



**STAGE 6**  
**ELECTIVE**  
*information*  
**FOR YEAR 11**  
**2021**

WHAT'S  
YOUR **IDEAL**  
PATHWAY



*educational excellence  
in a country atmosphere*



## *a message from* **THE PRINCIPAL**

*Welcome* to Stage 6. This is of course the last stage of your formal schooling and will culminate in the award of the HSC for those who complete all components.

As a stage 6 student, you have a much greater level of control over your choices, with English being your only compulsory subject. Whilst there are many rules and regulations in relation to choices and how they relate to particular pathways, you, as the learner can define your path.

This booklet has been put together to give you some of the information you will need to make your choices. Remember, speaking with your teachers or faculty Head Teachers is a vitally important part of helping you to make the right decisions that best fit you.

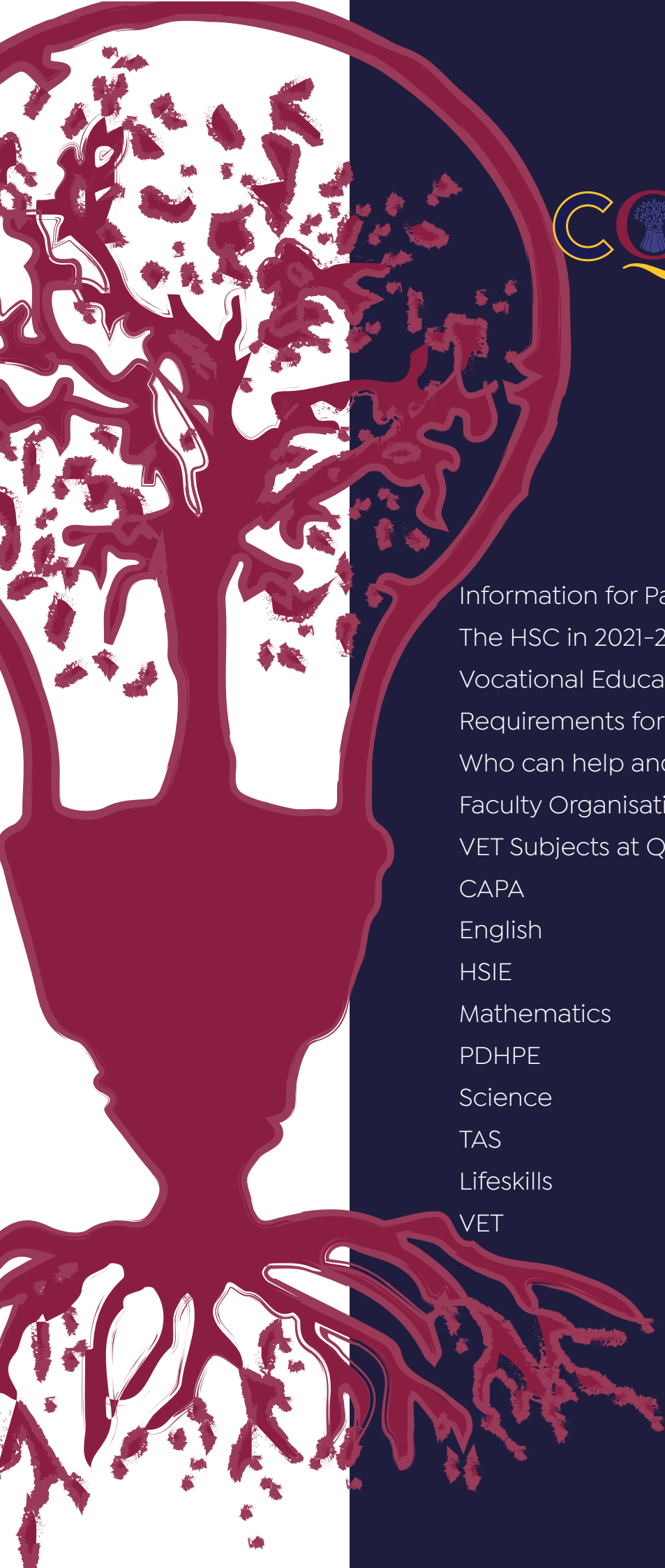
I encourage you to take the time to read through the information, discuss it with your family and the staff at Quirindi High School and make the most informed decision you can. In making this decision, it is important to have some idea about the steps you want to take beyond high school.

You may not have a career plan formalised but you should know if you are wanting to head toward the workforce or further studies-be they TAFE or University. The discussions you have in relation to your choices should be framed around these concepts.

Quirindi High School can offer you a wide range of subjects. If you do not see what you want in the pages of this booklet, you need only speak with a member of staff to find how we can design a pattern of study that will involve your choices.

Congratulations on getting through to this final stage of your formal schooling and remember we are here to support your learning in any way we can.

*Ian Worley*  
*Principal*



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# INFORMATION

*for parents and students of year 10*

The senior years of school can provide important and enjoyable learning experiences for students who choose to undertake them.

The advantages of the senior years are considerable. Parents and students are encouraged to consider the following points carefully. Participation in these years:

- enables personal development and maturity in a supportive learning environment;
- equips students with new skills and interests that will be valuable in future occupations, as well as for leisure activities;
- enables entry to Universities, TAFE and other tertiary courses;
- permits entry to commercial and industrial fields with skills that will enhance their employment prospects;
- provides advantage, in that some employers of apprentices often favour senior applicants to those leaving school in the junior years; and
- may lead to the student receiving valuable accreditation as well as advanced standing in a variety of post-secondary pathways.

*Even though a student may not wish to proceed to the HSC year, the growing experience in Year 11 is invaluable. The resources of our Careers Adviser are also available to all students.*

