Newcastle High School
SENIOR COURSE HANDBOOK

PRELIMINARY 2021  HSC 2022

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MESSAGE FROM THE PRINCIPAL

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

Recent research clearly shows that students who stay on at school and complete Year 12 have superior life outcomes than those who leave earlier. The statistics show that in the long term, higher income and better health, regardless of adult career, are associated with attaining the HSC.

Being a senior student also means you take responsibility for your own learning with the support of family, teachers and the school. Do your best to develop positive time management strategies early in Year 11 and this will make things much easier for you as you progress through Stage 6 to complete your HSC.

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

The senior school is all about choice and responsibility. In Stage 6 the only compulsory subject is English, and you are able to choose from 5 different levels within that subject. You are able to select other subjects that suit your interests, abilities and career options. There are several patterns of study available to students: academic, vocational or a combination of both. When choosing subjects you need to take into account your interests, abilities and possible career needs. You will have a higher performance level and get more satisfaction studying subjects that interest you and, often, these subjects give you your best results. Higher enjoyment and engagement can lead to greater success in the HSC.

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

Read about future careers, talk to our careers advisor and your family and friends, and listen to advice and ideas from everyone, and then make a considered choice.

I look forward to accompanying you on this journey.

Mrs Rochelle Dooley (relieving Principal)
### KEY TERMS USED IN THIS BOOKLET

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

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

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

All 2-unit HSC courses have equal status

Extension Courses allow students to specialise in particular areas of expertise or interest.
All Extension courses have a value of 1 unit.

Preliminary Extension Courses:
- English
- Mathematics

HSC Extension Courses:
- English 1 and 2
- Mathematics 1 and 2
- History
- Music
- Science
- Some Languages
- Some VET course

TYPES OF COURSES AVAILABLE

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

Board Developed Courses (BDC) – Category A
- count towards the HSC
- have an external HSC exam
- may count towards the ATAR

Board Developed Courses (BDC) – Category B
- count towards the HSC
- HSC exam optional
- may count towards the ATAR
- 35 hours of mandatory work placement

Content Endorsed Courses (CEC) – Category C
- count towards the HSC
- no external HSC exam – school-based assessment only
- cannot contribute to the ATAR
COURSE REQUIREMENTS FOR THE HSC

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

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

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

HSC MINIMUM STANDARD

If you are sitting your HSC exams 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.
All students must satisfactorily complete the **HSC: All My Own Work** program prior to being enrolled in any HSC subjects.

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

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

At Newcastle HS, Year 10 students will be supported to complete this program via their Stage Six Preparation classes.

**WHAT TYPE OF HSC STUDENT ARE YOU?**

The HSC caters for a range of student aspirations.

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

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

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

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

Newcastle High School’s Transition Team will ensure each student’s pattern of study meets the NESA requirements and the student’s particular aspirations.
The Australian Tertiary Admission Rank (ATAR) is calculated by the University Admissions Centre. The ATAR is a number between 20 and 100 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection.

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

What is the difference between the HSC and the ATAR?

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

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

ATAR eligibility requirements
Satisfactory completion of:
- 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 PRELIMINARY PATTERN OF STUDY

• Read this Curriculum booklet thoroughly.

• Determine if you want a pattern of study that makes you eligible for an ATAR.

• Identify recommended subjects for tertiary courses you are considering.

• 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 next Stage Six Preparation lesson.

• Log on to Edval Webchoice, via the link provided in the email you receive through the student portal. Follow the steps listed:
  1. Select your preferred English course.
  2. Mathematics is not compulsory, however, if you plan to do a Mathematics course, it must be placed as Priority 2.
  3. If you currently study an Early Commencement course, select this as your next preference.
  4. Select your other subjects, in order of preference.
  5. Press submit when you have entered your subjects.

• The Webchoice data is analysed and Preliminary lines are determined to meet the needs of the majority of students.

• Students will be notified if their requested pattern of study cannot be catered for. They will be supported to select a course from the Preliminary lines to meet their needs.

• Students will be issued their Confirmation of Year 11 Subjects during Term 3.

• Changes to courses are permitted up until the third week of Year 11, within the constraints of the timetable.


**STUDYING A LANGUAGE COURSE**

Prior to being accepted for a language course, students must complete the *Application for Eligibility Determination* form (including the Statutory Declaration). This form is available from Mrs Durie and must be submitted prior to commencing the course.

