenticeship](#) and [traineeship](#) options on <https://sbatinnsw.info/>
- Research interesting occupation(s) using sites such as [My Future](#) or [Smart and Skilled Job Guides](#) 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 [Application to Establish a School Based Apprenticeship or Traineeship](#).

## 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 school-based 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 school-based 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 Year 11 and/or HSC pattern of study.

**Students interested in exploring SBAT should speak with the Careers Advisor**

# LIFE SKILLS

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## **Content Endorsed Course – non ATAR**

2 units for each of Year 11 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 Year 11 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 Year 11 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

Course	KLA	Page	Fee	
			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
Construction	TAS	22	\$120	120
Design and Technology	TAS	24	\$40	\$40
Drama	CAPA	25	\$30	\$30
Earth and Environmental Science	Science	26		
Engineering Studies	TAS	27	\$25	\$25
English	English	28		
Exploring Early Childhood	TAS	30	\$50	\$30
Food Technology	TAS	31	\$80	\$40
French Beginners	Languages	32	\$60	
Geography	HSIE	33		
Horticulture	TVET	34		
Hospitality	TAS	35	\$120	\$80
Industrial Technology - Timber	TAS	37	\$60	\$30
Investigating Science	Science	38		
Japanese Beginners	Languages	39	\$60	
Legal Studies	HSIE	40		
Mathematics	Maths	41		
Mathematics Advanced	Maths	42		
Mathematics Extension 1	Maths	43		
Mathematics Standard 2	Maths	44		
Mathematics Standard 1	Maths	45		
Numeracy	Maths	46		
Manufacturing and Engineering	TAS	47	\$60	\$60
Modern History	HSIE	49		
Music 1	CAPA	50	\$30	\$30
Personal Dev, Health and Physical Ed	PDHPE	51		
Physics	Science	52		
Retail Services	HSIE	53	\$30	\$30
Society and Culture	HSIE	55		
Software Design and Development	Math	56	\$20	\$20
Sport, Lifestyle and Recreation	PDHPE	57		
Textiles and Design	TAS	58	\$40	\$40
Visual Arts	CAPA	59	\$45	\$60
Visual Design	CAPA	60		
Work Studies	Careers	61		

# Aboriginal Studies

**Board Developed Course - CATEGORY A**  
Two units for each of Year 11 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 Year 11 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
- Housing
- Employment
- Criminal Justice
- Economic Independence

**Case Study:** Aboriginality and the Land OR Heritage and Identity

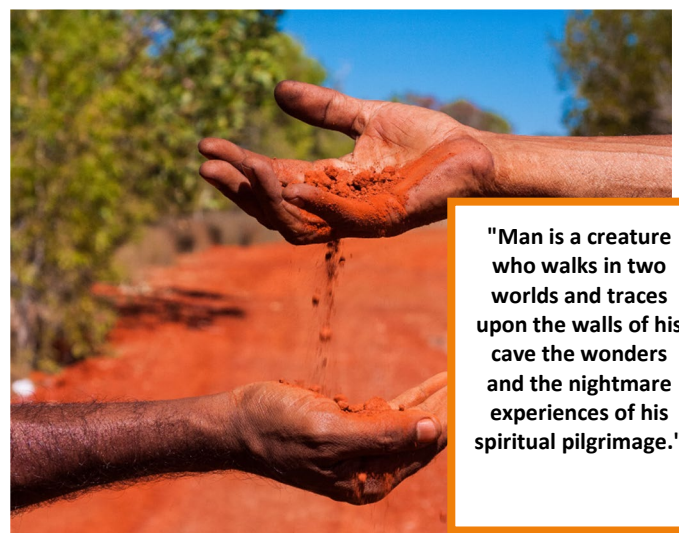
**Research and Inquiry Methods Major Project:** A student's Major Research project on an aspect of the HSC course.

**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:**  
BYOD device preferred

**Course fees:** Nil

**Contact information:**  
Ms Dark  
Head Teacher HSIE



"Man is a creature who walks in two worlds and traces upon the walls of his cave the wonders and the nightmare experiences of his spiritual pilgrimage."

# Ancient History



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 Course, students will study:

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

**Year 11 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 – Pompeii 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

### For more information please talk with any of the following teachers:

Ms Dark (Head Teacher HSIE)  
Mrs Howard  
Mr Farrar  
Mrs White

# Biology



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 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 Year 11 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 journalism
- Science teaching
- Environmental science
- Water management
- Radiography
- Veterinary sciences

### Course requirements:

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

### Course fees and extra curricula information:

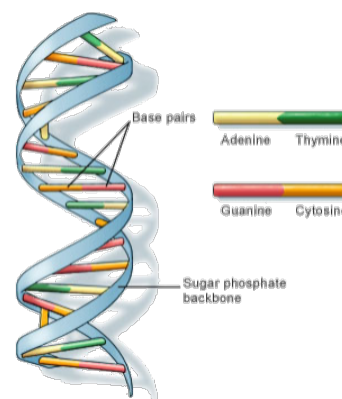
There will be several excursions that students will be required to participate in as part of the Biology course.

- The Shortland Wetlands excursion is required as part of the Year 11 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 Year 11 and HSC Biology course are expected to participate in these excursions.

### Contact information:

Mr Sean Bromfield  
Head Teacher Science



# Business Studies

**Board Developed Course - CATEGORY A**  
2 units for each of Year 11 and HSC



**Course description:** 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. These contemporary business issues and case studies are embedded into the course to provide stimulating and relevant framework for students to apply and solve problems as they are encountered in the business environment.

Business studies will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills engage a students level of confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activities.

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

## **In the Year 11 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 Year 11 course, students will engage in investigating small to medium enterprises, develop business ideas and establish hypothetical business in a business plan format along with Year 11 examination. In the HSC course, students will engage in a range of tasks from topic tests and/or research and communicate knowledge in business reports focused on each topic, and Trial HSC examination. **Please note:** Stage 6 Business Studies requires students to organise and evaluate information on actual and hypothetical business situations. Students will be explicitly taught skills to adapt to the varying stimulus of the course.

**Career options:** Business studies is a topic that is applicable to all aspects of your life beyond high school; as consumers, entrepreneurs, employees or management. Business Studies provides a great foundation for further tertiary studies, whether at University or TAFE. It also provides the basis for starting your own business, as an entrepreneur. Career options can include, but not limited to:

- Finance – accountant, auditor, financial analyst, investment banking, money managing
- Operations – management, logistics, research and design, innovation and technology specialist
- Marketing – public relations/publicity, print, electronic and social media promotion, copyright development, product development
- Human Resources – recruitment, learning and development, HR generalist, WHS specialist

**Recommended resources:** Year 11 and/or HSC textbook, Cambridge/Jacaranda/Excel (any edition, theory largely remains the same)

**For more information please talk with any of the following teachers:**

Ms Giffney or Ms Suchanow



# Chemistry



## Board Developed Course - CATEGORY A

2 units for each of Year 11 and HSC

### What will I be doing in this course?

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 Year 11 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 Year 11 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:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Analytical chemistry</li><li>• Medicinal chemistry</li><li>• Pharmaceuticals</li><li>• Nanotechnology</li><li>• Environmental testing</li><li>• Biotechnology</li><li>• IT and finance</li></ul> | <ul style="list-style-type: none"><li>• Forensic chemistry</li><li>• Research science</li><li>• Education</li><li>• Law</li><li>• Health</li><li>• Science communication and journalism</li></ul> |
|--|---|

