

# **SUBJECT** INFORMATION

2019



## **Preliminary & HSC Courses**

**YEAR 11 2019**

**Nowra High School**

# Principal's Message

This booklet provides information and advice for students and parents/carers, about the Preliminary HSC course, leading to the award of the Higher School Certificate.

Following changes to school leaving age legislation students now need to remain at school, or another educational or training institution, until they reach the age of 17. The only exemption is if the young person is in full time permanent employment which is 25 hours per week.

The HSC offers an extensive range of subjects for students. Before selecting any subject, students should read the information carefully and think about the types of career opportunities they would like to pursue.

Students should also talk to their teachers, Year Adviser and the Careers Adviser, about the nature of subjects they are interested in. As well as the traditional HSC subjects, there is an increased emphasis being placed on Vocational Education and Training Courses (VET) which can count towards the Australian Tertiary Admission Rank (ATAR) and provide students with valuable employment related skills.

The level of study selected by students for Preliminary English and Mathematics, will be reviewed by Head Teachers based on **final** Year 10 assessment grades. Students undertaking the Preliminary HSC beginning in 2019 are provided with the widest selection of courses possible. Options available to allow this may involve students completing some of their courses at a neighbouring high school, at TAFE or with an external provider.

The replacement of the School Certificate with the Record of School Achievement (RoSA) means that students will receive an exit credential when leaving school at any point prior to completing the HSC. This places the responsibility on students to perform at their potential at all times during the Preliminary and HSC courses to ensure that they achieve results which reflect their abilities.

The school expects commitment from students to their own education and to the school generally, including wearing uniform, leadership by example, hard work and participation. From experience we know that these are the basic requirements for students to be successful and reach their potential in the HSC.

The staff of Nowra High School are committed to young people being successful in schooling. Students will be provided with a curriculum that meets their needs, resources to support their learning, professional teaching practice and a variety of activities that will help students mature into productive members of the community.

You will find a variety of courses to choose from in these pages. Students should be aiming to make subject choices with their interests, goals and abilities in mind. The school will then work hard to provide a course pattern that meets their needs.

*Mr Glen Kingsley ~ Principal*

## SENIOR SCHOOL 2019

In the senior school, you are expected to take an increasingly active role in your own learning. You must be prepared to spend considerable time each night on assignments and study in Year 11. Successful senior students think ahead, try hard, stick to their plans when they are successful, change them when they are not. They have clear goals and are **positive** about themselves, their school, their studies and their future.

### Course Selection

*What type of courses are offered?*

Students in the senior years at Nowra High School are offered both vocational and general education courses. Vocational education and training courses are offered at the school, and students also have access to TAFE courses through the TAFE Delivered Vocational Education and Training Course Program. Students can study vocational education courses, gaining employment related training, as well as studying general education courses for the award of the HSC. Students intending to continue their education at university can take a range of courses that lead to university entrance. Some courses can be combined which provide vocational education as well as entry to university.

Your selection of courses for the senior years is an important one, and should only be made after considering the following points:

#### 1. *Your ABILITY*

Be **realistic** about yourself. Build on your strengths. If you know you are good in a particular area, select subjects that will develop your strengths and enable you to go on achieving well.

#### 2. *Your INTERESTS*

You should choose courses you are interested in and/or those which may relate to your career choice.

#### 3. *Your CAREER GOALS*

You do not need to know exactly what you wish to do, but you should have a general idea of those careers which interest you most.

#### 4. *Further Education and Training and CREDIT TRANSFER TO TAFE*

If you take certain subjects in combination you can gain considerable credit transfer to TAFE courses and other training providers. At the same time you will be able to study at school and complete "on the job training" in the workplace during school time. If you do not intend going on to study at university you should seriously consider including subjects from the **VOCATIONAL EDUCATION PATHWAY** in your HSC.

#### 5. *Tertiary REQUIREMENTS*

If you are intending further study at university, you must look carefully at courses you may wish to study after the HSC to see what the requirements are. As the requirements for tertiary courses vary, you must be sure you have accurate information. Be sure to select Preliminary Courses that will lead to a pattern of courses in the HSC year that will qualify you for a Australian Tertiary Admission Rank (ATAR).

## ***Making the Best Decision***

**Make sure you are correctly informed. Check it out for yourself!**

Talk to the Careers Adviser (Mr P Hill) and your Year Adviser (Mr Morgan) and, most importantly, your teachers. Read this booklet carefully and talk to your parents about your course selections. For Preliminary **English and Mathematics**, Head Teachers will review **final** Year 10 grades to provide advice to students about the level of study best suited for them.

**Choose courses that will give you the maximum benefit when you leave school either to:**

- take up further education or
- enter a training course with TAFE or another provider of training or
- take up employment combined with training or
- take up full time employment

**Don't choose a course because:**

- your friends are doing it,
- you have heard it's a good way of getting marks,
- a particular teacher may or may not have the class,
- you have been told the course is a "bit of a bludge".

Pay attention to the three important areas stressed on the second 2 pages of this book.

**YOUR abilities, YOUR interests and YOUR plans for the future. Be REALISTIC about yourself. Recognise your skills and limitations. Choose your courses accordingly.**

### **The Higher School Certificate - What is it?**

***What are you aiming for?***

- a. A Record of Achievement detailing all Preliminary courses satisfactorily completed.
- b. A Record of Achievement, which indicates for each course satisfactorily completed, your scaled HSC examination mark and your moderated school assessment mark, for each course.
- c. A HSC and Vocational Training accredited by the Vocational Education and Training Accreditation Board, (VETAB) which also prepares you for employment and further training.
- d. Australian Tertiary Admission Rank (if the combination of courses you have chosen qualify you for the Award of an ATAR) based on your best ten units of Board Developed HSC courses.

***What do you have to do to qualify for a HSC?***

You must have:

- a satisfactory record of attendance
- a pattern of study in both Preliminary and HSC courses which meets Board of Studies requirements
- a satisfactory record of completion of course requirements
- met assessment requirements and have made a serious attempt at the HSC examinations.

## ***What is the difference between Preliminary and HSC courses?***

Preliminary courses are studied in Year 11. You must satisfactorily complete the course work and the assessment requirements in a Preliminary Course before being considered for entry into a HSC course. HSC courses follow on from the Preliminary courses (i.e. the work you do in a Preliminary course is "assumed knowledge" for the HSC course).

Preliminary courses start at the beginning of Year 11 and run for three terms. It is important for you to choose your courses carefully. It will not be possible for you to change courses after final enrolments are taken in Term 1 2019.

## ***When do HSC courses start?***

HSC courses will start at Nowra High School at the beginning of Term 4. This means that you will start your HSC courses in Term 4 next year (2019).

## ***Are there different types of Preliminary and HSC courses?***

### **A. BOARD DEVELOPED COURSES (BDCs)**

The Board of Studies develops these courses. They are accepted by universities for matriculation purposes and count towards the Australian Tertiary Admission Rank (ATAR). There are restrictions on the number of certain courses that may be taken if you want an ATAR. These restrictions are explained on the next page.

There are **three** types of Board Developed Courses:

#### **1. Board Developed Courses:**

These are formally examined at the HSC and assessed by the school. Both the HSC exam mark and school assessment mark are recorded on the HSC record of achievement.

#### **2. Board Developed Vocational Education Framework Courses:**

In 2018, NHS is offering VET courses in Construction, Retail Services, Construction Pathways, Hospitality and Metals and Engineering. These courses are developed from the National Training Framework and are recognised as training courses by all states and territories. Students can choose to include one of these courses towards the calculation of their ATAR. These courses allow students to complete a significant proportion of the training required for their career areas and are recognised by TAFE and employers.

#### **3. Board Developed TAFE Delivered VET Courses:**

These TAFE delivered VET Courses are taught at the Nowra Campus of the Illawarra Institute of Technology, generally on Thursday outside school hours. You receive credit for such courses on the Preliminary and HSC Records of Achievement, the HSC and the appropriate TAFE certificate. They are examined internally by TAFE and the mark is recorded on your Record of Achievement and the course appears on your HSC. Information about the subjects delivered by TAFE are detailed towards the back of this booklet.