**STUDYING SUBJECTS OFF CAMPUS**

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

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

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

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

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

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

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

What is the Australian Quality Framework (AQF)?
The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

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

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

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

Who delivers VET to students?
VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.
School Based Apprenticeships and Traineeships

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

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

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

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

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

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

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

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

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

What happens if an SBAT misses classes at School?

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

School based traineeships:

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

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 Preliminary and/or HSC pattern of study.

Students interested in exploring SBAT should speak with the Careers Advisor
LIFE SKILLS

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

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

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

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

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

Contact information:
If you believe you would benefit from an alternate program of study, please contact:
Khym Harris (rel. HT Special Education) or Shannon Sager HT Wellbeing for additional information
# COURSES OFFERED

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Aboriginal Studies

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

What will I be doing in this course?

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

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

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

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

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

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

In the HSC Course, students will study:
- **Part I:** Core: Cities of Vesuvius – 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
You can also see Year 11 Ancient in action on this site:
Biology

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

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

In the Preliminary Course students will study:
- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

In the HSC Course students will study:
- Heredity
- Genetic Change
- Infectious Disease
- Non Infectious Disease and Disorders

Assessment:
Students will be assessed through a variety of tasks in the Preliminary and HSC courses, these include:
- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career options:
- Scientific research
- Medical and health sciences
- Biotechnology
- Science 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 Preliminary HSC course and forms part of an assessment task for students.
- An excursion to the Museum of Human Disease is part of HSC topic Infectious Disease.
- All students are encouraged to attend the Newcastle University Experiment Festival.

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

Contact information:
Mr Sean Bromfield
Head Teacher Science
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. Contemporary business issue and case studies are embedded into the course to provide stimulating and relevant framework for students to apply to problems encountered in the business environment.

Studies will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills engage a student’s 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 ethical responsibilities to society, providing useful knowledge and competencies for life.

In the Preliminary Course students will study:
- Nature of Business
- Business Management
- Business Planning

In the HSC Course students will study:
- Operations
- Marketing
- Finance
- Human Resources

Assessment outline: In the Preliminary course, students will engage in investigating small to medium enterprises, develop business ideas and establish hypothetical business in a report or business plan format along with Preliminary 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: Preliminary 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 Preliminary 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 Preliminary Course are:
- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

The Core Modules of the HSC Course are:
- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Assessment:
Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:
- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career Options:
- Analytical chemistry
- Medicinal chemistry
- Pharmaceuticals
- Nanotechnology
- Environmental testing
- Biotechnology
- IT and finance
- Forensic chemistry
- Research science
- Education
- Law
- Health
- Science communication and journalism

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

Contact information:
Mr Sean Bromfield
Head Teacher Science
Community and Family Studies

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

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

The Preliminary Course covers the following topics:
• **Resource Management** - Covers the concept of well-being, needs, wants, resources, values, goals and decision-making.
• **Individuals and Groups**
  o Examines individual’s roles, relationships and tasks within groups.
  o Developing positive relationships, conflict, dealing with stress and leadership are other aspects of this unit.
• **Families and Communities** - Looks at family structure and functions and the interaction between the family and community.

The HSC Course covers the following topics:
• **Research Methodology** - Develop skills in research methodology culminating in the production of an Independent Research Project.
• **Groups in Context** - Identifies the characteristics, needs and support services available to groups in our society.
• **Parenting and Caring** - Examines issues facing individuals and groups who adopt roles of parenting and caring in today’s society.
• **Individuals and Work** - Looks at work in contemporary society and the issues confronting individuals as they manage roles within both their family and work environment.

Assessment component:
• Students are required to complete an Independent Research Project as part of the internal assessment.
• The HSC exam consists of a three hour written exam, which consists of multiple choice questions, short answer questions and an extended answer responses.

Career options:
This course is applicable to many careers, which involve working with people such as:
• Communication
• Human resources
• Management
• Social work
• Psychology
• Childcare
• Nursing
• Teaching
• Counselling

Course requirements:
The school supplies all workbooks

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

**Preliminary Course fee:** $20.00
**HSC Course fee:** $20.00

Contact information:
Mrs S Munro
Head Teacher TAS
CONSTRUCTION (VET)

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

What will I be doing in this course?
This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the 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:
Preliminary Course fee $120.00  HSC Course fee $120.00

Contact information: Mrs Sondra Munro, Head Teacher TAS
Course: Construction
Board Developed Course

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.