### 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 Year 11 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 Year 11 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 Year 11 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.
  - 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
- Childcare
- Nursing
- Teaching
- Counselling

### Course requirements:

The school supplies all workbooks

**Course Fees:** Cover the cost of booklets and materials supplied to students

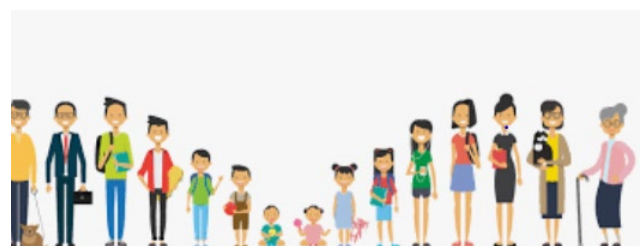
**Year 11 Course fee:     \$20.00**

**HSC Course fee:         \$20.00**

### Contact information:

Mrs S Munro

Head Teacher TAS



# CONSTRUCTION (VET)

Category B  
ATAR  
Optional

## Board Developed Course - CATEGORY B

2 units for each of Year 11 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 construction industry.

### Course structure:

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

### Compulsory/Core Units – HSC Examinable

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Carry out measurements and calculations
- Read and interpret plans and specifications
- Apply OHS requirements, policies and procedures in the construction industry
- Work safely in the construction industry
- Use construction tools and equipment

### Elective units may include:

- Handle carpentry materials
- Use carpentry tools and equipment
- Assemble components
- Prepare for off-site manufacturing processes
- Handle wall and floor tiling materials
- Use wall and floor tiling tools and equipment
- Apply basic levelling procedures
- Handle and prepare bricklaying and blocklaying materials
- Use bricklaying and blocklaying tools & equipment
- Carry out concreting to simple forms
- Erect and dismantle formwork for foots and slabs on ground

### 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:

- Bricklayer
- Builder
- Concreter
- Roofer
- Tiler
- Carpenter
- Plasterer
- Surveyor

### Course requirements:


**Uniform** - Long sleeve shirt, long pants (cotton drill), safety glasses, steel-capped safety boots, Sun safe broad brim hat, sunscreen and gloves.

### Course fees:

<b>Year 11 Course fee</b>	<b>\$120.00</b>	<b>HSC Course fee</b>	<b>\$120.00</b>
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**Contact information:** Mrs Sondra Munro, Head Teacher TAS



		<b>2022 CONSTRUCTION COURSE DESCRIPTION</b> <b>CPC20220 Certificate II in Construction Pathways (Release 4) + Statement of Attainment towards CPC20120 Certificate II in Construction</b> <b>RTO 90162 Public Schools NSW, Tamworth</b>		
<b>IMPORTANT INFORMATION:</b> The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.				
Course: <b>Construction</b> Board Developed Course		2 or 4 Year 11 and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)		
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification in CPC20220 Certificate II in Construction Pathways, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.				
<b>Construction, Plumbing and Services Training Package (CPC6.2)</b> <b>Units of Competency</b> <b>Core</b> CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry CPCCOM1013 Plan and organise work CPCCOM1015 Carry out measurements and calculations CPCCVE1011 Undertake a basic construction project		<b>Electives</b> CPCCOM1014 Conduct workplace communication CPCCOM2001 Read and interpret plans and specifications CPCCCA2011 Handle carpentry materials CPCCCA2002 Use carpentry tools and equipment CPCCCM2006 Apply basic levelling procedures CPCCCO2013 Carry out concreting to simple form CPCCJN3004 Manufacture and assemble joinery components		
<b>Course Prerequisite</b> CPCCWHS1001 - Prepare to work safely in the construction industry. <b>The Construction General Induction Training (Whitecard) will be delivered as part of this course.</b> The cost for this course is approximately \$100		Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed		
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.				
Our RTO acknowledges the experience and prior learning of our students. Students who can 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.				
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.				
<b>Examples of occupations in the construction industry:</b>				
• building	• concreting	• shop fitting	• bricklaying	• carpentry
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.				
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency they can effectively carry out competency. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.				
<b>Course Cost: Year 11 - \$120 HSC - \$120</b> <b>School Specific equipment and associate requirements for students:</b> Long sleeve shirt, long pants (cotton drill), safety glasses, steel-capped safety boots, sun safe broad brim hat, sunscreen, gloves		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy		
A school-based traineeship and apprenticeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>				
<b>Exclusions</b> - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>				
2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 April 2021				

# Design and Technology



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 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 Year 11 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 Year 11 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.

**Year 11 Course fee:**

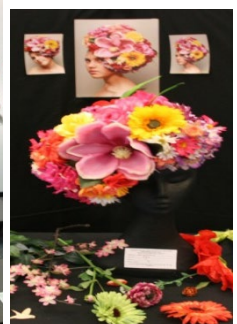
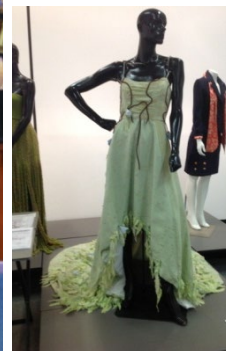
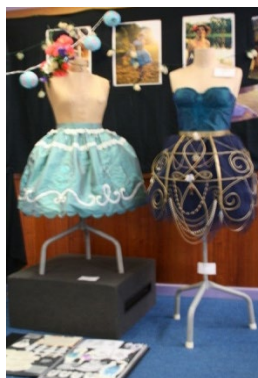
**\$40.00**

**HSC Course fee:**

**\$40.00**

### Contact Person

Mrs S Munro  
Head Teacher TAS



# Drama



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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.

**PLEASE NOTE:** 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 Year 11 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 Year 11 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 Industry
- Education
- Creative Industries
- Child care
- Film and Television

### 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.

**Year 11:** Resource Folder, Logbook and drama blacks

**HSC:** TWO Logbooks and drama blacks

### Course Fees:

**Year 11 Course fee** \$30.00

**HSC Course fee** \$30.00

### Contact information:

Mr Neil Mahaffey  
Head Teacher CAPA



Category A  
ATAR

2 units for each of Year 11 and HSC

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.

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

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

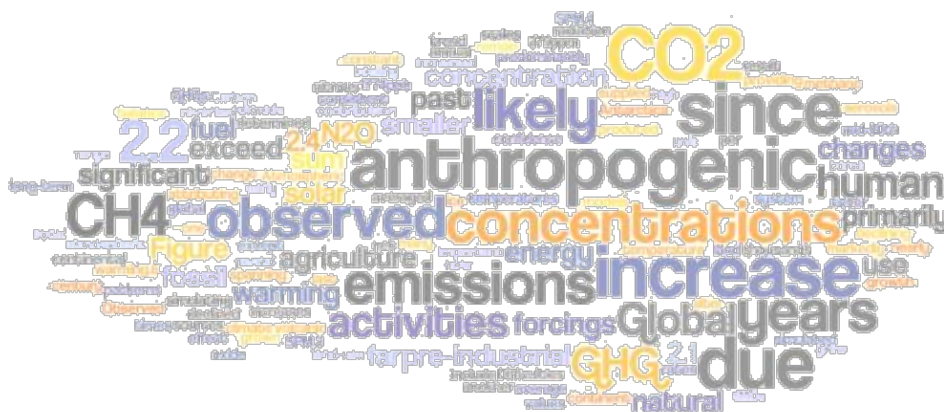
Students will be assessed through a variety of tasks in the Year 11 and HSC courses, including:

- 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

- Scientific research
- Forestry
- Land management
- Water management
- Geology
- Farm and fisheries
- Mining
- Park ranger
- Science journalism
- Environmental studies

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 Year 11 and HSC Chemistry course are expected to participate in these excursions.