## KEY PERSONNEL AT QHS

Principal

Deputy Principal

Year 10 Adviser

Careers Adviser/VET Co-ordinator

Head Teacher Administration/Curriculum Co-Ordinator

Head Teacher English/CAPA

Head Teacher HSIE

Head Teacher Mathematics/PDHPE

Head Teacher Agriculture/Science

Head Teacher TAS

Rel. Head Teacher Support

Head Teacher Wellbeing

Head Teacher Instructional Leader

Mr Ian Worley

Ms Catherine Loughrey

Mr Adam Field

Ms Kerri Saunders

Mrs Emma Craswell

Mrs Janelle Stenner

Mrs Kara Valentine

Ms Jodie Robertson

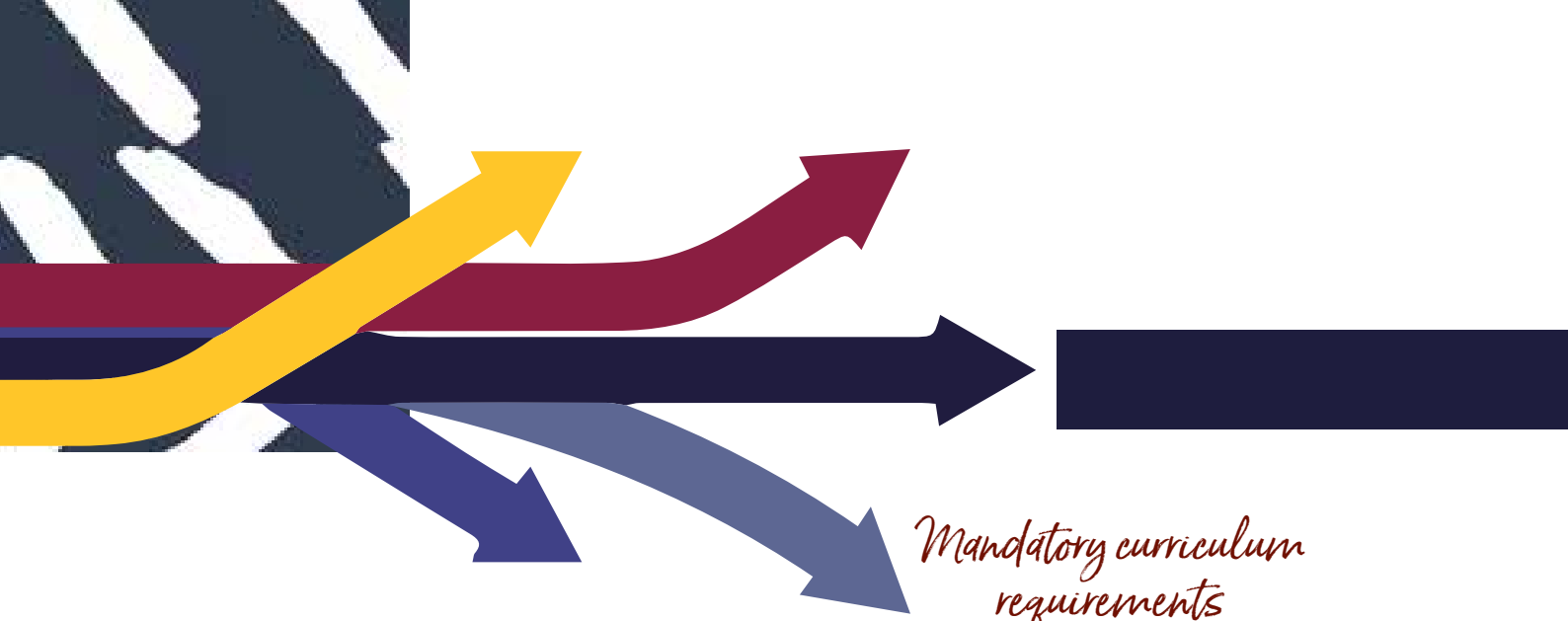
Mr Andrew Harries

Mrs Natasha Cowan

Mrs Michelle Radoll

Mrs Elizabeth Saunders

Ms Jennifer Lees



## About the RoSA

### Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

## A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through Students Online.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

## Mandatory curriculum requirements

The RoSA requires mandatory completion of a number of subjects. NESA has the full list of requirements.

## School attendance

- NESA recommends a minimum attendance rate of 85% to be successful in a course, but a principal may determine that, due to absence, course completion criteria may not be met.
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

## 'N' determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

A principal, in accordance with NESA procedures, may determine that a student is ineligible for a RoSA at any time during Year 10, 11 or 12. This ruling would only be made if a student was failing to meet NESA requirements.



# THE HSC IN 2021-2022

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career path choices and increased opportunities at university and TAFE, it offers students a full range of study areas matching individual abilities, interests and goals.

Students in Year 10 have several post-compulsory education options to choose from, including;

- Continue with their studies in Years 11 and 12
- Continue with their education in other education settings, or
- Transition to the workforce

## **If a student elects to continue with their studies, courses are linked to further education and training in the following ways:**

- Extension courses enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and will also lead to qualifications recognised across a range of industries.
- Part-time Traineeships and Apprenticeships may lead directly to further training and immediate employment after the HSC.
- The HSC includes Life Skills courses for students with special education needs.
- The HSC fairly assesses each student's knowledge and skills.
- If students meet the minimum standard expected in a course, they will receive a mark of 50. A higher standard of performance will receive a higher mark.
- For each HSC course completed, students will receive reports that contain information about the mark awarded and the performance band that it represents. The performance bands show what a student has demonstrated in terms of knowledge and, understanding in each course.

## **What type of courses can students select?**

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

### **Board Developed Courses**

These courses have been developed by NESA. All students entered for the HSC who are studying these courses follow the prescribed syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

### **Board Endorsed Courses**

There are different types of Board Endorsed Courses. These include:

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
- Some TAFE delivered HSC VET (Vocational Education and Training) courses are Content Endorsed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

## **Some Board Endorsed Courses are one-year courses.**

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.**





# VOCATIONAL EDUCATION & TRAINING (VET)

## All VET Courses Offered at QHS are Board Developed Courses.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. 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. Some VET courses may be offered to students by TAFE through EVET and other external providers. It is the student's responsibility to liaise with the School's Careers Adviser and School Principal to establish the status of courses to clarify if they are Board Developed, Board Endorsed or Content Endorsed Courses. It is essential that students consider method of delivery of courses and discuss with parents and the school regarding how this may affect their overall pattern of study.

### Further information about VET courses appears in the section listing VET subjects at QHS available.

Information regarding EVET courses is available through the EVET information booklet supplied to students by New England TAFE.

### How do I get to courses at TAFE or other Schools and RTOs?

Students have to make their own arrangements for travel. Note: finishing time may be after normal school hours.

## LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a special program of study for the Higher School Certificate.

## WHAT ARE UNITS?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks.

### 2 UNIT COURSE

This is the basic structure for most courses.


2 units = 4 hours per week (120 hours per year) = 100 marks

### 1 UNIT COURSE

1 unit = 2 hours per week (60 hours per year) = 50 marks

**Some of the 1 unit courses are Board Endorsed Courses. These courses do not count towards an ATAR.**

## EXTENSION COURSES

- Extension study is available in a number of subjects. 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, Science, languages, Music and VET.
  - 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 HSC extension courses.
  - The Extension 2 courses in English and Mathematics require 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.
- 

# REQUIREMENTS FOR THE AWARD OF THE HSC

## If you wish to be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses, including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects.
- A maximum of 6 units of Science courses can contribute to Higher School Certificate eligibility.

**If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.**

## ATAR REQUIREMENTS (Australian Tertiary Admissions Rank)

If a student wishes to attend university straight from school they must make sure they qualify for an ATAR (this is a scaled rank out of 100). The ATAR rules state you must:

(1) Complete at least 10 units of Board Developed Courses including 2 units of English. The Board courses must include at least three courses of 2 units or greater and at least 4 subjects.

(2) The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- the best 2 units of English
- the best 8 units from other subjects, subject to the provision that no more than two units of Category B courses may be included.

(3) The Board Developed Courses classified as Category B are:

- Construction (Examination)
- Metal and Engineering (Examination)
- Primary Industries (Examination)
- Hospitality Operations (Examination)

**If students wish to include a Category B course in their ATAR, they must sit for the exam.**

**The ATAR is for student information only. It is not published and the school does not get a copy of it. The universities calculate the ATAR and choose the 10 units to include.**

## COURSE SELECTION – *student perspective*

- Think about why you are undertaking study in Years 11 and 12.
- If you have a definite career in mind, check with the Careers Adviser about prerequisite or recommended courses. The Careers Adviser has all the information you need about University requirements, as well as subject requirements to enter various occupations.
- Maximise your future opportunities by setting the highest goals you can to match the ability you have, and leaving as many career options open as you can. This is especially important if you are undecided about your future career direction.
- Read details of each course carefully so that your choice becomes an informed one.
- A choice now is not binding, and there may be changes to what is offered. While Quirindi High will do its best to accommodate student choices, courses are subject to student numbers and timetable constraints.