Construction, Plumbing and Services Training Package (CPC08 v9.5)
Units of Competency: Core
- CPCCCM1012 Work effectively and sustainably in the Construction Industry
- CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
- CPCCCM1013 Plan and organise work
- CPCCCM1014 Conduct workplace communication
- CPCCCM1015 Carry out measurements and calculations
- CPCCCM2001 Read and interpret plans and specifications

Electives
- CPCCCA2011A Handle carpentry materials
- CPCCCA2002B Use carpentry tools and equipment
- CPCCCM2005B Use construction tools and equipment
- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process
- CPCCCM2006 Apply basic levelling procedures
- CPCCWF2001A Handle wall and floor tiling materials
- CPCCWF2002A Use wall and floor tiling tools and equipment
- CPCCCO2013A Carry out concreting to simple form

Course Prerequisite
CPCCWHS1001 - Prepare to work safely in the construction industry. The Construction General Induction Training (Whitecard) will be delivered as part of this course. The cost for this course is approx. $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.

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 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.

Examples of occupations in the construction industry:
- building
- concreting
- shop fitting
- bricklaying
- carpentry

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 the NESA.

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

Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

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

Course Cost: Preliminary - $120  HSC - $120

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

2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020
Design and Technology

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

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

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

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

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

Careers options:
All designer occupations:
• Fashion
• Graphics
• Interiors
• Architecture
• Millinery
• Jewellery

• Shoes
• Floristry
• Industrial
• Magazines
• Accessories etc.

Other related fields are:
• Marketing
• Retail/fashion
• Buyers

• Window display artists
• Pattern making

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

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

Preliminary Course fee: $40.00
HSC Course fee: $40.00

Contact Person
Mrs S Munro
Head Teacher TAS
Drama

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

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

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

Topics covered in the HSC Course
- Core content: Australian Drama and Theatre Practices
- Studies in Drama and Theatre
- Core content: Group Performance
- Individual Project

Assessment component
Students will be assessed through a variety of tasks in the Preliminary and HSC courses, these include:
- Written examinations
- Project work
- Individual and group performances

Careers options:
(Drama technique provides highly valued skill sets suitable across professions, areas of further study and desired by employers)
- Theatre
- Entertainment 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.

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

Course Fees:
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<tr>
<th>Preliminary Course fee</th>
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<tr>
<td>HSC Course fee</td>
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Contact information:
Mr Michael Kondov
Head Teacher CAPA
Earth and Environmental Science

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

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

The Preliminary course incorporates the study of:
- Earth’s Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

The HSC course incorporates the study of:
- Earth’s Processes
- Hazards
- Climate Science
- Resource Management

Assessment:
Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:
- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

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

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

Contact information:
Mr Sean Bromfield
Head Teacher Science
What will I be doing in this course?
The aim of Engineering Studies is to develop students’ understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology.

The Engineering Studies course is ideally suited to students who intend to pursue careers in Architecture, Engineering or Technology at university or TAFE level. TAFE offer advanced standing in the following courses:
- Associate Diploma in Building and Mechanical Engineering
- Certificate courses in Mechanical Technology and Industrial Engineering.

The Preliminary and HSC Course:
Offers students knowledge, understanding and skills in aspects of engineering that include:
- Communication
- Engineering materials
- Historical/societal influences
- Engineering electricity/electronics
- Scope of Engineering profession

Students study engineering by investigating a range of applications and fields of engineering including:
- Engineering fundamentals
- Engineered products
- Braking systems
- Bio-engineering
- Civil structures
- Aeronautical engineering
- Personal and public transport
- Telecommunication engineering

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

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

Career Options:
- Engineering – all fields
- Mechanical
- Surveying
- Construction management
- Mining
- 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:
- Preliminary Course fee $25.00
- HSC Course fee $25.00

Contact information:
Mrs S Munro
Head Teacher TAS
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.

### ADVANCED
- I enjoy English; English is something I feel I am good at; my study options after the HSC require Advanced English; I want to study Extension

### STANDARD
- I have a sound grasp of English; I need a good result in English for my ATAR

### ENGLISH STUDIES
- ATAR optional
- English is not my strongest subject; I’d like to develop practical "hands-on" skills in English that will help my future career; I’m not relying on an ATAR

### ESL
- English is my second language; English has only been used as the main language of instruction in my education for a period of 5 years or less

### EXTENSION I
- I am passionate about English; it is one of my strongest subjects; I am a very independent learner; I am studying Advanced English
- Extension II is only offered in Yr 12; Extension I is a compulsory prerequisite for this course

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### Preliminary
- **Advanced/Standard:**
  - Common module: Reading to Write
  - Two modules

- **Extension I:**
  - Module: Texts, Value & Culture
  - Related research project

- **English Studies:**
  - Mandatory module: Achieving through English
  - Two Modules

### Higher School Certificate
- **Advanced/Standard:**
  - Common module: Texts and Human Experience
  - Three Modules

- **Extension I:**
  - Common module: Literary Worlds
  - One elective
  - **Extension II:**
    - Independent Major Work

- **English Studies:**
  - Common module: Texts and Human Experience
  - Two-Four Modules
English (cont’d)
Assessment components:

Advanced & Standard Courses

Students complete a structured assessment program covering the mandatory modes of: writing, reading, speaking, listening, viewing & representing.
This program follows strict Board of Studies guidelines.