## B. BOARD ENDORSED COURSES (BECs)

These courses are recorded on the Years 11-12 Records of Achievement, but are not examined at the HSC. However, they are assessed by the school in the same way, as BDCs and the school assessment mark will be recorded on the HSC itself. There are restrictions on the number of these courses which may be studied if HSC requirements are to be met. **They are not accepted by universities for matriculation purposes and thus do not count towards the ATAR.**

There are two types of Board Endorsed Courses:

### 1. Board Endorsed Courses

The content of these courses has been developed and endorsed by the Board of Studies. NHS for 2019 are offering: Exploring Early Childhood, Photography and Sports Coaching.

### 2. Content Endorsed TVET Courses

These are TAFE courses endorsed by the Board of Studies. TVET Courses offered by the Nowra College of the Illawarra Institute of Technology vary from year to year, but in recent years the following courses have been offered: Automotive Studies; Child Studies; Electro Technology; and Hairdressing. A more detailed list of courses is provided later in this booklet and a final list of courses to be offered will be determined on student interest. These courses gain credit transfer into TAFE courses.

## Units

*What is the difference between 1 unit and 2 unit courses and extension courses?*

### 2 Units

Most subjects are at this level and provide a background of skills, concepts and knowledge generally acceptable for matriculation to university. Although all 2 Unit BDCs are acceptable for ATAR purposes (see section on the ATAR), some do not meet the requirements to continue that subject or related subjects at university level. It is your responsibility to carefully check university requirements. See Mr Hill for advice.

### Extension Courses

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music and some Languages.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

### **What courses do I have to study to get a HSC?**

- at least 2 units of English
- **at least 6 units from Board Developed courses**
- a minimum of 12 Preliminary Units
- a minimum of 10 HSC units
- at least three 2 unit courses (including English)
- at least 4 subjects

**Note:** a maximum of 6 units only from courses in Science may be selected

**Note:** 12 units of study must be chosen from courses offered at Nowra High School for Year 11

### ***How long have I got to complete HSC requirements?***

You have up to five years starting from your first attempt at a HSC examination to complete all HSC requirements. If you take longer than two years to complete HSC requirements you are described as accumulating your HSC. The HSC is now more flexible and enables you to follow a number of different “pathways” to gain the HSC.

You may, for example, complete your HSC in:

- a. Two years, by following the “traditional” pattern of 12 units in Year 11 and (at least) 10 units in Year 12;
- b. Three years, by repeating one or more courses and re-sitting for the HSC exam in those courses in the third year;
- c. Three years, by doing a “traditional” Year 11 and Year 12 with a year of work in the second year;
- d. Three years, by accumulating Preliminary courses over the first and second years and HSC courses over the second and third years.

These are only examples. There are a large number of possible pathways a student can now take to gain the HSC. If you are interested in accumulating your HSC see Mr Hill for advice.

### ***Are there any problems with “accumulation” of the HSC?***

Students accumulating their HSC must be aware that during the period of accumulation, some courses may be discontinued, and some may not run in a particular year due to a lack of numbers.

### ***What does “satisfactorily completed” mean?***

Satisfactory completion of a course involves not only the completion of assessment tasks but satisfactory participation and progress in all aspects of that course.

To satisfactorily study a course you must:

- a. Complete the requirements of the course as specified by the syllabus. This includes mandatory oral, practical and project work.
- b. Make a serious attempt at assessment tasks, which contribute more than 50% of available school assessment marks.
- c. Make a genuine attempt at all exams set as part of the assessment program.

### ***What happens if I don't satisfactorily complete a course?***

If the Principal considers that you have not satisfactorily studied and completed a Preliminary course, you will not be granted entry into the HSC course. If you do not satisfactorily complete a HSC course, you will not be awarded a school assessment mark. If you do sit for the HSC exam in that course, you will not receive a HSC exam mark.

### ***What is a "satisfactory record of attendance"?***

You must:

- a. Attend school regularly enough to achieve the outcomes determined for the courses you are studying. As a general rule you need to attend at least 85% of the available school days.
- b. Have a pattern of attendance, which shows that you are making a genuine effort.

### ***How does school assessment work?***

Your school assessment mark will be based on your performance in what are called "assessment tasks". Schools are required to set tasks which will be used to measure your performance in all the components of a course specified by the Board of Studies, not just those which can be measured in an examination. This means that you will be assessed on fieldwork, research skills, lab work, extended essays, oral work etc.

### ***What is the Australian Tertiary Admission Rank (ATAR)?***

The Australian Tertiary Admission Rank is a ranking calculated by the University of Sydney on behalf of all tertiary institutions in NSW and the ACT. It is reported on a separate document and does not appear on either the HSC itself or the Record of Achievement. The ATAR is used to select students for the limited number of places available in university courses (using ATAR "cut-offs").

The ATAR is based on a student's best ten (10) units in BDCs and gives his/her position relative to all other HSC candidates in the state. For each course, your scaled exam mark and moderated school assessment mark are combined and scaled. This scaled aggregate, the total mark for your best ten units in those Board Developed courses accepted for admission purposes by the universities, then determines the ATAR, your position in relation to all other HSC candidates.

### ***Do I need a ATAR?***

You will need an ATAR if you intend applying for university entrance. Remember only about 30% of HSC students across the state go to university straight from school. If you do not need an ATAR for the career you wish to follow, consider carefully the courses you elect to study. There may be more appropriate courses for you that do not contribute to the ATAR, but which do provide you with credit transfer to TAFE and significant employment related training.

### ***How do I qualify for an ATAR? Which courses do I have to select?***

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of Board Developed courses. Of these, at least eight units must be Category A courses. Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects.



Your ATAR will be based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- your best two units of English; and
- the best 8 units from the remaining units.
- no more than 2 units of (Category B courses can be included)
- 4 different subjects

*(\*Board Developed VET courses and Accounting are Category B subjects)*

### **Cost of Course Materials**

Many subjects offered in the senior school require the use of materials not funded within the budget of the school. In order to make these materials available to students, it has been decided to offer parents/caregivers the options of:

1. Making a contribution in advance toward the cost of the materials students will use whilst studying the course (Head Teachers have determined the materials needed to complete the course which can be purchased in bulk to obtain the best value for money). This contribution can be made on a per term basis.

or

2. Parents/caregivers can supply the materials students will use during the course (Head Teachers will provide a list of materials at the beginning of the course and students will be expected to supply the materials as required).

At the time of selecting a subject(s) parents/caregivers will be asked to nominate the option they prefer. The cost of materials for each course is included with the course descriptions later in this booklet.

### **Some Final Advice**

#### **What to remember when you are making your Preliminary Course selections**

- Consider your ability, interests and career hopes
- Check course combinations – there are some which are not permitted
- HSC course pattern requirements must be satisfied in both Preliminary and HSC years
- ATAR requirements must be satisfied if you intend going to university
- Some university courses have prerequisites (find out what they are)
- Some 1 Unit CEC courses are only offered as Preliminary courses, so don't back yourself into a corner by wrongly assuming that a course will continue.

#### ***What do I do if I have problems in Year 11?***

Talk to someone about it! Your Careers Advisor, your Year Advisor, the School Counsellors, the Principal, the Deputy Principals and your teachers are all willing to listen and to offer advice.