### WHY SUBJECT CHOICES ARE IMPORTANT FOR YOU

- The subjects you do at school can often determine the type of career path you follow.
- Doing subjects that you like makes the study of these subjects more interesting.
- Everyone is good at something! Doing subjects you are good at often makes your life more rewarding.
- All courses in the senior years of schooling require effort in class work, homework and study. There are NO easy courses.
- Your subject choices should be made with your own interests in mind. Beware of choosing subjects based on friends, teachers, excursions or rumours.



# WHO CAN HELP AND HOW?

## WHO?

1. Your **CAREERS ADVISER**

2. Your **HEAD TEACHER**

3. Your **CURRICULUM INTERVIEWER**

4. Your **YEAR ADVISER**

5. Your **SUBJECT TEACHERS**

6. Your **PARENTS**

## HOW?

They can tell you what subjects (if any) are required for particular careers.

They can tell you course requirements, course content and your suitability for a subject.

This is your chance to discuss all your choices in detail. Your parents can attend your interview as well.

They can help you by talking over your ideas.

They can advise about whether the course is appropriate for you.

You can discuss choices with your parents. Encourage them to make an appointment or telephone any of the above people if you have differing ideas or if they need more information.

## AND FINALLY....

7. **YOU**



## PARENTS – *how to help*

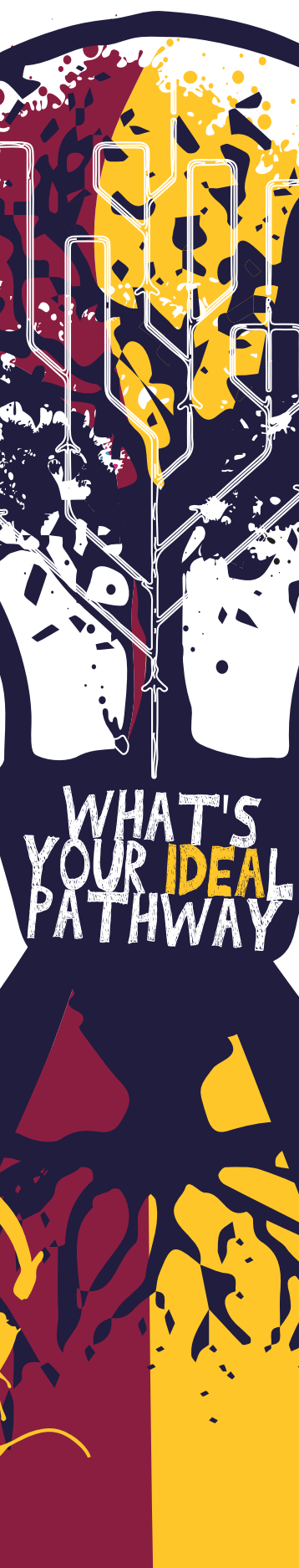
Many parents ask, “How can I help? It is so different from my senior school and there are so many choices.” Below are just a few suggestions.  
If you have questions, ring the Careers Adviser.

- Be interested, supportive, encouraging and positive towards your children and their needs.
- Help promote realistic aspirations and goals.
- Don't apply too much pressure to achieve. It can be counter productive.
- Help them explore career areas which interest them
- Encourage them to be responsible for their actions.
- Try not to impose your wishes. Understand that their needs and desires may not be the same as your own.
- Encourage them to think broadly.
- Seek professional advice on what would suit their particular needs, interests and abilities.
- Encourage them not to make their choices based on what their friends are choosing.

# FACULTY ORGANISATION

## *at Quirindi High School*

### 11/12 ELECTIVE SUBJECTS 2021



#### AGRICULTURE /SCIENCE

**MR ANDREW  
HARRIES**

Agriculture (A)  
Biology (A)  
Chemistry (A)  
Investigating Science (A)  
Marine Science (CEC)  
Physics (A)  
Primary Industries  
Framework (B-VET)

#### ENGLISH/ CAPA

**MRS JANELLE  
STENNER**

English Standard (A)  
English Advanced (A)  
English Extension 1 (A)  
English Extension 2 (A)  
English Studies (B)  
Drama (A)  
Music 1 (A)  
Music 2 (B)  
Visual Arts (A)  
Visual Design (A)

#### HSIE

**MRS KARA  
VALENTINE**

Aboriginal Studies (A)  
Ancient History (A)  
Business Studies (A)  
Economics (A)  
Geography (A)  
Legal Studies (A)  
Modern History (A)  
Society and Culture (A)  
Work Studies (B)

#### MATHS / PDHPE

**MRS JODIE  
ROBERTSON**

Mathematics Advanced Yr  
11 & 12 (A)  
Mathematics Extension 1  
in Yr 11 & 12 (A)  
Mathematics Standard  
Year 11 (A)  
Mathematics Standard 2  
(A) Year 12  
Mathematics Standard 1  
(B) Year 12  
Community and Family  
Studies (A)  
PDHPE (A)  
Sport, Lifestyle and  
Recreation (CEC)

#### TAS

**MRS NATASHA  
COWAN**

Construction Framework  
(B-VET)  
Design and Technology (A)  
Engineering Studies (A)  
Food Technology (A)  
Hospitality Framework  
(B-VET)  
Industrial Technology  
Multimedia  
(Computing) (A)  
Industrial Technology (A)  
(Wood or Metal)  
Metal and Engineering  
Framework (B-VET)  
Textiles and Design (A)

#### SUPPORT

**MRS MICHELLE  
RADOLL**

English Life Skills (B)  
Human Society and it's  
environment Life Skills (B)  
Investigating Science Life  
Skills (B)  
Maths Life Skills (B)  
PDHPE Life Skills (B)

\*Courses offered may be subject to change

# VET SUBJECTS AT QHS

Students entering Year 11 and 12 are able to undertake vocational education and training (VET) courses and gain nationally recognised qualifications as part of their HSC.  
See separate section on VET subjects at Quirindi High.

## WHAT COURSES CAN I STUDY?

The VET courses delivered by Quirindi High School are:

- Construction
- Hospitality
- Metal & Engineering
- Primary Industries

## WHAT ARE THE ADVANTAGES OF A VET COURSE? CAN I STILL GO TO UNIVERSITY?

Under the rules for the admission to university, you can include one Category B course in your ATAR calculation. All of the above VET courses are Category B.

Upon successful completion you may be awarded a

- Certificate I
- or
- Certificate II
- or
- Certificate of Attainment

These qualifications are recognised by all other registered training organisations (TAFE etc) and industry throughout Australia. You will receive recognition of prior learning (RPL) and credit towards ongoing training, enabling you to complete further vocational qualifications faster.

*If you do not complete the mandatory work placement you will not be awarded the HSC for that subject. This may result in you not satisfying the requirements for the HSC.*

## POST SCHOOL OPTIONS FOR STUDENTS COMPLETING VOCATIONAL TRAINING AS PART OF THE HSC

### FURTHER VOCATIONAL TRAINING

All vocational training courses lead onto further vocational courses at TAFE and other Registered Training Organisations. Students will not be required to repeat any training they have already completed.

The NSW Government provides scholarships for students who have completed an AQF Certificate II qualification as part of their HSC, for further TAFE training. The ongoing training needs not to be in the same industry area as the Certificate II. See your local TAFE campus for details.

## UNIVERSITY STUDY

Students studying Framework courses and completing the external examination are able to include their results of these subjects in the calculation of an ATAR. However, please note only one Category B course can be included in the calculation of the ATAR.

Students **who do not gain an ATAR** can proceed to high level studies at TAFE or other RTOs. Upon successful completion of a diploma qualification, students may be able to apply for entry to a related university course with advanced standing. Students should speak to the Careers Adviser for specific details of career pathways.