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

Extension Courses

Extension I – comprises:
- In-school assessment; and
- HSC examination paper

Extension II – comprises:
- In-school assessment; and
- Submission of ONE Major Work, Major Work Journal and Reflection Statement

English Studies Course

Students complete an in-school assessment.
A formal HSC examination for this course is **optional** in order to obtain an ATAR.
N.B. There is no advantage of choosing English Studies over Standard to achieve a competitive ATAR.

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 the Newcastle High’s Moodle site.

Course fees:
There are no course fees for the English courses, however, students will be required to purchase their own HSC textbooks.
These purchases are organised through the English Faculty and costs are kept to a minimum.

Contact information:
Ms Rachel McNeill
Head Teacher English
Exploring Early Childhood

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

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

In the Preliminary Course students will study:
- Pregnancy and childbirth
- Child growth and development
- Promoting positive behaviour
- Child health and safety
- Play and the developing child

In the HSC Course students will study:
- Food and nutrition
- The children’s service industry
- Starting school
- Gender and Young children
- Young children and the law

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:
Preliminary Course fee $50.00
HSC Course fee $30.00
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 Preliminary and HSC

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

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

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

**In the Preliminary Course students will study:**

- **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 Preliminary course and four for the HSC course. The HSC exam is comprised of multiple choice questions, short structured items and an extended answer response.

**Career options - Marketing and Media**

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

- Dietician
- Food stylist
- Teacher
- Research scientist
- Food chemist
- Health Inspector

**Course Requirements**

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

**Course fees:**

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

- **Preliminary Course fee:** $80.00
- **HSC Course fee:** $40.00

**Contact information:**

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

French is one of the major languages of the world and is spoken in many countries and regions throughout the world. French has been, by tradition, the language of diplomacy and has been the language of many international organisations and the Olympic Games. French is a very accessible language for English speakers, enabling students to achieve a good level of competency. Any CV or resume would be greatly enhanced by the mention of the ability to speak and understand a foreign language.

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

Topics studied in French Beginners include:
Students will develop their linguistic skills through the study of the following prescribed topics over two years:

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

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

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

Careers options:

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

Course requirements:
Workbook (cost $60.00)

Contact information:
Ms Naomi Durie
Head Teacher – World Languages
**Geography**

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

**What will I be doing in this course?**
Geography provides students with an understanding of many of the issues that influence our lives today. These include environmental such as global warming and climate change; urban challenges and the consequences of the growth concerns of cities and larger urban areas. Students will investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

**In the Preliminary Course, students will study:**
- Biophysical Interactions
- Global Challenges
- Senior Geography Project
- Geographical skills

**In the HSC Course, students will study:**
- Ecosystems at Risk (e.g. Stockton Sand Dunes and the Great Barrier Reef)
- Urban Places
- People and Economic Activity (e.g. Tourism and Taronga Zoo)

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

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

- Urban planning
- Environmental studies
- National Park Rangers
- Tourism
- Education
- Research
- Council Planners
- Journalist

**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)

Content Endorsed Course – non ATAR
2 units for the Preliminary 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: Application to be considered for an Off-Campus 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)

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

What will I be doing in this course?
This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality & commercial cookery industry.

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

Compulsory/Core Units
- 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
- tourism
- event planner
- café operator

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

Course fees:
Preliminary Course fee $120.00
HSC Course fee $80.00

Contact information:
Mrs Angela Maddalena VET Coordinator
## 2021 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

**SIT20416 Certificate II in Kitchen Operations**

Public Schools NSW, Tamworth Registered Training Organisation 90162

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 Preliminary 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