Mr Sean Bromfield  
Head Teacher Science



# Engineering Studies



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 and HSC Course:

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

- Communication
- 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

### Year 11 Assessment:

- Two engineering reports (60%)
- Year 11 Examination (40%)

### HSC Assessment:

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

### Career Options:

- Engineering – all fields
- Mechanical
- Surveying
- Construction management
- Mining
- Mechatronics
- Civil engineering
- Aeronautical

### 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

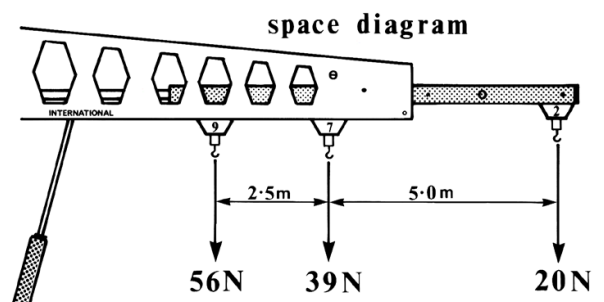
### Course Fees:

Year 11 Course fee **\$25.00**

HSC Course fee **\$25.00**

### Contact information:

Mrs S Munro  
Head Teacher TAS

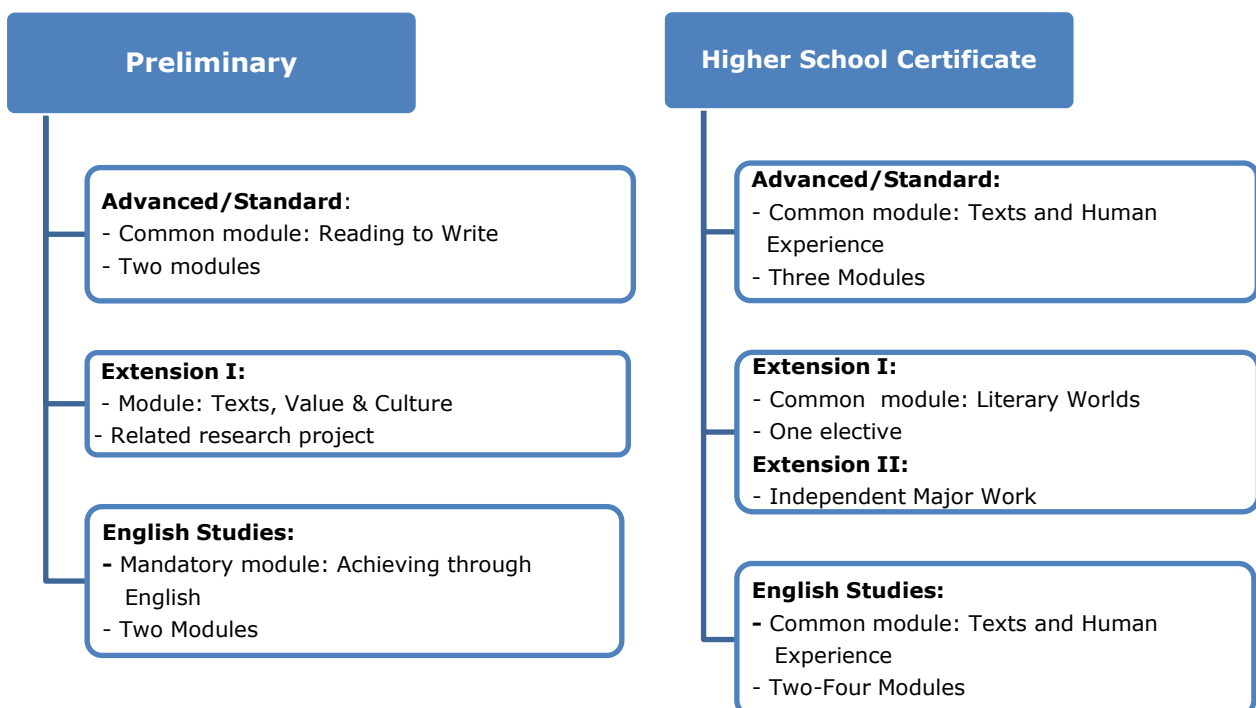
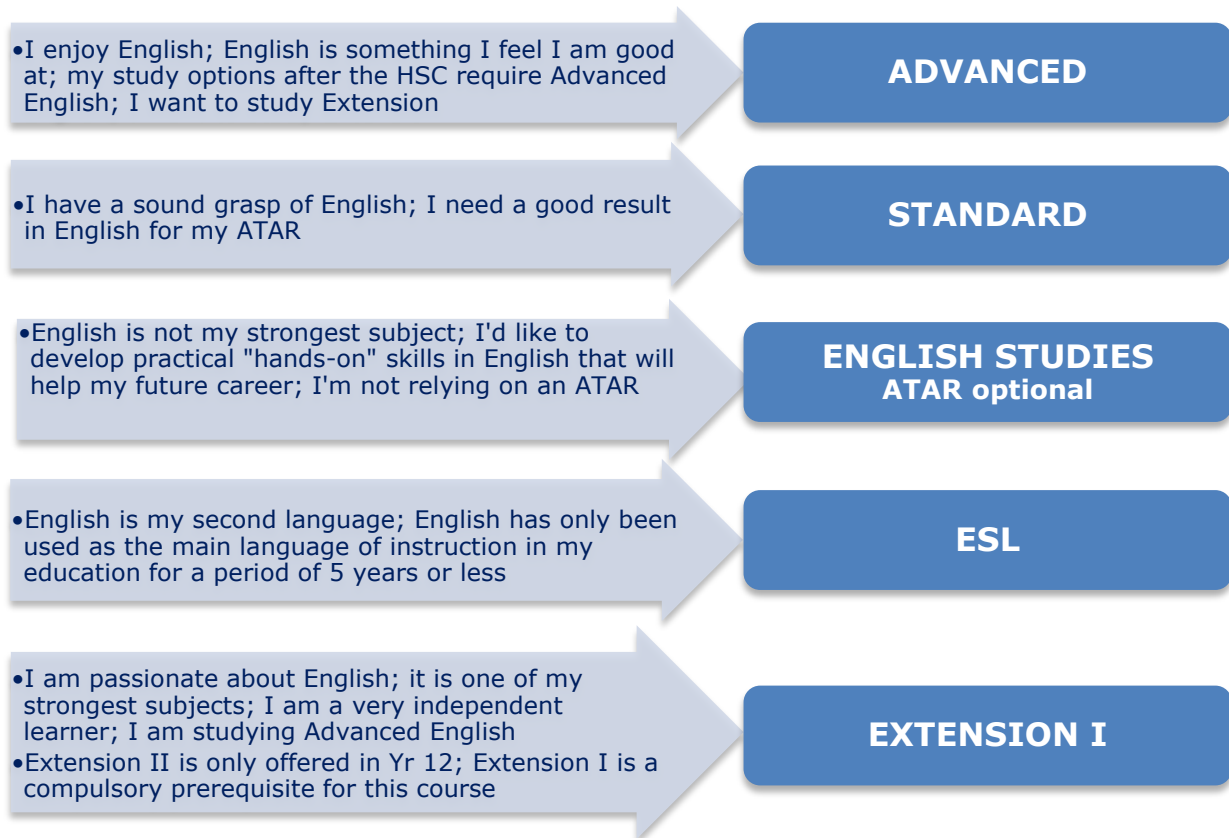


# English

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 NESA 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 in-school assessments.