# BOARD DEVELOPED COURSES

2019 Board Developed Courses

Subjects	Coordinator	KLA
❖ Aboriginal Studies	J. Wellington	HSIE
❖ Agriculture	P. Ryan	Science
❖ Business Studies	F. Papathanasiou	HSIE
❖ Community & Family Studies	J. Harrison	TAS Home Economics
❖ Dance	L. Poulton	CAPA
❖ Design and Technology	J. Harrison, R. Wong	TAS Home Economics
❖ Drama	L. Poulton	CAPA
❖ Economics	B. Tagliabue	HSIE
❖ Engineering Studies	R. Wong	TAS Industrial Arts
❖ English (all courses)	G. Walder	English
❖ Food Technology	C. Woods	TAS Home Economics
❖ Geography	J. Austin	HSIE Social Science
❖ History		
- Ancient	A. Robinson	HSIE History
- Modern	Z. Morgan	HSIE History
❖ Industrial Technology		
- Multimedia	C. Dunbar	TAS Industrial Arts
- Timber Products	R. Wong	
❖ Information Processes and Technology	H. Williams	TAS Industrial Arts
❖ Languages - French Beginners	S. Leslie	Languages
❖ Legal Studies	J. Novak	HSIE Social Science
❖ Mathematics (all courses)	R. Dixon	Mathematics
❖ Music 1	I. Sadler and J. Hamilton	CAPA Performing Arts
❖ PDHPE	S. Blakeney	PD/H/PE
❖ Science		
- Biology	J. Evans	Science
- Chemistry	J. Evans	Science
- Earth & Environmental	J. Evans	Science
- Physics	J. Evans	Science
- Extension Science	J. Evans	Science
- Investigating Science	J. Evans	Science
❖ Society and Culture	T. O'Neill	HSIE Social Science
❖ Special Education/Life Skills	F. Biayazeid	Special Education
❖ Textiles and Design	J. Harrison, C. Woods	TAS Home Economics
❖ Visual Arts	L. Yeomans	CAPA Visual Arts
<b>Board Endorsed Courses</b>		
❖ Exploring Early Childhood	J. Harrison	TAS Home Economics
❖ Photography, Video and Digital Imaging	K. Regan	CAPA
<b>Industry Curriculum Frameworks</b>		
❖ Automotive	TAFE	
❖ Construction Pathways	C. Dunbar	TAS Industrial Arts
❖ Engineering	H. O'Donnell	TAS Industrial Arts
❖ Hospitality	H. Williams	TAS Home Economics
❖ Electrotechnology	TAFE	
❖ Human Services	TAFE	
❖ Information Technology	TAFE	
❖ Retail Services	F. Papathanasiou	HSIE
❖ Sports Coaching	P. Killen	PD/H/PE
❖ Tourism and Events	TAFE	

# ABORIGINAL STUDIES

## 2 UNIT

### Exclusions: Nil

The **Preliminary course** focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves the study of Australian and International Indigenous Community Case Studies.

The **HSC course** provides for an depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Preliminary Course

#### Part I: Aboriginality and the Land (20%)

- Aboriginal peoples' relationship to Country
- Dispossession and dislocation of Aboriginal people's from Country
- Impact of British colonisation on Country

#### Part II: Heritage and Identity (30%)

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping

#### Part III: International Indigenous Community: Comparative Study (25%)

- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity

#### Part IV: Research and Inquiry Methods: Local Community Case Study (25%)

- Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

### HSC Course

#### Part I – Social Justice and Human Rights Issues (50%)

- A Global Perspective (20%)
- Global understanding of human rights and social justice

#### Comparative Study (30%)

- 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

#### Part II – Case Study of an Aboriginal community for each topic (20%)

- A. Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses

OR

- B. Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses

#### Part III – Research and Inquiry Methods – Major Project (30%)

- Choice of project topic based on student interest

### Particular Course Requirements

In both courses, students must undertake mandatory case studies. The HSC Major Project requires a project log which documents all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

This course has no fee

**Contact Person: Mrs J. Wellington**

## AGRICULTURE 2 UNIT

You may choose this course without having studied Agriculture before. It may also be taken with any allowed combination of Science courses.

Agriculture is a course that will give you useful skills and knowledge. It allows you to learn about growing, caring for and managing plants and animals. It gives you practical experiences and understanding of important environmental issues. It may lead to job opportunities in areas such as plant nurseries, landscaping, veterinary nursing, livestock management and farm work. There are also many courses that may be studied after the HSC such as degree course in Veterinary Science, Agriculture, Land and Resource Management, Horticulture, Livestock Management and Agricultural Economics.

The Preliminary course allows you to learn about different types of agriculture throughout Australia. A farm case study involves visiting local farm(s) where you will see theory being put into practice. Learning about plant and animal production is supported by practical work in the classroom and in the field. The school farm is used to learn useful skills in handling and caring for animals, operating machinery and growing and harvesting plants.

The HSC course builds on what is learned in the Preliminary course. Elective topics or the research project may be chosen to suit students' needs.

### **Preliminary Course Topics**

- Overview of Australian Agriculture
- The Farm Case Study
- Plant Production
- Animal Production

### **HSC Course**

#### ***Core Topics***

- Plant/Animal Production
- Farm Product Study
- Optional components

#### ***One elective or one Research project***

- Agribusiness
- Horticulture
- Innovation and diversification
- Animal management
- Plant management
- Sustainable land and resource management

Agriculture links well with other HSC courses such as Chemistry, Biology, Investigating Science, Geography and Primary Industries (TAFE).

This Course has a mandatory fee

**Contact Person: Mr. P. Ryan**

## **BUSINESS STUDIES 2 UNIT**

**Exclusions:** Nil

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

### **Preliminary Course**

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

### **HSC Course**

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

### **Advanced Standing for TAFE Courses**

Students who attain the required standard in the HSC are eligible for advanced standing in the following TAFE Certificates and Diplomas; Accounting, Banking and Finance, Business Studies Diploma, Business Catering Operations, Health Food Industry, Insurance - general, Insurance Operations, Management, Management - Public Sector, Rural Office Practice, Small Business Enterprise, Supervision - First Line Management.

This course has no fee

**Contact Person:** Mrs F. Papathanasiou

## COMMUNITY AND FAMILY STUDIES

### 2 UNIT

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of individuals, families and communities, in relation to the changing nature of Australian society. It is an interdisciplinary course drawing on selected components of family studies, sociology, developmental psychology, law and social policy. The course has a strong focus on wellbeing, resource management and the development of interpersonal skills needed when communicating or working with people.

#### Preliminary Course

##### **Resource Management**

- Basic concepts of the resource management process.

##### **Individuals and Groups**

- Understanding group dynamics, leadership, power and conflict management.

##### **Families and Communities**

- Family structures and functions and the interaction between family and community.

#### HSC Course

##### **Research Methodology**

- Research methodology culminating in the production of an Independent Research Project.

##### **Groups in Context**

- The characteristics and needs of specific community groups such as the homeless, people with disabilities, youth, GLBTI. Creating positive social environments and the role of advocacy.

##### **Parenting and Caring**

- Issues facing individuals and groups who adopt roles in parenting and caring in contemporary society from surrogates to young carers.

In the **HSC Course** students will also select **ONE** of the following Option Modules:

##### **Family and Societal Interactions**

- How government and community structures support and protect family members.

##### **Social Impact of Technology**

- The impact of evolving technologies on individuals, families, communities and relationships and wellbeing.

##### **Individuals and Work**

- Contemporary issues confronting individuals as they manage their roles within both their family and changing work environments.

##### **Particular Course Requirements:**

As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

This course has no fee

**Contact Person: Mr C. Dunbar**

## DANCE 2 UNIT

**Board Developed Course:** There are no prerequisites. Dance is an ATAR course.

### Preliminary Course

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and forms all three components of the course.

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).

### HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

### Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

The published *Course Descriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

This Course has a mandatory fee

**Contact Person:** Ms L. Yeomans



## DESIGN AND TECHNOLOGY

### 2 UNIT

Design and Technology is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

#### Preliminary Course

Students will learn about and participate in designing and producing. This will include the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. Much of the course work is learnt over the three terms through the completion of two minor design projects.

#### HSC Course

During the HSC Course students will study innovation in design and the emerging technologies within the world today. This core topic will include a case study of innovation.

The study of designing and producing includes a Major Design Project. This project is worth 60% of the final HSC mark and includes the manufacture of a product and development of a design folio. The concept for the project is developed by the student. The product can be made using any material group the student may be interested in working with, including food, graphics, metal, plastics, textiles, wood or a combination of these.

Some examples of projects undertaken by students from Nowra High School in the past include; cabinets, beds, bookcases, lounge suites, outdoor furniture including day beds, sun lounges and hammocks, musical instruments, formal garments, clothing for a young person who uses a wheel chair, children's clothing and toys, sportswear, sports equipment and accessories, jewellery, camping equipment, computer aided design, recipe books, theatrical design, car and trailer design and refurbishment, house and landscape design, interior design and soft furnishings such as quilts.

The project folio includes the student's project proposal, project management, project development and realisation, and the final project evaluation.

#### Particular Course Requirements:

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing undertaken in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project.

#### Work, Health and Safety:

It is a requirement of the Department of Education that **students undertaking practical subject must wear fully enclosed leather shoes**. Further to this, for reasons of safety, students must wear long hair tied back and **remove all items of jewellery during practical lessons**.