## EMPLOYMENT

VET HSC courses are offered in industry areas with real post-school employment prospects. Students completing these courses have skills, knowledge and qualifications industry needs and will recognise.

Studies show that students undertaking vocational training courses as part of their HSC have higher levels of employment, including full time employment, than other students two years after completing their course.

## SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATS)

### WHAT IS A SCHOOL BASED TRAINEESHIP? (SBT)

A school based trainee is a student enrolled in the Higher School Certificate (HSC) who also undertakes a traineeship. The formal training component of the traineeship provides HSC unit credit.

A school based trainee is employed by a local employer and attends formal training at a TAFE college, school or other training provided by a Registered Training Organisation.

The time students spend in work for a school based traineeship may vary from one traineeship area to another and from one week to another. The actual pattern of time spent at work will be negotiated between the employer, the student and the school.

**Traineeships are available in a very extensive range of industry areas. Students need to contact the Careers Adviser for more information.**



## HOW LONG IS A SCHOOL BASED PART-TIME TRAINEESHIP?

School based part-time trainees are required to complete approximately 100 days of work and off the job training. It may be completed in a minimum of 15 up to a maximum of 24 months.

It is expected that a typical school based part-time traineeship will be 24 months long. However, it is up to the employer to determine the length of the traineeship.

For students doing a 3 year “pathways” HSC, the traineeship may be completed over 36 months. The industrial award under which the trainee is indentured determines the training wage.

## WHAT IS A SCHOOL BASED APPRENTICESHIP? (SBA)

### The key features of an apprenticeship in NSW are as follows:

- Apprenticeships are work based training programs that combine work and structured training.
- Apprenticeships are recognised and administered in NSW under the Traineeship and

### Apprenticeship legislation

- All Apprenticeships include the following:
- Paid employment.
- Training Contract signed and registered by DoE NSW
- Training Plan from the RTO leading to a national qualification.

Apprentices are required to complete a minimum of 100 working days, depending on industry requirements throughout the Training Contract. These hours may commence prior to Year 11 and extend to the end of January immediately following the HSC examinations.

## WHAT IS A SCHOOL BASED APPRENTICE?

A School Based Apprentice is a student undertaking the Higher School Certificate (HSC) who also undertakes a part time apprenticeship. The formal training component of this apprenticeship provides HSC unit credit.

The actual time spent at school, TAFE and work will be negotiated between the employer, the student and the school.

**Usually this is 3 half days at school, 4-8 hrs at TAFE and one day per week in the workplace, plus additional time during holiday periods if required to complete on the job hours.**

Stage one is completed as part of the HSC and the apprenticeship is continued after the completion of the HSC.

## WHAT ARE THE BENEFITS FOR A SCHOOL BASED PART-TIME TRAINEE OR APPRENTICE?

- A work based program which provides three qualifications;
- A nationally recognised VET qualification under the Australian Quality training framework (AQF)
- Certificate of Proficiency (workplace competent and proficient)
- Credit towards the HSC and possibly towards the ATAR.
- Earn while you learn.
- Start a career while still at school.
- Qualify at base level apprenticeship status ready for further employment.

If you are interested and committed to meeting the requirements of a SBAT, contact the Careers Adviser or the coordinator at your local New England Region Office for more information. The SBAT coordinator at the New England Region Office can assist with the initial setting up of the traineeship and guide the student/school through the process. Your Vocational Education Consultant can also assist with this program.

**By studying vocational education courses you gain nationally recognised industry qualifications in addition to your HSC.**

# SUMMARY OF VET COURSES AT QHS

INDUSTRY	COURSE	TYPE	OUTCOME	UNIT VALUE	ATAR	WORK PLACEMENT	PLACE OF DELIVERY
Agriculture	Primary Industries	Board Developed	AQF- Cert I S.A. ⇨ Cert II	2 unit x 2 yrs	Yes Cat B	Yes – Mandatory	School
Building	Construction	Board Developed	AQF - Cert I S. A. ⇨ Cert II	2 unit x 2yr	Yes Cat B	Yes – Mandatory	School
Metal and Engineering	Metal and Engineering	Board Developed	AQF - Cert I S.A. ⇨ Cert II	2 unit x 2 yr 2 unit x 2yr (SBAT only)	Yes Cat B	Yes – Mandatory	School
Hospitality	Hospitality Food and Beverage	Board Developed	AQF – Cert I S.A. ⇨ Cert II	2 unit x 2yrs	Yes Cat B	Yes – Mandatory	School

S.A. = Statement of Attainment towards

AQF = Australian Qualifications Framework



# FACULTY / SUBJECTS





## DRAMA

UNIT VALUE:	2 Unit
CATEGORY:	A - Board Developed Course
YEARS AVAILABLE:	11 & 12
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

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.

### MAIN TOPICS COVERED

#### 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 Prescriptions 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.

### ASSESSMENT

#### PRELIMINARY

EXTERNAL ASSESSMENT

Nil

INTERNAL ASSESSMENT

Critical Performance and Logbook

Performance and Essay  
Yearly Exam

#### HSC

EXTERNAL ASSESSMENT

Group Presentation

Individual Project

A written examination

INTERNAL ASSESSMENT

Devising and Essay

IP Logbook

GP Performance

Trial HSC Exam

**Head Teacher:**  
**Mrs Janelle Stenner**



## MUSIC 1

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	Music 2

### COURSE DESCRIPTION

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.

### ASSESSMENT

#### PRELIMINARY

EXTERNAL ASSESSMENT

Nil

INTERNAL ASSESSMENT

Viva Voce and Performance

Composition Portfolio &

Performance

Yearly Exam

#### HSC

EXTERNAL ASSESSMENT

Performance and Portfolio

A written examination

INTERNAL ASSESSMENT

Viva Voce

Performance and Elective 1

Electives 2 and 3 task

Trial HSC

**Head Teacher:**  
**Mrs Janelle Stenner**



## MUSIC 2

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	Music 1

### COURSE DESCRIPTION

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 one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600–1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

### PARTICULAR COURSE REQUIREMENTS

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology 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.

All students will be required to develop a composition portfolio for the core composition.

### ASSESSMENT

#### PRELIMINARY

External Assessment

Nil

#### INTERNAL ASSESSMENT

Musicology and Performance

Composition Portfolio & Performance

Yearly Exam

#### HSC

#### EXTERNAL ASSESSMENT

Practical examination including performance, composition, electives and Portfolio

A written examination

#### INTERNAL ASSESSMENT

Musicology

Performance and Composition

Elective task

Trial HSC

**Head Teacher:**  
**Mrs Janelle Stenner**





## VISUAL ARTS

UNIT VALUE:

2 Unit

CATEGORY:

A – Board Developed Course

YEARS AVAILABLE:

11 & 12

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.

### REASONS FOR CHOOSING THE COURSE

Students who have an interest in making and studying art or who are planning or interested in working in art-related fields – graphic design, teaching, illustration, costume, theatre, architecture – should consider choosing this course.

### TOPICS COVERED IN PRELIMINARY COURSE

- Artmaking in 2D, 3D and 4D forms i.e. painting, drawing, sculpture, wearable, photography and computer art.
- A focus on art from cultures outside Australia and modern and contemporary art.
- Ways of looking at, making and discussing art.

### TOPICS COVERED IN THE HSC COURSE

- Developing a Body of Work using preferred media, forms and themes.
- Investigations of art through five case studies minimum, focusing on a range of issues and ideas.