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.

### ESL Course

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 CANVAS.

#### 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 Hayley Edwards

Relieving Head Teacher English

# Exploring Early Childhood

Non-ATAR

## Content Endorsed Course – non ATAR

2 units for each of Year 11 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 Year 11 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



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
- 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:

**Year 11 Course fee      \$80.00**

**HSC Course fee                      \$60.00**

These fees cover the cost of booklets and materials supplied to students.

### Contact information:

Mrs S Munro

Head Teacher TAS



# Food Technology



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 Course students will study:

- **Nutrition** – students will study the food nutrients and diets for optimum nutrition.
- **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.
- **Food Availability and Selection** – examines the influences on food availability and factors affecting food selection.

### 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 Year 11 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.

**Year 11 Course fee: \$100.00**

**HSC Course fee: \$50.00**

### Contact information:

Mrs S Munro  
Head Teacher TAS



# French Beginners

## Board Developed Course - CATEGORY A

2 units for each of Year 11 and HSC

Category A  
ATAR



### 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. French is a world language! 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:

Textbook (cost \$60.00)

### Contact information:

Mr Nick Biddle  
Head Teacher – World Languages



# Geography



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 Course, students will study:

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

### In the HSC Course, students will study:

- Ecosystems at Risk (e.g. Stockton Sand Dunes and the Great Barrier Reef)
- Urban Places
- People and Economic Activity (e.g. Tourism and a local case study)



**Assessment:** A range of assessment tasks and tools are used. These include: Fieldwork, written reports based on fieldwork, tests (multiple-choice, short-answer and extended responses) and research skills. The main assessment item in the Year 11 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:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Urban planning</li><li>• Environmental studies</li><li>• National Park Rangers</li><li>• Tourism</li></ul> | <ul style="list-style-type: none"><li>• Education</li><li>• Research</li><li>• Council Planners</li><li>• Journalist</li></ul> |
|--|--|



### Course Requirements

- BYOD device preferred
- Mathematics set

### For more information please talk with any of the following teachers:

Ms Dark (HT HSIE), Ms Lister



# Horticulture (TVET)

Non-ATAR

## **Content Endorsed Course – non ATAR**

2 units for the Year 11 only.

Statement of Attainment towards Certificate II in Horticulture (AHC20416)

## **What will I be doing in this course?**

This course is designed for students who wish to develop their interest, knowledge and skills to pursue a career in the agriculture industry as a Horticulture specialist.

Newcastle HS has a special arrangement with TAFE to run this course here at school. It is delivered by a TAFE teacher on our school site. Students must complete and submit Appendix A: Expression of Interest Form: Outside Provider Course. During the course, students work on a range of projects around the school grounds.

## **Course structure:**

The following content will be addressed as part of this Statement of Attainment.

Compulsory/Core Units

- Contribute to work health and safety processes
- Work effectively in the industry
- Undertake propagation activities
- Plant trees and shrubs
- Assist with landscape construction work
- Operate basic machinery and equipment
- Observe and report on weather

## **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 course: 35 hours

## **Employability skills:**

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

**Industry area:** Agriculture and Environmental Management

### **Career options:**

- Horticulture assistant
- Nursery, Parks and gardens
- Farm worker
- Green keeping
- Landscaping construction

## **Course requirements:**

Uniform - long sleeved shirt, long pants (cotton drill), broad brim hat and sturdy boots.

**Provider:** TAFE NSW Hunter and Central Coast

**Location:** Newcastle High School

## **Contact information:**

Mrs A Hine, Careers Advisor

# Hospitality (VET)

Category B  
ATAR  
Optional

## Board Developed Course - CATEGORY B

2 units for each of Year 11 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

- 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
- Participate in environmentally sustainable work practices
- Participate in safe food handling practices
- Prepare simple dishes
- Produce appetisers and salads
- Prepare sandwiches



### 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
- event planner
- tourism
- café operator

### Course requirements:

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

### Course fees:

**Year 11 Course fee     \$120.00**

**HSC Course fee         \$80.00**

### Contact information:

Ms Angela Maddalena (VET Coordinator)

## 2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

### SIT20416 Certificate II in Kitchen Operations

RTO 9162 Public Schools NSW, Tamworth

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

Course: **Hospitality - Kitchen Operations**

Board Developed Course

2 or 4 Year 11 and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

#### Tourism, Travel and Hospitality training package (SIT 1.2)

##### Units of Competency

###### Core

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practice

##### Electives

SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

Our RTO acknowledges the experience and prior learning of our students. Students who can 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.

#### Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

#### Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

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

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

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

#### Competency-Based Assessment

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

#### Appeals and Complaints

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

**Course Cost: Year 11 - \$120**

**HSC - \$80**

#### School Specific equipment and associate requirements for students:

- Full chef's uniform – jacket, long pants, apron, hat, neckerchief and leather upper shoes
- 8GB USB – minimum size
- A4 folder

#### Refunds

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

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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>

# Industrial Technology: Timber Products and Furniture Industries



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 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 Year 11 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. **Please note** that students need to provide their own timber/materials for the major project.

### Assessment:

School assessment has the same structure for both the Year 11 Course and HSC.

### Assessment Components:

- Industry study
- 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:

Year 11 Course fee	\$60.00
HSC Course fee	\$30.00

### Contact information:

Mrs Sondra Munro, Head Teacher TAS



# Investigating Science



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 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

- Scientific Investigations
- Technologies
- Fact or Fallacy
- Science and Society

### Assessment:

Students will be assessed through a variety of tasks in the Year 11 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
- Science writing and media

### Course requirements:

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

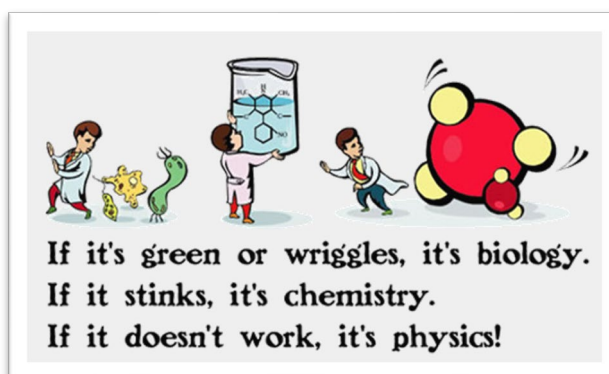
### Course fees and extra curricula information:

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

All extra curricula activities attract a participation fee and all students studying the Year 11 and HSC Investigating Science course are expected to participate in these excursions.