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203 Work effectively with others</td>
<td>SITHCC002 Prepare and present simple dishes</td>
</tr>
<tr>
<td>SITHCCC001 Use food preparation equipment</td>
<td>SITHCC003 Prepare and present sandwiches</td>
</tr>
<tr>
<td>SITHCCC005 Prepare dishes using basic methods of cookery</td>
<td>SITHCC006 Prepare appetisers and salads</td>
</tr>
<tr>
<td>SITHCCC011 Use cookery skills effectively</td>
<td>BSBSUS201 Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>SITHKOP001 Clean kitchen premises and equipment</td>
<td>SITXFA002 Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITXFS001 Use hygienic practices for food safety</td>
<td>SITHIND002 Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITXINV002 Maintain the quality of perishable items</td>
<td></td>
</tr>
<tr>
<td>SITXWHS001 Participate in safe work practice</td>
<td></td>
</tr>
</tbody>
</table>

### 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: Preliminary - $120  HSC - $80

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

- Full chef’s uniform – jacket, long pants, apron, hat, neckerchief and leather upper footwear
- 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/](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](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions)

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2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020
Industrial Technology: Timber Products and Furniture Industries

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

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

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

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

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

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

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

Assessment Components:
- Industry study
- Design, planning and management
- Workplace communication
- Industry-specific content

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

Career Options:
- Furniture industry – cabinet maker, joiner, upholsterer, wood machinist
- Building construction industry – all trades
- Management

Course requirements:
- Folder - A4 38mm ring binder
- USB drive

Course Fees:
- Preliminary 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 Preliminary and HSC

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

In the Preliminary Course, students will study the following Core Modules:
- Cause and Effect - Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

In the HSC Course, students will study the following Core Modules
- Scientific Investigations
- Technologies
- Fact or Fallacy
- Science and Society

Assessment:
Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:
- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career options:
- Laboratory technician and assistant
- Scientist
- Chemical plant operator
- Veterinary nurse
- STEM fields
- Pharmacy
- Nurse
- Engineering
- 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 Preliminary and HSC Investigating Science course are expected to participate in these excursions.

Contact information:
Mr Sean Bromfield
Head Teacher Science
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
- Holidays, travel and tourism
- Marketing
- Tourism
- Public and international relations
- Education
- Teaching

Course requirements:
Workbook (cost $60.00)

Contact information:
Ms Naomi Durie
Head Teacher – World Languages
Legal Studies

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

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

What will I be doing in the course?
The oceans cover more than 70 per cent of the earth’s surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century. Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

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

In the HCS course:
The HSC course focuses on modules from the selection listed.

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

Careers options:
- Marine biology
- Diver
- Tourism industry
- Marine Engineering
- Environmental protection
- Conservationist

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

Course fees:
- Preliminary Course fee $80.00
- HSC Course fee $50.00

Contact persons:
Mr Sean Bromfield
Head Teacher Science

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

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

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

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

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

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

• I have a sound grasp of Year 10 5.1 Maths
• I may not require an ATAR but would like to include mathematics in my Pattern of Study.

MATHEMATICS STANDARD 1
ATAR Optional

• I have a good grasp of Year 10 5.1/5.2 Maths
• I would like to be eligible for an ATAR
• the University courses I am interested in do not require Mathematics Advanced

MATHEMATICS STANDARD 2
ATAR

• I have an excellent grasp of Year 10 5.2/5.3 Maths
• I have very strong Algebra skills
• the University courses I am interested in recommend or require study of Mathematics Advanced

MATHEMATICS ADVANCED
ATAR

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

MATHEMATICS EXTENSION 1
ATAR
Mathematics – Standard 1

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

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

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

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

In the Preliminary Course students will study:
- Algebra - Formulae and Equations, Linear Relationships
- Measurement - Applications of Measurement, Working with Time
- Financial Mathematics - Money Matters
- Statistical Analysis - Data Analysis, Relative Frequency and Probability

In the HSC course students will study:
- Algebra - Types of Relationships
- Measurement - Right-angled Triangles, Rates, Scale Drawings
- Financial Mathematics – Investment, Depreciation and Loans
- Statistical Analysis - Further Statistical Analysis
- Networks - Networks and Paths

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

The Year 11 formal school-based assessment program is to reflect the following requirements:
- three assessment tasks
- one task must be an assignment or investigation-style with a weighting of 20–30%

The Year 12 formal school-based assessment program is to reflect the following requirements:
- a maximum of four assessment tasks
- only one task may be a formal written examination with a maximum weighting of 30%
- at least one task must be an assignment or investigation-style with a weighting of 15–30%

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

Career Options:
- Real estate
- Finance
- Building
- Landscaping
- Health
- Gaming
- Education

Data entry
Education
Tourism
Hospitality
Retail
Forestry
Agriculture

Contact information:
Mrs Samone Dinnery
Head Teacher Mathematics (Rel)
Mathematics – Standard 2