### ASSESSMENT PRELIMINARY

EXTERNAL ASSESSMENT  
Nil

INTERNAL ASSESSMENT  
Body of Work/ VA Diary/Short answer  
Body of Work/VA Diary/Extended Response  
Body of Work and VA Diary

### HSC

EXTERNAL ASSESSMENT  
Body of Work  
A written examination

INTERNAL ASSESSMENT  
Development of Body of Work & Case Study – Short Responses  
Development of Body of Work & In-class Essay  
Trial HSC  
Body of Work/VAPD Submission

Head Teacher:  
Mrs Janelle Stenner



## VISUAL DESIGN

UNIT VALUE:	1 or 2 Unit
CATEGORY:	B – Content Endorsed Course
YEARS AVAILABLE:	11 & 12
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.

### WHO SHOULD STUDY THIS COURSE?

As a 1 or 2 unit course in Year 11 or 12, it provides a basic introduction to visual design which can complement study in the visual arts and other learning areas and develop knowledge and skills which can be applied in a wide range of situations. As a 2 unit course in Years 11 and 12 it provides a more rigorous learning experience which can lead to related tertiary or vocational studies and employment. Visual Design also allows students to enhance their study of the Higher School Certificate courses in Visual Arts and Design and Technology.

### COURSE DESCRIPTION

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and

promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design 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 design.

### MAIN TOPICS COVERED

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

- graphic design
- wearable design
- product design
- interior/exterior design.

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. The Occupational Health and Safety Module is mandatory in any course.

### PARTICULAR COURSE REQUIREMENTS

Students are required to keep a diary throughout the course.

**Head Teacher:**  
**Mrs Janelle Stenner**



## ENGLISH STUDIES

UNIT VALUE:	2 Unit
CATEGORY:	B – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	English Advanced, English Standard, English EAL/D, English Extension

### COURSE ENTRY GUIDELINES

This course is designed to meet the specific needs of students who wish to refine their skills and 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.

### 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.

### COURSE CONTENT

#### YEAR 11

Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

Students study 2–4 additional syllabus modules (selected based on their needs and interests).

#### YEAR 12

The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Students study 2–4 additional syllabus modules (selected based on their needs and interests).

### COURSE REQUIREMENTS

#### YEAR 11 & 12 – STUDENTS ARE REQUIRED TO:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/

or electronic forms across all the modules undertaken during the year

- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

#### YEAR 12

In addition to the above requirements, students in Year 12 only are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

### ASSESSMENT

#### PRELIMINARY

EXTERNAL ASSESSMENT

Nil

INTERNAL ASSESSMENT

Written report

Multimodal task

Collection of work

#### HSC

EXTERNAL ASSESSMENT

Optional written examination

INTERNAL ASSESSMENT

Texts and Human Experiences

Half yearly Exam

Reflective Journal

Multimodal task

**Head Teacher:**  
**Mrs Janelle Stenner**





## ENGLISH STANDARD

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Endorsed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	English Advanced; English Studies; English EAL/D; English Extension

### COURSE DESCRIPTION

In the English Standard Year 11 course, students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

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

### COURSE CONTENT

#### YEAR 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English.
- Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

#### YEAR 12

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### COURSE REQUIREMENTS

#### YEAR 11

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

#### YEAR 12

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences.

### ASSESSMENT

#### PRELIMINARY

EXTERNAL ASSESSMENT

Nil

INTERNAL ASSESSMENT

Reading to Write Common Task

Multimodal Task

Yearly Exam

#### HSC

EXTERNAL ASSESSMENT

A written examination

INTERNAL ASSESSMENT

Writing Task

Multimodal Task

The Craft of Writing task

Trial HSC Exam

**Head Teacher:**  
**Mrs Janelle Stenner**



## ENGLISH ADVANCED

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	English Standard; English Studies; English EAL/D

### WHO SHOULD STUDY THIS COURSE?

The English Advanced course is for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. It is recommended that only students who are currently in 10 ENGQ choose English Advanced.

### COURSE DESCRIPTION

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

### COURSE CONTENT

#### YEAR 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English.
- Two additional modules: Critical Study of Literature and Narratives that Shape our World.

#### YEAR 12

The course has two sections:

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

### COURSE REQUIREMENTS

#### YEAR 11

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

#### YEAR 12

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in Module C: The Craft of Writing
- at least one related text in the Common module: Texts and Human Experiences

### ASSESSMENT

#### PRELIMINARY

EXTERNAL ASSESSMENT

Nil

INTERNAL ASSESSMENT

Reading to Write Common Task

Multimodal Task

Yearly Exam

#### HSC

EXTERNAL ASSESSMENT

A written examination

INTERNAL ASSESSMENT

Writing Task

Multimodal Task

The Craft of Writing task

Trial HSC Exam

**Head Teacher:**  
**Mrs Janelle Stenner**



## ENGLISH EXTENSION 1

UNIT VALUE:	1 Unit
CATEGORY:	A- Board Developed Course
YEARS AVAILABLE:	11 & 12
PREREQUISITES:	(a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2
EXCLUSIONS:	English Standard; English Studies; English EAL/D.

### COURSE DESCRIPTION

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### COURSE CONTENT

#### YEAR 11

The course has one mandatory module: Texts, Culture and Value as well as a related research project.

#### YEAR 12

English Extension 1 course – The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

### COURSE REQUIREMENTS

#### YEAR 11

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

#### YEAR 12

In the English Extension 1 course students are required to study:

- at least three prescribed texts for the elective study which must include two extended print texts as outlined in the syllabus.
- at least TWO related texts.

### ASSESSMENT

#### PRELIMINARY

EXTERNAL ASSESSMENT

Nil

INTERNAL ASSESSMENT

Imaginative and Creative Response

Multimodal Independent Research Project

Yearly Exam

#### HSC

EXTERNAL ASSESSMENT

A written examination

INTERNAL ASSESSMENT

Creative Response

Portfolio/Research Task

Trial HSC Exam





## ENGLISH EXTENSION 2

UNIT VALUE:	1 Unit
CATEGORY:	A- Board Developed Course
YEARS AVAILABLE:	12
PREREQUISITES:	(a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2
EXCLUSIONS:	English Standard; English Studies; English EAL/D.

### COURSE DESCRIPTION

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### COURSE CONTENT

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

### COURSE REQUIREMENTS

In the English Extension 2 course students are required to:

– Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches,
- performance poetry
- multimedia.

### ASSESSMENT HSC

EXTERNAL ASSESSMENT

Submission of Major Work

INTERNAL ASSESSMENT

Viva Voce

Literature Review

Critique of the Creative Process

**Head Teacher:**  
**Mrs Janelle Stenner**



## ABORIGINAL STUDIES

UNIT VALUE:	2 Unit
CATEGORY:	A - Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

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.

The HSC course provides for in 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.

### MAIN TOPICS COVERED

#### PRELIMINARY

Part I: Aboriginality and the Land (20%)

- Aboriginal peoples' relationship to Country and

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.

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

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

- Global Perspective: Global understanding of human rights and social justice

### AND

- Comparative Study
- 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.

### ASSESSMENT PRELIMINARY

3 Assessments  
Source Analysis  
Research Essay  
Yearly Exam

### HSC

4 Assessments  
Research  
Essay  
Major Project  
Trial HSC

**Head Teacher:**  
**Mrs Kara Valentine**



## ANCIENT HISTORY

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

### COURSE CONTENT PRELIMINARY

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')

Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.