### Contact information:

Mr Sean Bromfield  
Head Teacher Science



# Japanese Beginners

Category A  
ATAR

## Board Developed Course - CATEGORY A

2 units for each of Year 11 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
- Many universities offer bonus entry points for language study in the HSC

### 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
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

### Course requirements:

Textbook (cost **\$60.00**)

### Contact information:

Mr Nick Biddle

Head Teacher – World Languages



# Legal Studies



## Board Developed Course - CATEGORY A

2 units for each of Year 11 and HSC

**What will I be doing in this course?** 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 Year 11 Course students will study:

- Part I– The Legal System
- Part II – The Individual and the Law
- Part III – 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 by investigating, studying and reporting on key criminal or civil case studies.

### In the HSC Course students will study:

- Core Part I – Crime
- Core Part II – Human Rights
- Part III – Two Options chosen from Consumers, Global Environment and Protection, Family, Indigenous Peoples, Shelter, Workplace and/or World Order

**Assessment Tasks** include: Media file, criminal and civil reports, topic tests, research and investigation

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

- Law enforcement such as state or federal police, corrective services, special forces, crime prevention
- Legal system personnel - Court clerk, lawyer, barrister, solicitor, Judge, in-house lawyer (civil)
- Specialisation in criminology, intelligence, law/policy development, governance and legal publishing

**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
- 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, including law reform

### What values and attitudes will I develop?

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

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.

### For more information please talk with any of the following teachers:

Ms Giffney, Mr. Shadwell

# Mathematics

Mathematics forms an important part of a well-rounded education. Although not currently compulsory in Years 11 and 12, the study of mathematics builds logical, problem-solving capacity and analytical thinking skills, applicable in many varied situations and careers.

Students are advised to choose a mathematics course that is appropriate to their current achievement level and interests, but which also challenges them to gain a deeper understanding and hence to improve their level of mastery.

Students intending to go to university to study any kind of STEM degree (Science, Technology, Engineering, Mathematics) should choose Mathematics Advanced and are strongly advised to include Mathematics Extension 1 in Years 11 and 12 and if possible Mathematics Extension 2 in Year 12. Students are also advised to refer to the University Admission Centre (UAC) guide to ascertain the 'assumed knowledge' and 'recommended studies' for the university courses they are considering.

Mathematics Standard is aimed at students who wish to continue with their study of mathematics in Years 11 and 12 to gain a better understanding and application of mathematics and numeracy in real world situations. It is suitable for a wide range of future career options, including many different trades, requiring financial, statistical and practical problem-solving capabilities.

Common content introduced to the new HSC courses means that performance in Mathematics Standard will be able to be directly compared with Mathematics Advanced, so any previous advice relating to ATAR scaling of HSC examinations is no longer applicable. Students should consult their teachers, parents and /or careers advisors before choosing options for Years 11 and 12.

The recently introduced Numeracy course is focused on the development and consolidation of core numeracy skills. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy. This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

## Possible Pathways

Year 10 Recommendation	Year 11 Options	Year 12 Options
Grade B or higher in 5.3 Mathematics (10MATH.J & 10MATH.W)	Mathematics Advanced + Extension 1	Mathematics Advanced + Extension 1
		Mathematics Advanced + Extension 1 and 2
Grade C or higher in 5.3 Mathematics (10MATH.J & 10MATH.W)	Mathematics Advanced	Mathematics Advanced
Grade C or higher in 5.1/5.2 Mathematics (10MATH.K, 10MATH.L, 10MATH.M, 10MATH.X, 10MATH.Y)	Mathematics Standard	Mathematics Standard 2
		Mathematics Standard 1 (ATAR optional)
5.1/5.2 Mathematics (10MATH.K, 10MATH.L, 10MATH.M, 10MATH.X, 10MATH.Y)	Numeracy	Numeracy (non ATAR)

# 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 Year 11 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 questions
- Assignments
- Open book tasks
- Practical investigations

### Career Options:

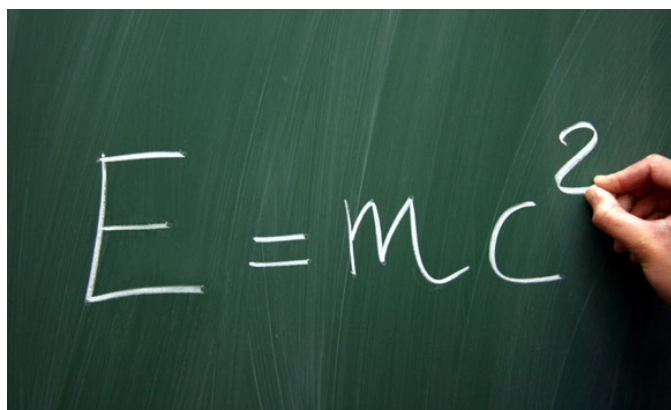
- |               |                |                     |
|---------------|----------------|---------------------|
| • Building    | • Surveying    | • Accountancy       |
| • Engineering | • Architecture | • Statistician      |
| • Science     | • Nursing      | Just to name a few! |
| • Education   | • Actuary      |                     |

### Course requirements:

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

### Contact information:

Mr Anthony Surace  
Head Teacher Mathematics



# 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 Year 11 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:

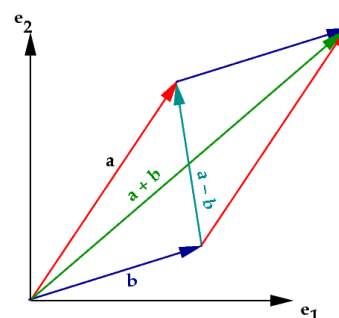
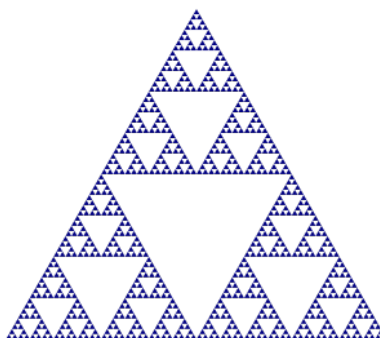
- Mathematics
- Education
- Engineering
- Economics
- Business and finance
- Architecture
- Computer engineering
- Science-based courses

### Course requirements:

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

### Contact information:

Mr Anthony Surace  
Head Teacher Mathematics



# 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 Year 11 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 | • Data entry  |
| • Finance     | • Agriculture |
| • Building    | • Forestry    |
| • Landscaping | • Retail      |
| • Health      | • Hospitality |
| • Gaming      | • Tourism     |
| • Education   |               |

### Course requirements:

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

### Contact information:

Mr Anthony Surace  
Head Teacher Mathematics

# Mathematics – Standard 1

Category B  
ATAR  
Optional

## 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 Year 11 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%

At Newcastle HS we deliver the HSC course in four parts.

- one content based subject delivered through explicit instruction
- three project based learning units, that incorporate multiple units of study.
  - these units explore real world scenarios that the students will face in the future
  - students are able to work at their own pace and will find these projects to be rewarding in the practical knowledge that they will gain.