This Course has a mandatory fee

Contact Person/s: Mr C. Dunbar

## DRAMA 2 UNIT

**Board Developed Course:** Drama is an ATAR course.

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

### **Preliminary Course**

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

### **HSC Course**

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

### **Preliminary Course**

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

### **HSC Course**

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

### **Particular Course Requirements**

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published Course Descriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

This Course has a mandatory fee

**Contact Person:** Ms L. Yeomans, Mrs L. Poulton and Mrs H. Bates

# ECONOMICS

## 2 UNIT

### Exclusions: Nil

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### Preliminary Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy.

### HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

### Advance Standing for TAFE Courses

Students who attain the required standard in the HSC are eligible for advanced standing in the following TAFE certificates and Diplomas; Accounting, Banking Finance, Credit Management, Human Resources Management, Industrial Relations, Insurance Management, Personnel Management, Purchasing and Supply, Safety and Occupational Health Management, Training and Development, Travel and Tourism.

### Careers

Investment analyst, market researcher, management consultant, economist, accountant, administrative officer, stockbroker, diplomat, auditor, teacher, newspaper editor, finance reporter, political scientist, lawyer, statistician, bank officer, industrial relations officer etc.

This course has no fee

**Contact Person: Mr B. Tagliabue**

## **ENGINEERING STUDIES**

### **2 UNIT**

Both Preliminary and HSC Course offer students' knowledge, understanding and skills in aspects of engineering which include communication, electrical, mechanics, hydraulics, pneumatics, material science, historical, societal and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering. Engineering is aimed at students who have a strong background in mathematics and are interested in a profession in the many aspects of engineering or architecture.

#### **Preliminary Course**

Students undertake the study and development of these modules:

- Engineering Fundamentals
- Engineered Products
- Braking Systems
- Bio Medical Engineering

#### **HSC Course**

Students undertake the study and development of these modules:

- Civil Structures
- Person and Public Transport
- Aeronautical Engineering
- Telecommunication Engineering

#### **Course Requirements**

Students develop an engineering report for each module studied. At least one report in each of the Preliminary and HSC courses must be the result of collaborative work.

This course has a mandatory fee

**Contact Person: Mr. C. Dunbar**

## ENGLISH STUDIES 2 UNIT

The aim of English in Stage 6 is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society. Students must take at least TWO units of English.

**English is the only compulsory subject for the Higher School Certificate.**

**Preliminary and HSC Courses include:**

### **English Studies**

This course is designed to meet the specific needs of students who wish to refine their skills in knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard Course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced Courses.
- Students choosing not to sit for the English Studies HSC Examination will still be eligible for the HSC.
- ATAR Classification of English Studies - NESA has developed two new Stage 6 Board Developed courses, English Studies and Mathematics Standard 1, to be implemented with Year 11 from 2018. Those students who take English Studies in the 2019 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

### **Course Description**

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

This course has no fee

**Contact Person: Ms G. Walder**

## ENGLISH STANDARD 2 UNIT

The aim of English in Stage 6 is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society. Students must take at least TWO units of English.

**English is the only compulsory subject for the Higher School Certificate**

### **Standard English**

This course is designed to increase students' expertise in English, in order to add to their personal, social and vocational lives. As in any Senior English course, the emphasis is on responding to a variety of texts and composing texts in a range of situations. Though this course is not considered to be as demanding as the Advanced English course, it still requires rigour and studious application. Students do not necessarily study Shakespeare, but do have to be committed to evaluating texts, applying the technical deconstruction of texts and synthesising ideas in essay form, in order to successfully complete the course. Students are also required to research and gather other texts that relate to the concepts being studied and integrate analysis of this related material into essay responses. In the HSC year students have to study three different text types: prose fiction; drama; poetry; nonfiction; film; media or multimedia.

This course has no fee

## ENGLISH ADVANCED 2 UNIT

### **Advanced English**

This course is designed for above average English students who wish to be challenged. The emphasis is on composing a variety of texts and responding to texts by analysing the way they reflect different attitudes and values. Students of Advanced English also develop and apply critical and creative skills, in order to develop their academic achievement. Students are also required to research and gather texts of their own choosing and integrate these into written responses that relate to the concepts being studied. In the HSC year, students must study four different text types which may include: Shakespeare; prose fiction; drama or film; poetry; nonfiction; media or multimedia.

This course has no fee

**Contact Person: Ms G. Walder**

## **ENGLISH EXTENSION 1**

### **1 UNIT**

#### **Extension 1 English**

To undertake this course, students must also study the Advanced English course. This Extension course is designed for those who wish to study at a more intensive level and examine why texts are valued and why they might be considered culturally significant. Typically the course is studied "off line," at a time agreed upon by the participants and the teacher. If you have a strong interest in English, like to be challenged and are self-motivated, this course may interest you.

This course has no fee

## **ENGLISH EXTENSION 2**

### **1 UNIT**

#### **Extension 2 English**

This course is taken in Year 12. To undertake this course, students must enrol in both the Advanced and Extension 1 course. In this course, students develop an English Major Work and write a statement of reflection on the process.

This course has no fee

**Contact Person: Ms G. Walder**

# FOOD TECHNOLOGY

## 2 UNIT

Food Technology refers to the knowledge and activities that relate to meeting food needs and wants. Students will have the opportunity to develop a broad knowledge of food technology and food related issues. Topics that will be explored include:

- the factors that influence food availability and selection
- safe food handling with emphasis on ensuring food is manufactured, prepared and stored safely
- the sensory characteristics and functional properties of food to produce a quality product
- the role of nutrition in contributing to the health of Australians
- the structure of the Australian food industry including a case study of one organisation
- food production and processing practices and their impact upon food, the individual and society
- food product development
- contemporary nutrition issues

This knowledge enables students to make informed responses to changes in the production to consumption of food and exert an influence on future developments in the food industry as educated citizens and in their future careers.

Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

### Preliminary Course

- Food Availability and Selection
- Food Quality
- Nutrition

### HSC Course

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

### Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary Course. Completion of the 2 unit Preliminary course is a prerequisite for the 2 unit HSC course.

### Work, Health and Safety.

It is a requirement of the Department of Education that **students undertaking practical subjects must wear fully enclosed leather shoes**. Further to this, for reasons of food safety, students **must wear long hair tied back and remove all items of jewellery during practical lessons**.

This course has a mandatory fee

**Contact Person: Mr. C. Dunbar**



# GEOGRAPHY

## 2 UNIT

**Exclusions:** Nil

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

### Preliminary Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

### HSC Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

### Particular Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Careers linked to a study of Geography:

Meteorologist

Teacher

Park Ranger

Tour Guide

Foreign Affairs

Oceanographer

Landscape Architect

Town Planning

Flight Data Officer

Geophysics Technician

Cartographer

Mining Engineer

Ecologist

This course has no fee

**Contact Person:** Mrs J. Austin

## ANCIENT HISTORY

### 2 UNIT

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern worlds. The investigations of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation sources from the past, and to communicate their findings and interpretations. In Ancient History, students engage with a range of sources, both physical and written. They are introduced to the complexities of reconstructing aspects of the past, often using fragmentary evidence from a range of literacy, documentary and to compare these with those offered in published works.

Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence, synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Studies develop increasingly sophisticated historiographical skills and historical understanding from the close study of features of ancient societies and their distinctive legacies, to the analysis and interpretation of broader themes and issues from the ancient world.

The knowledge, understanding and skills that students acquire through studying Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

#### Preliminary Course

##### Part 1. Investigating Ancient History

- The Nature of Ancient History
- Case Studies: At least two of the following will be studied: Tutankhamen's Tomb; Ancient Human Remains; Homer and the Trojan War; Ancient Australia; Palmyra and the Silk Road; Boudicca – Resistance to Roman Rule; Entombed Warriors from Xian.