- Features of Ancient Societies (40 indicative hours)

Students study at least two ancient societies.

- Historical Investigation (20 indicative hours)

### HSC

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius
- Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

### COURSE REQUIREMENTS

#### PRELIMINARY

In the Year 11 course, students undertake at least two case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

#### HSC

The course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

#### ASSESSMENT PRELIMINARY

3 Assessments  
Source Analysis  
Research Task  
Yearly Exam

#### HSC

3 Assessments  
Source Analysis  
Research Task  
Essay  
Trial HSC

**Head Teacher:**  
**Mrs Kara Valentine**





## BUSINESS STUDIES

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

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.

### COURSE CONTENT PRELIMINARY

- 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

- 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

### ASSESSMENT PRELIMINARY

3 Assessments  
Business Report  
Business Assignment  
Yearly Exam

### HSC

4 Assessments  
Operations Table  
Marketing Analysis  
Financial Statement  
Analysis  
Trial HSC

**Head Teacher:**  
**Mrs Kara Valentine**



## ECONOMICS

UNIT VALUE:	2 UNIT
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

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.

### MAIN TOPICS COVERED

#### PRELIMINARY

- 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

- 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.

#### ASSESSMENT PRELIMINARY

3 Assessments  
Research Report  
Research Based in-Class Essay  
Yearly Examination

#### HSC

4 Assessments  
Essay  
Skills Test  
Research Report  
Trial HSC

**Head Teacher**  
**Mrs Kara Valentine**



## GEOGRAPHY

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

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.

### TOPICS COVERED

#### PRELIMINARY

- 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

- 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.

#### ASSESSMENT PRELIMINARY

3 Assessments  
Research Task  
Senior Geography Project  
Yearly Exam

#### HSC

4 Assessments  
Case Study  
Skills Test  
Geography Report  
Trial HSC

**Head Teacher**  
**Mrs Kara Valentine**





## LEGAL STUDIES

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

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.

### TOPICS COVERED PRELIMINARY

- 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

- 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
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

### ASSESSMENT PRELIMINARY

3 Assessments  
Presentation

Research based in-class essay  
Yearly Examination

### HSC

4 Assessments

Crime: Case Study  
Human Rights Presentation  
Essay  
Trial HSC

**Head Teacher**  
**Mrs Kara Valentine**



## MODERN HISTORY

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

### COURSE CONTENT

#### PRELIMINARY

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')

Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.

- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)

#### HSC

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One 'National Studies' topic (30 indicative hours)
- One 'Peace and Conflict' topic (30 indicative hours)
- One 'Change in the Modern World' topic (30 indicative hours)

### COURSE REQUIREMENTS

#### PRELIMINARY

In the Year 11 course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and

One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

#### HSC

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

#### ASSESSMENT PRELIMINARY

3 Assessments  
Presentation  
Historical Investigation  
Yearly Exam

#### HSC

4 Assessments  
Source Analysis  
Essay  
Research Task  
Trial HSC

**Head Teacher**  
**Mrs Kara Valentine**



## SOCIETY AND CULTURE

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

### TOPICS COVERED PRELIMINARY

- The Social and Cultural World – the interactions between persons and groups within societies
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

### HSC

#### CORE

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

#### DEPTH STUDIES

Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

### PIP

Is a major Project completed in Year 12. It requires students to investigate a social or cultural issue using a variety of research methodologies and write a report of their findings. The PIP is externally marked and is worth 30% of the total mark.

### ASSESSMENT PRELIMINARY

3 Assessments  
Research and Essay  
Presentation  
Yearly Exam

### HSC

4 Assessments  
Essay  
Research Task  
Presentation  
Trial HSC

**Head Teacher:**  
**Mrs Kara Valentine**





## WORK STUDIES

UNIT VALUE:	2 Unit
CATEGORY:	B – Content Endorsed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

### STRUCTURE OF THE COURSE

#### CORE – MY WORKING LIFE

Modules – There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

#### NATURE OF THE COURSE

The Work Studies syllabus is designed to assist students in their transition from school to

work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course will assist students to

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations

- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

#### ASSESSMENT PRELIMINARY

3 Assessments  
Portfolio  
Workplace report  
Presentation

#### HSC

4 Assessments  
Portfolio  
Workplace Report  
Topic Test  
Presentation

**Head Teacher:**  
**Mrs Kara Valentine**



## MATHEMATICS STANDARD

UNIT VALUE:	2 Unit
CATEGORY:	Mathematics Standard 2 Category A Mathematics Standard 1 Category B
YEARS AVAILABLE:	Year 11 Mathematics Standard Year 12 Mathematics Standard 2 or Year 12 Mathematics Standard 1
EXCLUSIONS:	Any other Mathematics course

### PREREQUISITES

The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

### EXCLUSIONS:

Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

### COURSE DESCRIPTION

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the

Mathematics Standard 2 Year 12 course (Category A).

- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

### THE STUDY OF MATHEMATICS STANDARD 1 IN STAGE 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in

a broad range of contemporary contexts through the use of mathematical modelling and uses these models to solve problems related to their present and future needs

- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

### THE STUDY OF MATHEMATICS STANDARD 2 IN STAGE 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

## COURSE STRUCTURE

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. 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 PRELIMINARY COURSE

#### YEAR 11 PRELIMINARY TOPICS – 120 HOURS

TOPICS	SUBTOPICS
Algebra	A1 Formulae/Equations A2 Linear relationships
Measurement	M1 Applications M1.1 Practicalities of measurement M1.2 Perimeter, area and volume M1.3 Units of energy and mass M2 Time
Financial Mathematics	F1 Money Matters F1.1 interest and Depreciation F1.2 Earning and managing money F1.3 Budgeting and household expenses
Statistical Analysis	S1 Data Analysis S1.1 Classifying and representing data S1.2 Summary statistics S2 Probability

### YEAR 12 HSC COURSE

The Mathematics Standard 1 and Mathematics Standard 2 courses are organised into topics, with the topics divided into subtopics.

#### YEAR 12 STANDARD 1 HSC TOPICS – 120 HOURS

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-S3 Further Statistical Analysis
Networks	MS-N1 Networks and Paths

#### YEAR 12 STANDARD 2 HSC TOPICS – 120 HOURS

TOPICS	SUBTOPICS
Algebra	MS-A4 Types of Relationships
Measurement Trigonometry	MS-M6 Non-right-angled 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

### YEAR 11 MATHEMATICS STANDARD SCHOOL-BASED ASSESSMENT REQUIREMENTS

The components and weightings for Year 11 are mandatory.

COMPONENT	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

### YEAR 12 MATHEMATICS STANDARD SCHOOL-BASED ASSESSMENT REQUIREMENTS

The components and weightings for Year 12 are mandatory.

COMPONENT	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

**Head Teacher:**  
**Ms Jodie Robertson**





## MATHEMATICS ADVANCED

UNIT VALUE:	2 Units 2 units Year 11 (Preliminary) Board Developed Course. 2 units Year 12 (HSC) Board Developed Course.
CATEGORY:	A
YEARS AVAILABLE:	11 & 12

### PREREQUISITES

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
  - Surds and indices
  - Equations
  - Linear relationships
  - Trigonometry and Pythagoras' theorem
  - Single variable data analysis
- and at least some of the content from the following substrands of Stage 5.3. Non-linear relationships and Properties of Geometrical Shapes.

### EXCLUSIONS

Only students who have studied Stage 5.3 can choose Mathematics Advanced.

Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

### COURSE DESCRIPTION

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

problems related to their present and future needs

- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

### THE STUDY OF MATHEMATICS ADVANCED IN STAGE 6

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve



## CONTENT

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

### YEAR 11 PRELIMINARY COURSE

TOPICS	SUBTOPICS
Functions	Working with Functions
Trigonometric Functions	Trigonometry and Measure of Angles Trigonometric Functions and Identities
Calculus	Introduction to Differentiation
Exponential and Logarithmic Functions	Logarithms and Exponentials
Statistical Analysis	Probability and Discrete Probability Distributions

### YEAR 12 HSC COURSE

TOPICS	SUBTOPICS
Functions	Graphing Techniques
Trigonometric Functions	Trigonometric Functions and Graphs
Calculus	Differential Calculus The Second Derivative Integral Calculus
Financial Mathematics	Modelling Financial Situations
Statistical Analysis	Descriptive Statistics and Bivariate Data Analysis Random Variables

## NOTES ON SCHOOL-BASED ASSESSMENT IN MATHEMATICS ADVANCED

Formal school-based assessment in this course should focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

### YEAR 11 MATHEMATICS ADVANCED SCHOOL-BASED ASSESSMENT REQUIREMENTS

The components and weightings for Year 11 are mandatory.

COMPONENT	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

### YEAR 12 MATHEMATICS ADVANCED SCHOOL-BASED ASSESSMENT REQUIREMENTS

The components and weightings for Year 12 are mandatory.

COMPONENT	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

**Head Teacher:**  
**Ms Jodie Robertson**



## MATHEMATICS EXTENSION 1

UNIT VALUE:

1 Unit

1 unit Year 11 (Preliminary) Board Developed Course.

1 unit Year 12 (HSC) Board Developed Course.

CATEGORY:

A

YEARS AVAILABLE:

11 & 12

EXCLUSIONS:

Students must have chosen the Mathematics Advanced course.

### PREREQUISITES

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

### EXCLUSIONS

Only students who have studied Stage 5.3, and have chosen Mathematics Advanced, can choose Mathematics Extension 1. Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

### COURSE DESCRIPTION

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

### THE STUDY OF MATHEMATICS EXTENSION 1 IN STAGE 6

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate

mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

## CONTENT

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

### YEAR 11 PRELIMINARY COURSE

TOPICS	SUBTOPICS
Functions	Further Work with Functions Polynomials
Trigonometric Functions	Inverse Trigonometric Functions Further Trigonometric Identities
Calculus	Rates of Change
Combinatorics	Working with Combinatorics

### YEAR 12 HSC COURSE

TOPICS	SUBTOPICS
Proof	Proof by Mathematical Induction
Vectors	Introduction to Vectors
Trigonometric Functions	Trigonometric Equations
Calculus	Further Calculus Skills Applications of Calculus
Statistical Analysis	The Binomial Distribution

## NOTES ON SCHOOL-BASED ASSESSMENT IN MATHEMATICS EXTENSION 1

Formal school-based assessment in this course should focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

### YEAR 11 MATHEMATICS EXTENSION 1 SCHOOL-BASED ASSESSMENT REQUIREMENTS

The components and weightings for Year 11 are mandatory.

COMPONENT	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

### YEAR 12 MATHEMATICS EXTENSION 1 SCHOOL-BASED ASSESSMENT REQUIREMENTS

The components and weightings for Year 12 are mandatory.

COMPONENT	WEIGHTING
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

**Head Teacher:**  
**Ms Jodie Robertson**



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## COMMUNITY AND FAMILY STUDIES (CAFS)

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

### TOPICS COVERED

#### PRELIMINARY

##### Resource Management

- Basic concepts of the resource management process. (Approximately 20% of course time)

##### Individuals and Groups

- The individual's roles, relationships and tasks with groups. (Approximately 40% of course time)

##### Families and Communities

- Family structures and functions and the interaction between family and community. (Approximately 40% of course time)

#### HSC

##### Research Methodology

- Ethical research procedures culminating in the production of an Independent Research Project (Approximately 25% of course time)

##### Groups in Context

- The needs of specific community groups. (Approximately 25% of course time)

##### Parenting and Caring

- Individuals and groups who adopt roles in parenting and caring in contemporary society (Approximately of 25% course time)

##### HSC Option Modules

(Select one of the following, approximately 25% of course time)

##### Family and Societal Interactions

- How government and community structures support and protect family members throughout the lifespan.

##### Social Impact of Technology

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

##### Individuals and Works

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

### COURSE REQUIREMENTS

#### INDEPENDENT RESEARCH PROJECT

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

#### ASSESSMENT TASK PRELIMINARY

Internal Assessment  
Research Task  
Development of Information  
Package  
Yearly Examination

#### HSC

Assessment Task HSC  
Written Examination HSC  
IRP (Independent Research  
Project)  
Inclass Essay  
Research Task  
Trial Examination

**Head Teacher:**  
**Ms Jodie Robertson**



## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

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.

*Please note: The majority of this course is theoretical based, designed more for students following an academic pathway.*

### TOPICS COVERED

#### PRELIMINARY

##### Core Topics

- Better Health for Individuals (30%)
- Body in Motion (30%)

##### Options

Students select two of the following options

- First Aid (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)
- Composition and Performance (20%)

#### HSC

##### CORE TOPICS

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

##### OPTIONS

Students select two of the following:

- Health of Young People (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)
- Sport and Physical Activity in Australian Society (20%)

NOTE: If First Aid is selected as an option, a 3 Year certified qualification costs around \$90.

### COURSE REQUIREMENTS

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

#### ASSESSMENT PRELIMINARY

A Written Examination  
Reference Task  
Research Task  
Yearly Examination

#### HSC

A Written Examination  
Research Assignment  
In Class Task  
Training Program Design  
Trial Examination

**Head Teacher:**  
**Ms Jodie Robertson**





## SPORT, LIFESTYLE AND RECREATION (SLR)

UNIT VALUE:	1 or 2 Unit
CATEGORY:	B – Content Endorsed course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	Students studying PDHPE must not duplicate modules

### REASONS FOR CHOOSING THE COURSE

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

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

### MODULES

The modules in Sport, Lifestyle and Recreation that may be studied over years 11 and 12 include:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications I
- Games and Sports Applications II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training

*Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure however that the modules selected do not duplicate PDHPE modules.*

### ASSESSMENT

Assessment will vary depending on modules selected.

There will be 3 tasks set for both the Preliminary and HSC Course.

**Head Teacher:**  
**Ms Jodie Robertson**



## AGRICULTURE

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

### TOPICS COVERED

#### PRELIMINARY

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

### HSC

CORE (80%)  
(approximately 96 indicative hours)

#### PLANT/ANIMAL PRODUCTION (50%)

- Soil, nutrients and water
- Factors contributing to the degradation of soil and water
- Sustainable resource management
- Plant production systems
- Constraints on plant production
- Managing plant production
- Animal nutrition
- Animal growth and development
- Animal reproduction and genetics
- Animal pests and diseases
- Animal ethics and welfare
- Experimental analysis and research in plant/animal systems

#### FARM PRODUCT STUDY (30%)

- The farm as a business
- Decision-making processes and management strategies
- Agricultural technology
- Marketing of a specific farm product

ELECTIVE (20%) (approximately 24 indicative hours)

### Choose ONE of the following electives to study.

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

### ASSESSMENT

There will be 3 assessments for Year 11 and 3 for Year 12.