### 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.

### Course requirements:

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

### Contact information:

Mr Anthony Surace  
Head Teacher Mathematics

### Career Options:

Real estate	Data entry
Finance	Education
Building	Tourism
Landscaping	Hospitality
Health	Retail
Gaming	Forestry
Education	Agriculture

# Numeracy

Non-ATAR

## **Content Endorsed Course – non ATAR**

2 units for each of Preliminary and HSC

### **What will I be doing in the course?**

The Numeracy course builds on the knowledge, skills and understandings presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions in order to manage situations and solve problems relating to their present and future needs.

### **Year 11 course**

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

#### **Module 1:**

- 1.1: Whole numbers
- 1.2: Operations with whole numbers
- 1.3: Distance, area and volume
- 1.4: Time
- 1.5: Data, graphs and tables

#### **Module 2:**

- 2.1: Fractions and decimals
- 2.2: Operations with fractions and decimals
- 2.3: Metric relationships
- 2.4: Length, mass and capacity
- 2.5: Chance

### **Year 12 course**

The Numeracy Year 12 course content comprises 2 modules, with the Modules divided into content areas.

#### **Module 3:**

- 3.1: Percentages
- 3.2: Operations with numbers
- 3.3: Finance
- 3.4: Location, time and temperature
- 3.5: Space and design

#### **Module 4:**

- 4.1: Rates and ratios
- 4.2: Statistics and probability
- 4.3: Exploring with NRMT

### **Assessment:**

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

### **Course requirements:**

- Scientific calculator
- Theory book and workbook

### **Contact information:**

Mr Anthony Surace  
Head Teacher Mathematics

# Manufacturing & Engineering (VET)

Non-ATAR

## Board Developed Course – non ATAR

2 units for each of Year 11 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

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

### Elective units:

- Organise and communicate information
- Undertake manual handling
- Perform computations
- Use hand tools
- Use power tools/hand held operations
- Interact with computer technology
- Use machines for basic operations
- Use engineering workshop machines
- Use electric welding machines



### Competency-based Assessment

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

### Mandatory HSC Course Requirements

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

There is **no** external examination in the HSC year for students.

### Employability skills:

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

### Career options:

- Tool maker
- Maintenance fitter
- Locksmith
- Refrigeration and air conditioning mechanic
- Machinist
- Fitter

### Course requirements:

**Uniform** -Long sleeve shirt, long pants (cotton drill), safety glasses, steel-capped safety boots.

Students also require a padlock with x2 keys.


### Course fees:

**Year 11 Course fee:** \$60.00

**HSC Course fee:** \$60.00

### Contact information:

Mrs Sondra Munro, Head Teacher TAS

		<b>2022 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION</b> <b>MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413</b> <b>Certificate II in Engineering Pathways</b> <b>RTO 90162 Public Schools NSW, Tamworth</b>	
		This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Manufacturing and Engineering - Introduction</b> Board Endorsed Course		2 or 4 Year 11 and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank	
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.			
<b>Manufacturing and Engineering Training Package (MEM 2)</b>  <b>Units of Competency</b> <b>Core</b> MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry		<b>Electives</b> MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEM16008 Interact with computer technology MEM07032 Use machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment	
Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.			
Our RTO acknowledges the experience and prior learning of our students. Students who can 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.			
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.			
<b>Examples of occupations in the Manufacturing and Engineering industry</b> <div>▪ fitter ▪ machinist ▪ refrigeration and air conditioning mechanic ▪ toolmaker ▪ maintenance fitter ▪ locksmith</div>			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be 'N' determined as required by NESA.  There is <b>no</b> external examination in the HSC year for students.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.			
<b>Course Cost: Year 11 - \$60.00 HSC - \$60.00</b> <b>School Specific equipment and associate requirements for students:</b> Long sleeve shirt, long pants (cotton drill), safety glasses, steel-capped safety boots, padlock x2 keys		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship and apprenticeship are available in this industry area, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>			
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021			

# Modern History

Category A  
ATAR

## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 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, law, diplomatic corps, travel consultancy. Photography, film industry and education in a variety of settings, for example: museums, libraries, universities and teaching

**Course requirements:** Folder, writing material, BYOD device preferred

**For more information please talk with any of the following teachers:**

Mr Farrar, Mrs Howard, Mrs White, Mr Osborn.



# Music 1



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 Course students will study:

Year 11 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 Year 11 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:

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

**Year 11 Course fee** **\$30.00**

**HSC course fee** **\$30.00**

### Contact information:

Mr Neil Mahaffey  
Head Teacher CAPA



# Personal Development/Health/ Physical Education



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 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. There is also 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 Year 11 Course, students will study:

#### Core topics (60%)

- Better Health for Individuals
- The Body in Motion

#### Optional Component (40%)

**Two** options are chosen 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%)

**Two** options are chosen 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:

Mrs Nicole Blatchford  
Relieving Head Teacher PDHPE

# Physics



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 work 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 Year 11 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 Year 11 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

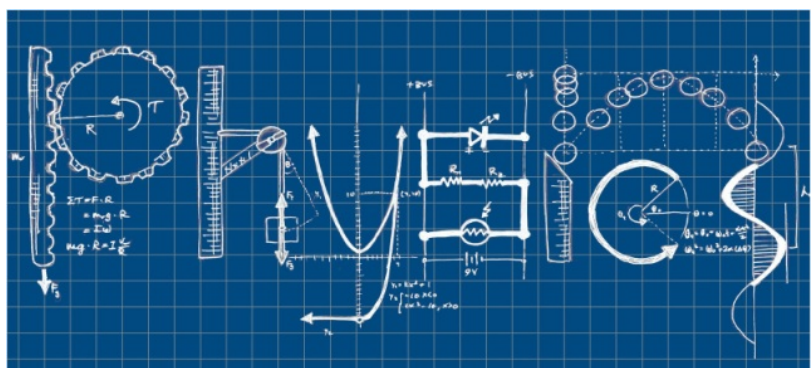
### Course fees and extra curricula information:

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 Year 11 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  
Optional

## Board Developed Course - CATEGORY B

2 units for each of Year 11 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 Certificate III 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 OR 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 and customer service industries