##### Part 2. Features of Ancient Societies

Students study at least TWO ancient societies through an investigation of:

- A different key feature for each society, OR
- One key feature across the societies selected

The ancient societies and key features and are to be drawn from the following:

Ancient Societies	Key Features
<ul style="list-style-type: none"><li>• Egypt</li><li>• Phoenicia</li><li>• Assyria</li><li>• Persia</li><li>• Israel</li><li>• Mycenae</li><li>• Greece</li></ul>	<ul style="list-style-type: none"><li>• Women</li><li>• Slavery</li><li>• Art and Architecture</li><li>• Weapons and Warfare</li><li>• Death and Funerary Customs</li><li>• Power and Image</li><li>• Trade and Cultural Contact</li></ul>

<ul style="list-style-type: none"> <li>• Carthage</li> <li>• Rome</li> <li>• Celtic Europe</li> <li>• India</li> <li>• China</li> </ul>	
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### **Part 3. Historical Investigation**

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project. It may be conducted individually or collaboratively.

### **HSC Course**

#### **Part 1: Core Study:**

- The Cities of Vesuvius - Pompeii and Herculaneum

#### **Part 2: ONE 'Ancient Societies' topic**

- Spartan Society to the Battle of Leuctra 371 BC

#### **3. ONE 'Personalities in Their Times' topic**

- Rome – Agrippina the Younger

#### **4. ONE "Historical Periods' topic**

- The Augustan Age 44 BC - AD 14

This course has no fee

**Contact Persons: Mrs A. Robinson and Mrs L. Clerke**

# MODERN HISTORY

## 2 UNIT

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. Students are introduced to the complexities associated with the changing nature of sources, their expanding quantity, range and form, and the distinctive characteristics of modern historical representation. Students are encouraged to interpret sources for evidence, establish which evidence is relevant to an inquiry, and use evidence to construct and analyse historical accounts.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

### Preliminary HSC Modern History:

1. Investigating Modern History
  - The Nature of Modern History – Option 5. *Representation and commemoration of the past*
  - Case Studies - List A – A4: *Decline and fall of the Romanov Dynasty*
  - List B – B7: *The origins of the Arab-Israeli conflict*
2. Historical Investigation
  - *The process of historical inquiry and presentation* (teacher developed topic)
3. The Shaping of the Modern World
  - Option 5: *World War One*

### HSC Modern History:

1. Core Study: Power and Authority in the Modern World 1919–1946
2. National Study
  - Option F: *Russia and the Soviet Union, 1917-1941*
3. Peace and Conflict
  - Option F: *The Arab-Israeli Conflict, 1948-1996*
4. Change in the Modern World
  - Option F: *Apartheid in South Africa 1960-1994*

This course has no fee

Contact Person: Mr Z. Morgan

# INDUSTRIAL TECHNOLOGY

## 2 UNIT – Category A

### MULTIMEDIA / TIMBER PRODUCTS

Industrial Technology Stage 6 consists of project work and an Industry Study. The aim is to develop a broad range of skills and knowledge related to the industry focus area chosen, and an overview of industrial processes and practices.

Industrial Technology is essentially a practical course, which involves study of related theory. As part of each project a folio is produced to show the development of the design and a record of the work as it progresses.

Industrial Technology can be studied under a number of focus areas. Nowra High School will be offering two separate courses – Timber Products and Multi-Media. (As the subject is Industrial Technology ONLY ONE course can be chosen).

**TIMBER PRODUCTS** – In Year 12 students will construct a Major Project in their selected material, after constructing a number of class projects in Year 11 to build skills and develop an understanding of the timber industry through related theory.

**MULTIMEDIA** – In Year 12 students will develop a Major Project using multi-media skills. Animation Techniques, Film Editing, Web Design and Presentation Techniques after completing a number of projects in Year 11.

**Practical projects** will reflect the nature of the chosen focus area and will provide opportunities for students to develop specific knowledge, understanding and skills related to the chosen technology.

**The study of Industry** will focus upon:

- structural, technical, environmental and sociological aspects of industry as well as Personnel and Occupational Health and Safety
- Design and Management – designing, planning, computer applications and project management
- Workplace Communication – literacy, calculations, graphics, Industry Content and Production.

HSC marking will include both a written paper 40% and externally marked Major Project 40% with portfolio 20%.

NOTE: Students may study only one Industrial Technology course for the HSC.

Industrial Technology is now classified as an "A" category subject and is counted as such towards an ATAR.

### Course Requirements

In the Preliminary Course students must design, develop and construct a number of projects of which one must be a group project. Each project must include a management folio.

In the HSC Course students must design, develop and construct a Major Project with a management folio.

This course has a mandatory fee

**Contact Persons: Mr C. Dunbar**

## INFORMATION PROCESSES AND TECHNOLOGY

### 2 UNIT

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. The course covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying as well as the technologies that support them. It is a practical course using existing software packages. This course will benefit students entering the workforce as well as those going on to tertiary studies.

Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied.

Through project work, students will get the opportunity to develop a solution to a REAL problem by developing an Information System using existing software applications. With this background, students will be well placed to adapt to new technologies as they emerge and will have developed desirable skills for the workplace.

#### Preliminary Course

- Principles of Information Processes
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

#### HSC Course

- Information systems that organise and analyse
- Communication based information systems
- Option strands, the study of two information systems
- Project work

There are no prerequisites.

This course has no fee

**Contact Person: Mr C. Dunbar**

## LANGUAGES OTHER THAN ENGLISH - LOTE

Language offered for study is **French Beginners**.

**There are no prerequisites.** French is an ATAR course.

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21<sup>st</sup> century. Communicating in another language expands students' horizons as both national and global citizens.

Language study is both interesting and rewarding. Beginner courses are fast moving with an emphasis on communication. The study methods required provide a welcome contrast to the research or essay-based approach of some other subjects. As well as enjoying the personal satisfaction that can be derived from communicating in another language, students will develop a valuable understanding of how their own language works.

Knowledge of a European language provides students with opportunities for continued learning and for future employment and experience both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism. Overseas travel is a much more meaningful experience if you are able to communicate in the language of the country you are visiting.

### **Preliminary and HSC courses**

The aim of the Stage 6 Beginner course is to enable students to develop:

- skills in effective communication in a second language – namely: speaking, listening writing and reading
- knowledge of the nature of a language
- understanding of the interdependence of language and culture

Content is studied through the prescribed topics from two independent perspectives

- **the personal world.** Students express and share ideas about experiences and activities relating to daily life and transactions in their own world.
- **the French speaking communities.** Students learn to inquire and express ideas in order to undertake activities and transactions appropriately in one or more communities where French is spoken.

### **TOPICS**

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

### **HSC Assessment and Examination Weightings:**

- Speaking 20%
- Listening 30%
- Reading 30%
- Writing 20%

This course has a mandatory fee.

**Contact Person: Mrs S. Leslie**

## **FRENCH BEGINNERS 2 UNIT**

The French Beginners Stage 6 course is a two year course, designed for students who wish to begin their study of French at senior secondary level.

French is one of the major languages of the world. Spoken in Europe, Africa, North America, Asia, the Middle East and the West Indies, it is a passport to understanding other world cultures. Closer to Australia, it is also spoken in islands of the Indian Ocean and the Pacific Ocean, namely New Caledonia, Tahiti and Vanuatu.

Learning another language, in particular French, provides valuable skills, another way of seeing the world, and access to a richer, more rewarding life in our multicultural world. French is traditionally the language of diplomacy. It is an official language of a large number of international organizations, including the European Union and the United Nations.

French and English share a common link with Latin. The similarities between French and English help make French an achievable language to learn.

**Contact Person: Mrs S. Leslie**



## LEGAL STUDIES 2 UNIT

### Exclusions: Nil

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

### Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

### HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

- |                                     |               |
|-------------------------------------|---------------|
| • Consumers                         | • Shelter     |
| • Global environment and protection | • Workplace   |
| • Family                            | • World order |
| • Indigenous peoples                |               |

Each topic's themes and challenges should be integrated into the study of the topic.


No special requirements.

This course has no fee

**Contact Person: Mrs J. Novak**

## MATHEMATICS in STAGE 6

There are six Mathematics courses of study for the Higher School Certificate: Mathematics Standard 1, Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 and Mathematics Life Skills.