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

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

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

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

In the Preliminary Course students will study:
- Algebra - Formulae and Equations, Linear Relationships
- Measurement - Applications of Measurement, Working with Time
- Financial Mathematics - Money Matters
- Statistical Analysis - Data Analysis, Relative Frequency and Probability

In the HSC Course students will study:
- Algebra - Types of Relationships
- Measurement - Non-right-angled Trigonometry, Rates and Ratios
- Financial Mathematics - Investments and Loans, Annuities
- Statistical Analysis - Bivariate Data Analysis, The Normal Distribution
- Networks - Network Concepts, Critical Path Analysis

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

The Year 11 formal school-based assessment program is to reflect the following requirements:
- three assessment tasks
- one task must be an assignment or investigation-style with a weighting of 20–30%

The Year 12 formal school-based assessment program is to reflect the following requirements:
- a maximum of four assessment tasks
- only one task may be a formal written examination with a maximum weighting of 30%
- at least one task must be an assignment or investigation-style with a weighting of 15–30%

Career Options:
- Real estate
- Finance
- Building
- Landscaping
- Health
- Gaming
- Education
- Data entry
- Agriculture
- Forestry
- Retail
- Hospitality
- Tourism

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

Contact information:
Mrs Samone Dinnery
Head Teacher Mathematics (Rel)
Mathematics Advanced

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

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

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

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

In the Preliminary Course students will study:
- Functions: Working with Functions
- Trigonometry: Functions and Identities
- Calculus: Introduction to Differentiation
- Exponential and Logarithmic Functions
- Statistical Analysis: Probability and Discrete Probability Distributions

In the HSC Course students will study:
- Functions: Graphing Techniques
- Trigonometry: Functions and Graphs
- Calculus: Differential and Integral Calculus
- Financial Mathematics: Modelling Financial Situations
- Statistical Analysis: Descriptive Statistics and Bivariate Data Analysis
- Series and series applications

Assessment:
Tasks may include:
- Examination-style questions
- Assignments
- Open book tasks
- Practical investigations

Career Options:
- Building
- Engineering
- Science
- Education
- Nursing
- Architecture
- Actuary
- Accountancy
- Statistician
- Just to name a few!

Course requirements:
- Scientific calculator
- Theory book and workbook
- Preliminary Mathematics textbook
- HSC Mathematics textbook

Contact information:
Mrs Samone Dinnery
Head Teacher Mathematics (Rel)
Mathematics Extension 1

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

Prerequisites: must be taken in conjunction with Mathematics Advanced.

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

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

In the Preliminary Course students will study:

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

In the HSC Course students will study:

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

Assessment:
Tasks may include a number of school-based examinations testing:
- Knowledge, understanding and skills developed in each content area listed in the syllabus
- Reasoning, interpretative, explanatory and communicative abilities

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

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

Course requirements:
- Scientific calculator
- Theory book and workbook
- Preliminary Mathematics textbook
- HSC Mathematics textbook

Contact information:
Mrs Samone Dinnery
Head Teacher Mathematics (Rel)
Manufacturing & Engineering (VET)

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

What will I be doing in this course?
This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the engineering and manufacturing industry.

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

Compulsory/Core Units – HSC Examinable
- 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 handing
- 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

Course fees:
Preliminary Course fee: $60.00
HSC Course fee: $60.00

Contact information:
Mrs Sondra Munro, Head Teacher TAS
Course: Manufacturing and Engineering - Introduction
Board Endorsed Course

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.

Manufacturing and Engineering Training Package (MEM 2)

Units of Competency

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

**Electives**
- 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.

Recommended Entry Requirements
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.

Examples of occupations in the Manufacturing and Engineering industry
- fitter
- machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter
- locksmith
- maintenance fitter
- maintenance fitter

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.

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:
- Preliminary - $60.00
- HSC - $60.00

School Specific equipment and associate requirements for students:
- Long sleeve shirt, long pants (cotton drill), safety glasses, steel-capped safety boots

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 industry area, for more information: [http://www.sbattnsw.info/](http://www.sbattnsw.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](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions)

2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020
Modern History

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

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

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

The Preliminary course is structured to give students the opportunity to investigate key individuals, groups, events and historiographical issues in the following contexts:
- The Nature of Modern History (such as construction, representation, commemoration, and memory)
- TWO Case studies (e.g. Cuban Revolution and the rise and fall of the Romanov Dynasty)
- A historical investigation (student research project)
- Core Study: Shaping of the Modern World (World War One)

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

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

Career options: journalism, 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.
Music 1

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

Why study Music 1?
Music is a great way of expressing yourself, performing, composing and working with other people in group situations. It builds self-confidence and allows students to pursue their own likes and interests. Music involves performing regularly.
Music is an academically rigorous course however many students who take Music find it relaxing, enjoyable and often a great source of stress relief!