**Course requirements:** A4 workbook folder, 8GB USB minimum size

**Course fees: Year 11 Course fee \$30.00 HSC Course fee \$30.00**

**For more information please talk with any of the following teachers:** Ms Lister, Mrs White.

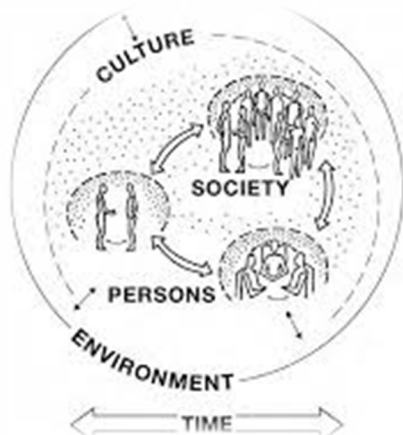
		<b>2022 RETAIL SERVICES COURSE DESCRIPTION</b> <b>SIR30216 Certificate III in Retail Services</b> <b>RTO 90162 Public Schools NSW, Tamworth</b> This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Retail Services</b> Board Developed Course		2 or 4 Year 11 and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.			
<b>Retail Services Training Package (SIR 3.0)</b>  <b>Units of Competency</b> <b>Core units</b> SIRXCEG001 Engage the customer SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty SIRXIND001 Work effectively in a team SIRXIND001 Work effectively in a service environment SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to retail customer SIRXWHS002 Contribute to workplace health and safety		<b>Elective units</b> SIRXIND002 Organise and maintain the store environment SIRRINV002 Control stock SIRRMER001 Produce visual merchandise displays SIRXPDK001 Advise on products and services SIRRINV001 Receive and handle retail stock  <b>Additional for HSC requirements</b> SIRXSLS002 Follow point of sale procedures	
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>			
Our RTO acknowledges the experience and prior learning of our students. Students who can 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.			
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.			
<b>Examples of occupations in retail services industry</b> <ul style="list-style-type: none"><li>Buyer</li><li>Customer service assistant</li><li>Stock controller</li><li>Salesperson</li><li>Visual merchandise</li><li>Merchandise</li></ul>			
<b>Mandatory HSC Course Requirements.</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The optional Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency- based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.			
<b>Course Cost: Year 11 - \$30 HSC - \$30</b> <b>School Specific equipment and associate requirements for students:</b> A4 workbook folder 8 GB USB minimum size		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>			
<b>Exclusions - VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></b>			
2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021			

# Society and Culture

Category A  
ATAR

## Board Developed Course - CATEGORY A

Two units for each of Year 11 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 Year 11 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 the following depth studies:
- Popular Culture (e.g. Hip Hop, Teen Movies)
- Social Conformity and Non-conformity (e.g. Survivalists, The Amish)

### 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 an author, diplomat, librarian, travel consultant, museum curator, law, media, teacher or lecturer.

### Course requirements:

- BYOD device preferred

### For more information please talk with any of the following teachers:

Ms Dark (HT HSIE), Mrs White.



# 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.

## Year 11 and HSC Course

The Year 11 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

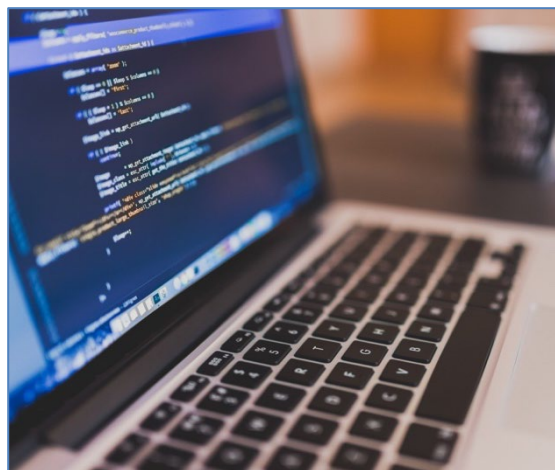
Practical experience occupies a large portion of the course, with students expected to design and develop their own software solutions. A major group project is completed in the Year 11 course, and a major individual project is completed in the HSC course. Students will also complete written examinations.

## 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 Python; 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 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. Windows is the preferred operating system.

## Course fees:

<b>Year 11 Course fee</b>	<b>\$20.00</b>
<b>HSC course fee</b>	<b>\$20.00</b>

## Contact information:

Mr Nick Biddle  
Head Teacher Computing Studies

# Sport, Lifestyle & Recreation

Non-ATAR

## Content Endorsed Course – non ATAR

2 units for each of Year 11 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:

Mrs Nicole Blatchford  
Relieving Head Teacher PDHPE



# Textiles and Design



## Board Developed Course - CATEGORY A

2 units for each of Year 11 and HSC

### What will I be doing in this course?

This course is for students who enjoy designing and producing textile items. By undertaking this course, students will:

- Gain skills and knowledge to execute creative and innovative items using industry standard manufacturing skills.
- Gain knowledge in design, properties and performance of textiles and the Australian Textile, Clothing, Footwear and Allied Industries.
- Design and produce product/s in the following area/s; apparel, non-apparel, costume, furnishings and/or textile art.

### In the Year 11 course:

Learning centres around the realisation of the following two projects. Both projects involve students making a product/textile item and completing a folio, documenting their work.

**Project 1:** students consolidate their knowledge and skills in an area of design and manufacturing. They engage in fabric colouration and decoration, historical/cultural and contemporary design influences and designers.

**Project 2:** students consolidate their knowledge and skills in the area of properties and performance of textiles. They analyse and experiment with fabric, yarn and fibre properties for end-use applications.

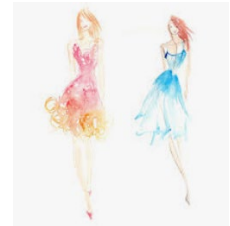
### The HSC course:

**Major Textiles Project:** students select a focus area they are interested in (apparel, non-apparel, costume, furnishing or textile art). From this area they create an item/s and supporting documentation (folio). Students build upon knowledge of design, properties and performance of textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

### Assessment Component:

Internal assessment: Progress of Major Design project, Trial HSC examination

External assessment: Major textiles Project, HSC examination



### Career Options:

Fashion designer, Fashion construction, Interior design, Theatre and costume designer, Textiles and fashion

Marketing, Science/Technology based fields in research and development of fibres, yarns and fabrics, Textiles and design business manufacturer, Textile artist, Milliner (hat designer), Footwear designer, Fashion wardrobe stylist, Fashion illustrator, Pattern maker

### Course requirements:

- Project specific materials. A3 display folder
- Students are required to complete two textile projects in the Year 11 year.
- The major textiles project is completed in the HSC year.

### Course fees:

Costs includes staple textile materials, tools and equipment for producing textile items and supporting documentation.

**Year 11 Course fee: \$40.00**

**HSC Course fee: \$40.00**

### Contact person:

Mrs Sondra Munro  
Head Teacher TAS



# Visual Arts



## Board Developed Course - CATEGORY A

2 units for each of Year 11 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 Year 11 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:

#### Year 11 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:

<b>Year 11 Course fee</b>	<b>\$45.00</b>
<b>HSC Course fee</b>	<b>\$60.00</b>

### Contact person:

Mr Neil Mahaffey  
Head Teacher CAPA



# Visual Design

Non-ATAR

## Content Endorsed Course – non ATAR

2 units for each of Year 11 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 Year 11 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 Year 11 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

#### 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)

### Careers options:

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

### Course requirements

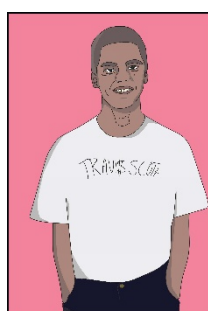
- Visual process diary
- USB

### Course fees:

Year 11: \$0  
HSC: \$0

### Contact persons:

Mr Neil Mahaffey  
Head Teacher CAPA



# Work Studies

Non-ATAR

## Board Endorsed Course – non ATAR

2 units for each of Year 11 and HSC

### What will I be doing in this course?

The successful transition of students from school to the workforce, further education and training is a major issue faced by Australian students, schools, employers and tertiary education organisations. The Work Studies syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

The nature of work is constantly changing, reflecting related changes in society, technology and the economy, as well as through globalisation. The world of work and how individuals engage in work is being transformed. Students will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and obtain new experiences will be part of the future world of work.

The aim of the Work Studies syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Throughout the course students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups.