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses. Schools have flexibility in providing alternate approaches to Mathematics Standard in year 11 address material essential for Mathematics Standard 1 in Year 12. This material is denoted by the symbol 

Mathematics Advanced consists of the courses Mathematics Advanced Year 11 and Mathematics Advanced Year 12. Students studying one or both Extension courses must study both Mathematics Advanced Year 11 and Mathematics Extension Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12. An alternative approach is for students to study both Mathematics Advanced Year 11 and mathematics Advanced Year 12 before undertaking the study of Mathematics Extension 1 Year 11 and Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.

### MATHEMATICS STANDARD 1 and 2 2 UNIT

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

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.

This course has no fee

**Contact Person: Mr R. Dixon**

## YEAR 11 COURSE STRUCTURE AND REQUIREMENTS

The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Year 11 course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency And Probability

## YEAR 12 COURSE STRUCTURE AND REQUIREMENTS

Year 12 course (120 hours)	Mathematics Standard 1	
	Topics	Subtopics
	Algebra	MS-A3 Types of Relationships
	Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
	Financial Mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
	Statistical Analysis	MS-F3 Further Statistical Analysis
	Networks	MS-N1 Networks and Paths

Year 12 course (120 hours)	Mathematics Standard 2	
	Topics	Subtopics
	Algebra	MS-A4 Types of Relationships
	Measurement	MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
	Financial Mathematics	MS-F4 Investments and Loans MS-F5 Annuities
	Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
	Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

## MATHEMATICS ADVANCED

### 2 UNIT

**Prerequisites:** This course is constructed on the assumption that students have achieved the outcomes of the Stage 5.3 pathway in Mathematics course for the School Certificate.

The course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics, an understanding of, and competence in some further aspects of mathematics that are applicable to the real world. It has educational merit and is also useful for concurrent studies in science and economics.

The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Mathematics Extension 1 course.

#### Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Tangent to a curve and derivative of a function
- Plane Geometry

#### HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications.

This course has no fee

**Contact Person: Mr R. Dixon**

# MATHEMATICS - EXTENSION 1

## 1 UNIT

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Pathway in Mathematics for the School Certificate. Only those students who have obtained an A or B grade in the Mathematics Course in the School Certificate should consider selecting this difficult course.

The content of this course, which includes the whole of the Mathematics course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of, and competence in, aspects of mathematics, including many that are applicable to the real world. It has a high educational merit and is useful for concurrent studies of science, industrial arts and commerce. 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. Although the Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course in Year 12.

### Preliminary Course

- Other inequalities
- Further geometry including circle geometry
- Further trigonometry
- Internal and external division of lines into given ratios, angles between 2 lines
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary Mathematics course

### HSC Course

- Methods of integration
- Primitive of  $\sin^2 x$  and  $\cos^2 x$
- Equation  $dN/dt = k(N-P)$
- Velocity and acceleration as a function of  $x$
- Projectile motion and Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC 2 unit topics

This course has no fee

**Contact Person: Mr R. Dixon**

# MUSIC 1

## 2 UNIT

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Main Topics Covered

Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

### Particular Course Requirements

#### HSC course

In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

**Costs:** A payment is required in both the Preliminary and HSC Courses.

This course has a mandatory fee.

**Contact Persons:** Ms L. Yeomans

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2 UNIT

Exclusions: Nil

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

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.

### **Preliminary Course**

#### **Core Topics (60%)**

- Better Health for Individuals
- The Body in Motion

#### **Optional Component (40%)**

Students study two of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### **HSC Course**

#### **Core Topics (60%)**

- Health Priorities in Australia
- Factors Affecting Performance

#### **Optional Component (40%)**

Students study two of the following options:

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

### **Particular Course Requirements**

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

This course has no fee

**Contact person: Mr S. Blakeney**

## BIOLOGY

### 2 UNIT

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

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

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

#### Preliminary Course

Year 11 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Cells as the Basis of Life	60	*15 hours in Modules 1–4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		



## HSC Course

Year 12 course  (120 hours)	Working Scientifically Skills	Module	Indicative hours	Depth studies
		Module 5 Heredity	60	*15 hours in Modules 5–8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Stage 6 course and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

This course has no fee

Contact Person: Mr J. Evans

## CHEMISTRY 2 UNIT

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

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

### Preliminary Course

Year 11 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Properties and Structure of Matter	60	*15 hours in Modules 1–4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reactions		

## HSC Course

Year 12 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Equilibrium and Acid Reactions	60	*15 hours in Modules 5–8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Stage 6 course and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

This course has no fee

Contact Persons: Mr J. Evans

# EARTH AND ENVIRONMENTAL SCIENCE

## 2 UNIT

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

### Preliminary Course

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Earth's Resources	60	*15 hours in Modules 1–4
		Module 2 Plate Tectonics		
		Module 3 Energy Transformations	60	
		Module 4 Human Impacts		

## HSC Course

Year 12 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Earth's Processes	60	*15 hours in Modules 5–8
		Module 6 Hazards		
		Module 7 Climate Science	60	
		Module 8 Resource Management		

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Stage 6 course and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

This course has no fee

Contact Persons: Mr J. Evans

## EXTENSION SCIENCE 2 UNIT

This course can be undertaken in Year 12 only.

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, product a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data in relation to relevant publicly available data sets.

Students interrogate and refine their ideas of and about Science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level and to engage in new and emerging industries.

Year 12 course 1 Unit (60 hours)	Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the discipline of Science		
	<b>Modules</b>	<b>Indicative hours</b>	<b>Scientific Research Project</b>
	<b>Module 1</b> The Foundations of Scientific Thinking	10	Establish an area for scientific research
	<b>Module 2</b> The Scientific Research Proposal	10	Formulate the hypothesis for research
	<b>Module 3</b> The Data, Evidence and Decisions	20	Find or generate the data. Apply methodologies to analyse the data
	<b>Module 4</b> The Scientific Research Report	20	Develop the Scientific Research Report and respond to the hypothesis
	<b>Mandatory Scientific Report and Portfolio</b>		

This course has no fee

**Contact Persons: Mr J. Evans**

## PHYSICS 2 UNIT

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

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

Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

### Preliminary Course

Year 11 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Kinematics	60	*15 hours in Modules 1–4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

### HSC Course

Year 12 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Advanced Mechanics	60	*15 hours in Modules 5–8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Stage 6 course and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

This course has no fee

Contact Persons: Mr J. Evans

## INVESTIGATING SCIENCE

### 2 UNIT

The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. 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.

#### Preliminary Course

Preliminary Course		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	<b>Module 1</b> Cause and Effect – Observing	60	*30 hours in Modules 1–4
		<b>Module 2</b> Cause and Effect – Inferences and Generalisations		
		<b>Module 3</b> Scientific Models	60	
		<b>Module 4</b> Theories and Laws		

#### HSC Course

GCSE Course				
Year 12 course  (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Scientific Investigations	60	*30 hours in Modules 5–8
		Module 6 Technologies		
		Module 7 Fact or Fallacy?	60	
		Module 8 Science and Society		

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Stage 6 course and must occupy a minimum of 35 hours of course time per year, including time allocated to practical investigations in depth studies.

This course has no fee

Contact Persons: Mr R. Loxley



# SOCIETY AND CULTURE

## 2 UNIT

**Exclusions:** Nil

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### **Preliminary Course**

- **The Social and Cultural World** – the interaction between aspects of society and cultures
- **Personal and Social Identity** – socialisation and coming of age in a variety of social and cultural settings.
- **Intercultural Communication** – how people in different cultures interact and communicate.

### **HSC Course**

#### **Core**

- **Social and Cultural Continuity and Change** – the nature, continuity and change, research and study of a selected country
- **The Personal Interest Project** – an individual research project.

### **Depth Studies**

Two to be chosen from:

- **Popular Culture** – the focus of this study is the interaction between popular culture, society and the individual.
- **Ideologies and Belief Systems** – the focus of this study is the relationship of ideologies and belief systems to culture and identity.
- **Social Inclusion and Exclusion** – the focus of this study is the nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures.
- **Social Conformity & Non-conformity** – the focus of this study is how individual and group identities are formed; the influences on the attitudes and behaviours of groups; and conformity, obedience and nonconformity by individuals and groups.

**All Depth Studies contain a Focus Study and an examination of the near future.**

**Particular Course Requirements** - Completion of Personal Interest Project.

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Society & Culture combines well with the Histories, Community and Family Studies and Aboriginal Studies. Students considering careers in any of the service related fields would benefit from undertaking Society and Culture. This includes the fields of psychology, policing, public relations, office and retail work, nursing, teaching, childcare and social work.