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

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

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

Assessment component:
Each of the four components of the preliminary course is assessed equally.
- The internal assessment for the HSC course is broken into two parts with the core components worth 55% and the electives worth 45%
- The external examination is made up of three electives, a core performance, and an aural exam

Careers options:
There are many career options open to students who have completed music courses. These include:
- 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:
- Preliminary Course fee $30.00
- HSC course fee $30.00

Contact information:
Mr Michael Kondov
Head Teacher CAPA
**Personal Development/Health/Physical Education**

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

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

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

**In the Preliminary Course, students will study:**

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

**Optional Component (40%)**
Students to select **two** options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

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

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

**Core topics (60%)**
- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component (40%)**
Students to select **two** options each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

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

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

**Course fees and extra curricula information:**
There will be the opportunity to participate in several excursions as part of the PD/Health/PE course.
- Two day Work Cover approved First Aid Course – approximate cost **$90.00**
- Optional 3 – 4 day Sport & Recreational Camp – approximate cost **$300 - $400**
Both extra curricula activities attract a participation fee which is variable each year.

**Contact information:**
Mr Joel Anderson
Head Teacher PDHPE
Physics

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

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

In the Preliminary Course, students will study the following core modules:
- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

In the HSC Course, students will study:
- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Assessment:
Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:
- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

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

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

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

Contact information:
Mr Sean Bromfield
Head Teacher Science
Retail Services (VET)

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

What will I be doing in this course? This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry.

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

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

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

Competency-based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

Mandatory Work Placement: Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings.
- 2 Unit x 1 year courses: 35 hours 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: Preliminary Course fee $30.00 HSC Course fee $30.00

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

### Units of Competency

#### Core units
- SIRXCENG001 Engage the customer
- SIRXCENG002 Assist with customer difficulties
- SIRXCENG003 Build customer relationships and loyalty
- SIRXCOM002 Work effectively in a team
- SIRXIND001 Work effectively in a service environment
- SIRXRSK001 Identify and respond to security risks
- SIRXSL001 Sell to retail customer
- SIRXWHS002 Contribute to workplace health and safety

#### Elective units
- 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

#### Additional for HSC requirements
- SIRXSL002 Follow point of sale procedures

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 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.

### Examples of occupations in retail services industry

- Buyer
- Customer service assistant
- Stock controller
- Salesperson
- Visual merchandise
- Merchandise

### 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 the NESA.

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

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.

### 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: Preliminary - $30  HSC - $30

School Specific equipment and associate requirements for students:
- A4 workbook folder
- 8GB USB minimum size

### Refunds

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

### Exclusions - VET course exclusions can be checked on the NESA website at [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 school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)

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2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020
What will I be doing in this course?
Society and Culture involves cross-discipline studies, as concepts and social research methods from anthropology, communication, cultural studies, media studies, philosophy, psychology and sociology are investigated. Students will develop their understanding of themselves, and societies and cultures through the variety of topics. Research skills developed are at university level.

In the Preliminary course, students will study:
- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication. Each depth study will involve students examining a variety of different case studies and perspectives (e.g. Generational, Gender, Beliefs, Culture, and Values)

In the HSC course, students will study:
- The Personal Interest Project
- Social and Cultural Continuity and Change (including a country study, such as Vietnam) AND 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.

Preliminary and HSC Course
The Preliminary and HSC courses introduce students to the concepts of software design and development. They do this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process, and by considering the interaction between software and the other components of the computer system. The primary topics researched in the course include:
- Concepts and Issues in the Design and Development of Software: social and ethical issues, hardware and software, software development approaches
- Software Development Cycle: defining the problem and planning software solutions, building software solutions, checking software solutions, modifying software solutions, developing software solutions
- Programming Paradigms: imperative, object oriented, logic based solutions

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

Career options:
This course will give students the skills and understanding to progress to university or TAFE into any IT course. Specialist careers may include:
- Software and computer engineering
- Game design and development
- Web design
- Fashion design
- Network analyst
- Social media management
- Nanotechnology
- Music composition
- Bioinformatics
- Artificial intelligence or virtual world design
- Application analyst and development

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

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

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

Contact information:
Mr Nick Biddle
Head Teacher Computing Studies
Sport, Lifestyle & Recreation

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

What will I be doing in this course?