The course focuses on the following themes

- Career Planning
- Performing Work Tasks
- Working with Others
- Managing Change

All students must complete the core module – My Working Life. They will also be able to select from a range of Elective Modules:

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-employment
- Team Enterprise Project
- Experiencing Work

### Assessment

Students will be assessed through a variety of tasks. There is no HSC exam for this course. All assessment is school-based.

### Career Options

This course prepares students for the world of work, so consequently supports all career options.

### Course Fees

Nil

### Contact Information

Mrs Amanda Hine (Careers)



## Expression of Interest Form

### Outside provider single course

Office to complete:

Date Received:

Qual:

Course Code:

Day/ times:

ATAR/ Non-ATAR:

Which course are you applying for:

- ☐ **External VET / TAFE delivered course**  
☐ **Primary Industries - Horticulture TAFE course**  
☐ **Distance Education**

Undertaking an outside provider course can be a challenging endeavor. The school must determine if students are suitable candidates and whether they will be successful in their chosen course and pattern of study. Students who wish to include an outside provider course as part of their Pattern of Study will need to apply for approval from the Principal.

This process involves an interview with the Careers Adviser and completion of this Expression of Interest form.

The following criteria will be considered:

- The student's demonstrated interest in the course subject
- The course complements the student's strengths and aspirations
- The student's attendance data
- The student's application to school subject's including student's ability to work independently to complete tasks
- The students' pattern of study requirements
- Year Adviser and parent endorsements
- The course availability and provider requirements

**Timeframe to return this EOI form: By the end of Term 2**

To be considered for an outside provider course, please complete the details below and **return the form to the Careers Office at Newcastle High School or email [Amanda.hine3@det.nsw.edu.au](mailto:Amanda.hine3@det.nsw.edu.au)**

There are a limited number of places available for these courses and schools are required to prioritise student applications.

**Date:** \_\_\_\_\_**Student Name:** \_\_\_\_\_**Date of birth:** \_\_\_\_\_**Current school year: (10,11,12)** \_\_\_\_\_**USI if applying for a TVET course:** \_\_\_\_\_**Apply for a USI here: [www.usi.gov.au/](http://www.usi.gov.au/)****Do you want to be eligible for an ATAR?** Yes / No**Is this course contributing to your ATAR?** Yes / No**Course preferences:**

	Course Name	Delivery Pattern e.g. 2U x 1yr, 2U x 2yr etc.	Provider Name e.g. TAFE NSW, TAFE Digital, WEA Hunter, NSW School of Languages, Camden Haven High School Distance Education	Location if applicable e.g. TAFE campus	Delivery mode
1					<input type="checkbox"/> Face to face <input type="checkbox"/> Online <input type="checkbox"/> Blended <input type="checkbox"/> Block release <input type="checkbox"/> Access
2					<input type="checkbox"/> Face to face <input type="checkbox"/> Online <input type="checkbox"/> Blended <input type="checkbox"/> Block release <input type="checkbox"/> Access

**Please explain why you would like to do the outside provider course listed and how you demonstrate your interest**

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**Please explain why this course is a priority for you as part of your pattern of study.**

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**Please explain any other considerations to support your EOI. (Check the considerations on Page 1 to assist you)**

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**Student declaration**

- ☐ I understand that this form does not guarantee my place in the externally delivered vocational education course, and if approved I will still be required to submit an application form to the provider
- ☐ If I am approved, I undertake to complete this course as well as catching up any NHS course work missed
- ☐ I am responsible for organizing travel to the venue where the course is delivered, if applicable.

*Student signature*

*Date*

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*Parent signature*

*Date*

**Year Adviser Endorsement:**

Please seek endorsement of your application to further support this application.

Name	Signature	Date
Comment:		

# SUBJECT SELECTION PLANNING SHEET (YEAR 11, 2022)

## AT A GLANCE

Course	KLA	ATAR	Major Project/ Performance	Depth Study/ Individual Research Project	Essay writing	Work placement
Drama	CAPA	yes	yes			
Music 1	CAPA	yes	yes			
Visual Arts	CAPA	yes	yes		yes	
Visual Design	CAPA	no	yes			
Software Design & Dev	Computing	yes		yes		
Advanced English	English	yes			yes	
Standard English	English	yes			yes	
English Studies	English	optional			yes	
English Extension 1	English	yes			yes	
Aboriginal Studies	HSIE	yes	yes		yes	
Ancient History	HSIE	yes		yes	yes	
Business Studies	HSIE	yes		yes	yes	
Geography	HSIE	yes	yes		yes	
Legal Studies	HSIE	yes		yes	yes	
Modern History	HSIE	yes		yes	yes	
Retail Studies	HSIE	optional				yes
Society & Culture	HSIE	yes	yes	yes	yes	
French Beginners	Language	yes				
Japanese Beginners	Language	yes				
Mathematics Advanced	Maths	yes				
Mathematics Extension 1	Maths	yes				
Mathematics Standard	Maths	yes				
Numeracy	Maths	no				
PDHPE	PDHPE	yes			yes	
Sport, Lifestyle & Rec	PDHPE	no				
Biology	Science	yes		yes		
Chemistry	Science	yes		yes		
Earth & Environmental Science	Science	yes		yes		
Investigating Science	Science	yes		yes		
Physics	Science	yes		yes		
Community & Family Studies	TAS	yes		yes	yes	
Construction	TAS	optional				yes
Design & Technology	TAS	yes	yes			
Engineering Studies	TAS	yes				
Exploring Early Childhood	TAS	no				
Food Technology	TAS	yes			yes	
Hospitality	TAS	optional				yes
Industrial Tech-Timber & Furniture	TAS	yes	yes			
Manufacturing & Engineering	TAS	no				yes
Textiles and Design	TAS	yes	yes		yes	
Work Studies	Careers	no				
Horticulture	Careers	no				yes

The **highlighted courses** are specialist subjects that require a thorough grasp of the skills in those areas. Please discuss with your relevant teacher prior to selecting these courses.

## SUBJECT SELECTION PLANNING SHEET (YEAR 11, 2022)

<b>NAME (please PRINT)</b>				
<b>Future Pathway</b> (circle one)	University	TAFE	Employment	unsure
<b>Potential Career Interests</b>				

<b>English (circle one)</b>	Advanced English	Standard English	English Studies
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**Note: students currently enrolled in an Early Commencement course are expected to continue with this subject in Year 11. It should be placed in the highest priority possible.**

	SUBJECT (please PRINT)
Maths or Alternative	
Priority 3	
Priority 4	
Priority 5	
Priority 6	
Reserve 1	
Reserve 2	
Extension unit (optional)	

I would like to apply for an 'outside-provider' course?      YES / NO      (circle one)

If you answered YES, what type of course?

- ☐ Primary Industries – Horticulture (TAFE course conducted at Newcastle HS on Thursdays)
- ☐ Distance Education course
- ☐ TAFE course
- ☐ School Based Apprenticeship/Traineeship
- ☐ other

Notes:

# NOTES



Respect, Responsibility & Participation

**NEWCASTLE HIGH SCHOOL**

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E-mail: [newcastle-h.school@det.nsw.edu.au](mailto:newcastle-h.school@det.nsw.edu.au)

Website: <https://newcastle-h.schools.nsw.gov.au>