This course has no fee

**Contact Person:** Mrs J. Wellington

## SPECIAL EDUCATION 2 UNIT

Students with special education needs returning to Year 11 will be eligible to access a Special Program of Study called a LIFE SKILLS Course for Stage 6 (Year 11 and 12).

The following syllabuses are available at Nowra High School for eligible students:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenships and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills

### **There are no Stage 6 Life Skills VET courses**

Each Course is comprised of a 2 Unit Preliminary course and a 2 Unit HSC Course.

To be eligible for consideration in the Special Program of Study, students will generally be those with an intellectual disability and most likely will have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Year 9 and 10).

While there is no external examination for Life Skills, it should not be seen as an “easy option” for students, but rather an alternative for those students with Special Education needs. The School Learning Support Team and relevant personnel will determine eligibility on a case by case basis, together with parent input.

Students who successfully complete the Special Program of study (Life Skills Course) will receive a Higher School Certificate testamur, a Record of Achievement and a Student Profile.

This course has no fee.

**Contact Person: Mrs F Biayazeid**

## TEXTILES AND DESIGN

### 2 UNIT

The Textiles and Design **Preliminary course** involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The **HSC course** builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting folio documentation and textile item/s.

#### Main Topics Covered:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI)
- Major Textiles Project

#### Particular Course Requirements:

In the Preliminary course, practical experiences will be integrated into the Design, Properties and Performance of Textiles areas of study, through the completion of two Textile Projects. In the HSC course, the Major Textile Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon their knowledge and understanding of properties and performance of textiles and design developed in the Preliminary course.

#### Work, Health and Safety:

It is a requirement of the Department of Education **that students undertaking practical subject must wear fully enclosed leather shoes**. Further to this, for reasons of safety, students **must wear long hair tied back and remove all items of jewellery during practical lessons**.

This course has a mandatory fee

Contact Person/s: Mrs J. Harrison and Mrs C. Woods

## **VISUAL ARTS 2 UNIT**

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

### **Preliminary Course learning opportunities focus on:**

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

### **HSC Course learning opportunities focus on:**

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

### **Particular Course Requirements**

#### **Preliminary Course:**

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

#### **HSC Course:**

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

This course has a mandatory fee

**Contact Person: Ms L. Yeomans**

# BOARD

# ENDORSED

# COURSES

Subject	Co-ordinator	KLA
Exploring Early Childhood	J. Harrison	TAS
Photography, Video and Digital Imaging	L. Yeomans	CAPA

## EXPLORING EARLY CHILDHOOD

### 2 UNIT

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- Develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years.
- Recognise the uniqueness of all children, including those who have special needs;
- Become aware of the value of play in the lives of children, and consider ways of providing safe and challenging environments for play;
- Identify the range of services developed and provided for young children and their families;
- Consider the role of family and community in the growth, development and learning of young children;
- Reflect upon potential implications for themselves as adults, in relation to young children;
- Understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.

#### Particular Course Requirements:

During the course students will be involved in the "Baby Think it Over Program". This involves students in a "real life" parenting experience where they take a computerised infant simulator home with them over a weekend. The parenting simulation is designed to help young adults explore the physical, emotional, social and financial consequences of parenthood. Students will need to provide four AA batteries, for the operation of the simulator.

Students not able to participate in this program will be given an alternative task to complete.

The course will involve practical experiences in working with children on a regular basis through preschools and playgroups, visits by community members concerned with supporting the growth of young children and a study of children with special needs.

#### Work, Health and Safety

It is a requirement of the Department of Education that **students undertaking practical subjects must wear fully enclosed leather shoes**. Further to this, for reasons of safety, students **must wear long hair tied back and remove all items of jewellery during practical lessons**.

This course has a mandatory fee

**Contact Person: Mrs J. Harrison and Mrs C. Woods**

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## 2 UNIT

**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

### Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

### Main Topics Covered

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

### Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

### Particular Course Requirements

Students are required to keep a Journal throughout the course.

This course has no fee

**Contact Person: Ms L. Yeomans**



Wagga Wagga RTO 90333

## SIS20513 Certificate II Sport Coaching

Course: Sports Coaching (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Endorsed Course

**Work placement is a mandatory HSC requirement. Work placement will be incorporated into course events at school and a logbook will be recorded.**

### Course Description

This board endorsed course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. An indicative job role is community coach.

### Core Units of Competency

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide first aid
- SISSSCO101 Develop and update knowledge of coaching practices
- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skill
- SISSSDE201 Communicate effectively with others in a sport environment
- SISXCA1102A Assist in preparing and conducting sport and recreation sessions
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWHS101 Follow work health and safety policies

### Mandated Units of Competency

- ICPDMT263 Access and use the Internet
- ICTICT203 Operate application software packages
- SISXCA1101A Provide equipment for activities
- SISSSPT303A Conduct basic warmup and cool down programs
- SISSATH201A Teach the fundamental skills of Athletics
- This course contains 2 additional units above the qualification to meet New South Wales Education Standards Authority (NESA) requirements.  
Sport specific electives include:
  - AFL

**Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIS20513 Certificate II in Sport Coaching. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards SIS20513 Certificate II in Sport Coaching.

NB: This qualification may change as a result of training package reviews

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

**External Assessment** There is NO External Assessment (optional HSC examination) for this course and the course DOES NOT contribute to the calculation of an ATAR

**Appeals:** Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs:** Discuss payment options with your trainer

**Refund Arrangements:** on a pro – rata basis

**Exclusions :** Students undertaking both this Sport Coaching course and another course based on the SIS10 Sport Fitness and Recreation Training Package should choose different elective units of competency to meet the requirements each HSC course and qualification

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>





# VOCATIONAL EDUCATION AND TRAINING

## School VET

## TAFE VET

VET Courses are Category B courses for the HSC.  
Only one of these courses can be counted in your ATAR.

No student can be accepted into a TVET class in 2019 unless they have first filled out an application form which can be obtained from your School Careers teacher or your Deputy Principal. APPLICATION FORMS are available from the Careers Adviser Mr Paul Hill. Completed forms must be returned to Mr Hill.

### TVET Courses for 2019

Children Services  
Electrotechnology  
Hairdressing/Beauty  
Hospitality and Events  
Commercial Cookery  
Community Services  
Information Technology  
Automotive  
Animal Studies  
Business Administration

## What are VET courses?

Vocational Education and Training (VET) courses are for everyone. It doesn't matter if you want to be a teacher, a lawyer, a chef or a mechanic, you can use the skills you learn in any career.

### VET courses:

- are available to students in Years 11 and 12 as part of your HSC
- may contribute to your ATAR
- are taught by teachers at SCHOOL and at TAFE
- are designed for all students
- allow you to gain work related skills
- can give you a head start in a career with a nationally recognised qualification
- may provide you with advanced standing for TAFE or further education.

Nowra High School offers vocational education in the HSC through industry curriculum frameworks. There are six frameworks presently available:

- Construction Pathways (Certificate II)
- Hospitality (Certificate II)
- Metals and Engineering (Certificate I)
- Retail Services

Within each industry framework a number of courses are offered. A key feature of VET courses is that they include a **mandatory** work placement.

The school offers other Board endorsed VET courses (e.g. Sports Coaching) or non-framework courses. These may be counted towards your HSC but cannot be counted towards your ATAR.

## In a VET course assessment is *competency based*.

VET Frameworks are competency based courses. This requires students to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry.

## Externally Based Assessment – Optional HSC Examination

The Higher School Certificate examination for VET Courses will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from the core units of competency. The examination is independent of the competency based assessment undertaken during the course, is optional and has no impact on the eligibility of a student to receive Australian Qualification Framework recognition.

## Workplacement

Workplacement is **mandatory** if you study an industry curriculum course. When you decide on a vocational course your school will help you find an employer who will assist you to develop workplace skills. Unless you have a part-time

traineeship, your workplacement is NOT paid. In Year 11 you must complete, at least, 50% of the required work placement for your VET Course.

## **Australian Tertiary Admission Rank**

For the purposes of the Australian Tertiary Admission Rank (ATAR) vocational HSC courses are classified as Category B. Only 2 units (1 subject) of a Category B course can be used in the calculation of your ATAR.