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

Throughout the course students will develop:

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

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

- Aquatics
- Athletics
- First Aid and Sports Injuries
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport and Games
- Healthy Lifestyle
- Resistance Training

Assessment:

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

Career options:

- Sports coaching
- Fitness leader
- Club administrator
- First aid training
- Aquatics instruction
- Lifesaving
- Medical applications (ie. Physical therapy)
- Other areas of further tertiary study

Course requirements:

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

Course fees and extra curricula information:

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

Contact information:

Mr Joel Anderson
Head Teacher PDHPE
Visual Arts

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

What will I be doing in this course?
This course is for practical and creative students who enjoy making artworks and who are interested in learning to interpret and discuss artworks and how to respond to them using both critical and historical perspectives. Visual Arts provides students with the opportunity to gain 50% of their marks through practical work inspired by the student’s personal experience of the world and other artists in a variety of social and cultural contexts. While the course builds on Visual Arts and Photography courses in Stages 4 & 5, it also caters for students with more limited experience in the Visual Arts. The theoretical component of the course would suit students who have average or above average English skills.

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

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

Career Options
This course will give students the skills to progress to University or TAFE Fine Art or Design courses. Specialist careers include:
- Graphic design, Fashion, Interior design
- Industrial, theatre, web design, architecture, photography, jewellery, film and television.

Course requirements:
Preliminary course:
- Artworks in at least two expressive forms and the use of a process diary
- A broad investigation of ideas in artmaking, art criticism and art history.

HSC course:
- Development of a Body of Work of the student’s choice and use of a process diary
- A minimum of 5 Case Studies (4 -10 hours each)
- Deeper and more complex investigations in artmaking, art criticism and art history.

Course fees:
- Preliminary Course fee $45.00
- HSC Course fee $60.00

Contact person:
Mr Michael Kondov
Head Teacher CAPA
Visual Design

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

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

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

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

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

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

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

**In the HCS course:**
The HSC individual project extends student’s 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:**
- Preliminary: $0
- HSC: $0

**Contact persons:**
Mr Michael Kondov
Head Teacher CAPA
Work Studies

Board Endorsed Course – non ATAR
2 units for each of Preliminary 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
Mr Warren Jones (Industrial Arts) and Mrs Amanda Hine (Careers)
Undertaking a TAFE/Distance Education course can be a challenging endeavour. The school must determine if students are suitable candidates. There are a limited number of places available for these courses and schools are required to prioritise student applications.

To be considered for a TAFE/Distance Education course, please complete the details below and return the form to the Careers Office.

NAME: ___________________________________________ Date of Birth: _____________

Do you want to be eligible for an ATAR? (circle one) Yes / No

COURSE: ____________________________________________

PROVIDER: ___________________________________________

Explain WHY it is a high priority for you to include this course as part of your pattern of study.

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Please sign below if you endorse this application and believe the student has demonstrated the ability to work independently, catch up on work missed and meet set deadlines.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SIGNATURE</th>
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<tbody>
<tr>
<td>Year Advisor</td>
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<td>Deputy</td>
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<tr>
<td>Teacher</td>
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<td>Student</td>
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<td>Parent</td>
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Office use only

Application provided to student: ________

Application returned: ________
# SUBJECT SELECTION PLANNING SHEET (YEAR 11, 2021)

## AT A GLANCE

<table>
<thead>
<tr>
<th>Course</th>
<th>KLA</th>
<th>ATAR</th>
<th>Major Project/Performance</th>
<th>Depth Study/Individual Research Project</th>
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<th>Work placement</th>
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</table>

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, 2021)

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<th>NAME (please PRINT)</th>
<th>Intention after HSC (circle one)</th>
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<td>Career interests (refer to Career Quiz results if unsure)</td>
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**English (circle one)**

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<thead>
<tr>
<th>Advanced English</th>
<th>Standard English</th>
<th>English Studies</th>
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</thead>
</table>

**Note:** students currently enrolled in an Early Commencent course are expected to continue with this subject in Year 11. It should be placed in the highest priority possible.

<table>
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<th>SUBJECT (please PRINT)</th>
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<td>Reserve 2</td>
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<tr>
<td>Extension unit (optional)</td>
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<tr>
<td>Off-campus Course (optional)</td>
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**Notes:**
Respect, Responsibility & Participation

NEWCASTLE HIGH SCHOOL
160-200 Parkway Avenue, Hamilton South NSW 2303
Telephone: (02) 4969 3177
E-mail: newcastle-h.school@det.nsw.edu.au
Website: https://newcastle-h.schools.nsw.gov.au