You can do more vocational HSC courses if you wish, but only two units will be counted towards your ATAR.

If you wish to use your HSC vocational course in the calculation of your ATAR, you will need to sit for an HSC examination. The mark from this examination may be used in the calculation of your ATAR.

## **Other University Recognition**

A number of universities have agreed to consider additional recognition of vocational HSC course achievements and this is currently being negotiated with them. For instance, they may allow two VET in Schools courses to be counted for university entrance. The Careers Adviser, Mr. Hill, can assist you with advice.

## **VET Recognition**

You may use your school VET achievements in applying for other courses at TAFE or other Registered Training Organisations because vocational HSC courses are based on national Training Packages.

VET framework courses are offered by NHS, TAFE and private providers. All students can consider including at least one framework course in the range of courses they select for the Preliminary HSC year since VET courses can complement traditional courses and provide students with work related skills.

These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Most parts of these courses will be delivered by schools, while some more specialised units may be delivered by TAFE or other providers. After successful completion of the courses students are able to undertake Extension courses through TAFE or other providers.

## School Based Part-time traineeships

A part-time traineeship prepares you for a career in a particular industry. You receive a training wage while you learn skills on-the-job and do some further training off the job at school or at TAFE. You must sign a formal agreement for the traineeship. If you know what you want to do, a part-time traineeship can give you a real advantage when it comes to getting a job after the HSC.

### What's in it for me?

You can do a part-time traineeship while you are doing your HSC. Your traineeship course can count towards your HSC as well as towards a traineeship certificate. This means double credit. Depending on the availability of Traineeships in the local business community a variety of patterns of study are available to you. What choices do I have?

#### 1. Part-time traineeship completed at the same time as your HSC (about 22 months)

- Your start at the beginning of year 11 and finish at the same time as your HSC
- You would need to be on the job 12-14 hours per week and quite a lot of your school holidays and/ or at weekends.

#### 2. Part-time traineeship completed in February following your HSC (about 24 months)

- This allows you to start in Year 11 and complete your course before Uni or TAFE start in the year after your HSC.
- This is a less intense program as you do quite a lot of on the job training after your HSC exams.

#### 3. Part-time traineeship completed in June after your HSC (30 months)

- This choice does not require as much work during the school holidays, just one day per week for 7 terms.
- You can do 6 months fulltime after your HSC.

#### 4. Part-time traineeship completed over a three year HSC

- You decide to put together a 3 year HSC program and start the traineeship any time during the first year of the HSC.
- This would see you working one day per week or less if you work some school holidays.

### How do I get started?

For more information on school based part-time traineeships see Ms Holly Williams (VET Coordinator) or Mr Hill (Careers Adviser).



**Education**  
**Public Schools**  
Wagga Wagga RTO 90333

## CPC20211 Certificate II in Construction Pathways

Course: Construction (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

*Students must complete a minimum of 70 hours of work placement to meet HSC requirements.*

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

### Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

### Elective Units of Competency

#### Compulsory in TAS

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures

This course contains three additional units above the qualification to meet NESA HSC requirements

- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)
- CPCCCM2005B Use construction tools and equipment
- CPCCO2021A Handle concreting materials

**Options:** To gain the qualification and be eligible for the HSC, Option1 or Option 2 must be completed.

#### Option 2

- CPCCBL2001A Handle and prepare bricklaying & blocklaying materials
- CPCCBL2002A Use bricklaying and blocklaying tools and equipment

**Students may apply for Recognition of Prior Learning or be granted Credit Transfer provided suitable evidence is submitted**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways. NB This qualification may change as a result of training package reviews

There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Appeals:** Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs:** *This course includes an annual fee. Discuss payment options with your trainer*

**Exclusions :** Nil

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



Wagga Wagga RTO 90333

## MEM10105 Certificate I in Engineering

Course: Metal and Engineering (240 indicative hours) 4 Preliminary and/or HSC units in total  
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

***Students must complete a minimum of 70 hours of work placement to meet HSC requirements***

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

### Core Units of Competency

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEM16007A Work with others in a manufacturing, engineering or related environment
- MEM14004A Plan to undertake a routine task
- MEM15024A Apply quality procedures

### Elective Units of Competency (Compulsory in TAS)

- MEM15002A Apply quality systems
- MEM12023A Perform engineering measurements
- MEM12024A Perform computations
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEM05005B Carry out mechanical cutting
- MEM05012C Perform routine manual metal arc welding
- MEM07032B Use workshop machines for basic operations
- MEM11011B Undertake manual handling

Additional single unit of competency to qualify for Certificate 1

- MEM05007C Perform manual heating and thermal cutting

This course also requires the completion of the Manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet NESA HSC requirements.

**Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a MEM10105 Certificate I in Engineering. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards MEM10105 Certificate I in Engineering.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Appeals:** Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs:** *This course does include an annual fee. Discuss payment options with your trainer*

**Exclusions:** Industrial Technology (Metal and Engineering Technologies).

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>



Wagga Wagga RTO 90333

## SIT20316 Certificate II in Hospitality

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

***Students must complete a minimum of 70 hours of work placement to meet HSC requirements.***

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

### Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHIND002 Source & use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively (holistic Unit)
- SITXCOM002 Show social and cultural sensitivity
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices

### Elective Units of Competency (Compulsory in TAS)

- SITXFSA001 Use hygienic practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC001 Use food preparation equipment
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBCMM201 Communicate in the Workplace
- This course contains 2 additional units above the qualification to meet New South Wales Education Standards Authority (NESA) requirements.

**Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of this course.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Appeals:** Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs:** *Hospitality does include an annual fee and uniform requirements. Discuss payment options with your trainer.*

**Exclusions :** Nil however students may not undertake the same unit of competency in more than one VET course

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>





Wagga Wagga RTO 90333

## SIR30216 Certificate III in Retail Services

Course: Retail Services Industry Curriculum Framework (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

*Students must complete a minimum of 70 hours of work placement to meet HSC requirements.*

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control, teamwork, designing and creating displays, using cash registers, scanners, computers, telephones and routine work activities within the retail sectors. Occupations in the retail services industry include sales assistant, customer service representative, checkout operator, buyer, stock controller, sales manager, visual merchandise, marketing manager, manager/owner of a small business, department manager and retail executive.

### Core Units of Competency

- SIRXCEG001 Engage the customer
- SIRXWHS002 Contribute to workplace health and safety
- SIRXRSK001 Identify and respond to security risks
- SIRXSLS001 Sell to the retail customer
- SIRXSLS002 Follow point-of-sale procedures
- SIRXIND001 Work effectively in a service environment
- SIRXCOM002 Work effectively in a team

### Elective Units of Competency

- SIRXCEG002 Assist with customer difficulties (core in training package)
- SIRXCEG003 Build customer relationships and loyalty (core in training package)
- SIRXMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRRINV001 Receive and handle retail stock
- SIRRINV002 Control stock
- SIRXIND002 Organise and maintain the store environment

**Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted**

### Qualifications

The Retail Services (240 indicative hours) course provides a pathway to the SIR30216 Certificate III in Retail Services. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards SIR30216 Certificate III in Retail Services.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Appeals:** Students may lodge an appeal about assessment decisions through their VET trainer.

**Resources costs:** Discuss payment options with your trainer

**Exclusions:** Course exclusions apply to students undertaking Beauty, Hairdressing and Retail Services courses. VET course exclusions can be checked at [www.boardofstudies.nsw.edu.au/voc\\_ed/exclusions.html](http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html)

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

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>

# EXTERNALLY DELIVERED VET

## Aerospace Training Services

No student can be accepted into a Aerospace Training Services class in 2019 unless they have first filled out an application form which is available from your School Careers teacher or your school. APPLICATION FORMS are available from the Careers Adviser, Mr Paul Hill. Completed forms must be returned to Mr Hill.

### Certificate II in Aeroskills

Outcome: *Statement of Attainment towards a Certificate II in Aeroskills*

Course Type: Board Endorsed, 2 units x 2 years

### Certificate III in Aviation (Cabin Crew)

Outcome: Statement of Attainment towards Certificate III in Aviation (Cabin Crew)

Course Type: Board Endorsed, 2 units x 1 year