**Head Teacher:**  
**Mr Andrew Harries**





## BIOLOGY

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity. The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

### TOPICS COVERED

#### PRELIMINARY

- Cells as the Basis of Life (30 indicative hours)
- Organisation of Living Things (30 indicative hours)
- Biological Diversity (30 indicative hours)
- Ecosystem Dynamics (30 indicative hours)

### TOPICS COVERED

#### HSC

#### CORE TOPICS

- Heredity (30 indicative hours)
- Genetic Change (30 indicative hours)
- Infectious Disease (30 indicative hours)
- Non-infectious Disease and Disorders (30 indicative hours)

### COURSE REQUIREMENTS

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

### ASSESSMENT

There will be 3 assessments for Year 11 and 3 for Year 12.

**Head Teacher:**  
**Mr Andrew Harries**



## CHEMISTRY

UNIT VALUE:	2 Unit
CATEGORY:	A - Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

### TOPICS COVERED

#### PRELIMINARY

- Properties and Structure of Matter (30 indicative hours)
- Introduction to Quantitative Chemistry (30 indicative hours)
- Reactive Chemistry (30 indicative hours)
- Drivers of Reactions (30 indicative hours)

#### HSC

##### CORE TOPICS

- Equilibrium and Acid Reactions (30 indicative hours)
- Acid/Base Reactions (30 indicative hours)
- Organic Chemistry (30 indicative hours)
- Applying Chemical Ideas (30 indicative hours)

### COURSE REQUIREMENTS

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

### ASSESSMENT

There will be 3 assessments for Year 11 and 3 for Year 12.

**Head Teacher:**  
**Mr Andrew Harries**



## MARINE AND AQUACULTURE STUDIES

Units:	2Unit
Prerequisites:	NIL
ATAR eligible:	N/A
Category:	B – Content Endorsed Course

### COURSE DESCRIPTION

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

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

### CAREER OPPORTUNITIES

Aquaculture; Eco-tourism  
Conservation, Stevedoring  
Shipping, Fishing, Marine Biology

### COURSE OUTLINE

The course is designed to allow flexibility in the content that is covered. There will be field trips both to local freshwater systems, fisheries and to the coast. The core modules offered include:

Marine Safety and First Aid, The Marine Environment, Life in the Sea Humans in Water and Marine and Maritime Employment

There are a wide range of optional modules that can also be studied. These include: Resuscitation Certificate, First Aid Certificates, Dangerous Marine Creatures, Estuarine Studies, Coastal Studies, Coral Reef Ecology, Oceanography, Local Area Study, Sea Birds of Our Coast, Commercial and Recreational Fishing, Aquaculture, Marine Resource Management, The Marine Aquarium, Anatomy and Physiology of Marine Organisms, Seafood Handling and Processing, Skin Diving and Diving Science, Marine Engineering, Marine Archaeology, Boating and Seamanship, Marine Craft Construction and Repair, Pilotage and Navigation, Marine Communication, Wind Powered Craft and Personal Interest Project.

### ASSESSMENT

There will be 3 assessments for Year 11 and 3 for Year 12.

Formal exams  
Research tasks  
Fields studies

**Head Teacher:**  
**Mr Andrew Harries**





## PHYSICS

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### REASONS FOR CHOOSING THE COURSE

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

### TOPICS COVERED PRELIMINARY

120 INDICATIVE HOURS

**The Preliminary course incorporates the study of:**

- Kinematics (30 indicative hours)
- Dynamics (30 indicative hours)
- Waves and Thermodynamics (30 indicative hours)
- Electricity and Magnetism (30 indicative hours)

### HSC COURSE

120 INDICATIVE HOURS

The HSC course builds upon the Preliminary course. The Preliminary course content is a prerequisite for the HSC Course.

The HSC course incorporates the study of:

- Advanced Mechanics (30 indicative hours)
- Electromagnetism (30 indicative hours)
- The Nature of Light (30 indicative hours)
- From the Universe to the Atom (30 indicative hours)

### ASSESSMENT

There will be 3 assessments for Year 11 and 3 for Year 12.

### COURSE REQUIREMENTS

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Head Teacher:**  
**Mr Andrew Harries**





## DESIGN AND TECHNOLOGY

UNIT VALUE: 2 Unit  
 CATEGORY: A – Board Developed Course  
 YEARS AVAILABLE: 11 & 12  
 EXCLUSIONS: Industrial Technology

### COURSE DESCRIPTION

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or

opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

### TOPICS COVERED PRELIMINARY

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

### HSC

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

### COURSE REQUIREMENTS

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

**Head Teacher:**  
**Mrs Natasha Cowan**



## DESIGN AND TECHNOLOGY

### ASSESSMENT

#### EXTERNAL ASSESSMENT REQUIREMENTS

Year 11 Design and Technology School-based Assessment Requirements

The components and weightings for Year 11 are mandatory. Knowledge and understanding of course content (40%) Knowledge and skills in designing, managing, producing and evaluating design projects (60%)

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

#### Year 12 Design and Technology School-based Assessment Requirements

##### INTERNAL ASSESSMENT

Knowledge and understanding of course content (40%)

Knowledge and skills in designing, managing, producing and evaluating design projects (60%)

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be a case study of an innovation with a weighting of 20%.

**Head Teacher:**  
**Mrs Natasha Cowan**



## ENGINEERING STUDIES

UNIT VALUE: 2 Unit  
 CATEGORY: A - Board Developed Course  
 YEARS AVAILABLE: 11 & 12  
 EXCLUSIONS: NIL

### COURSE DESCRIPTION

Engineering Studies is unique in that it develops knowledge and understanding of the profession of engineering. It will provide students with skills, knowledge and understanding associated with a study of engineering in fields such as civil, transport systems, aeronautical and telecommunications. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change

### WHO SHOULD CHOOSE THIS COURSE?

Strength in mathematics and science is essential. As well problem-solving ability, engagement with information technology, self-directed learning, communication and management skills.

### WHAT WILL I BE ABLE TO DO AT THE END OF THIS COURSE?

- Understanding of the scope of engineering and the role of the engineer.
- Communication skills appropriate to engineering practices.
- Management and problem-solving skills in engineering contexts.
- Knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society.

### WHY STUDY THIS SUBJECT?

Students undertaking Engineering Studies will have the opportunity to follow a number of pathways. These include tertiary, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study e.g. civil, mechanical, electrical, mining engineering.

### ASSESSMENT REQUIREMENTS

The components and weightings for Year 11 are mandatory.

#### INTERNAL ASSESSMENT

Knowledge and understanding of course content (60%)

Knowledge and skills in research, problem solving and communication related to engineering practice (40%)

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must include an engineering report.

### Year 12 Engineering Studies External Assessment Requirements

#### EXTERNAL ASSESSMENT

A written examination (100%)

Year 12 Engineering Studies School-based Assessment Requirements

#### INTERNAL ASSESSMENT

Knowledge and understanding of course content (60%)

Knowledge and skills in research, problem solving and communication related to engineering practice (40%)

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must include an engineering report with a minimum weighting of 20%.

**Head Teacher:**  
**Mrs Natasha Cowan**





## FOOD TECHNOLOGY

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### TOPICS COVERED

#### PRELIMINARY

Food Availability and Selection (30%)  
Food Quality (40%)  
Nutrition (30%)

#### HSC

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

### COURSE REQUIREMENTS

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Year 11 Food Technology School-based Assessment Requirements  
The components and weightings for Year 11 are mandatory.

Knowledge and understanding of course content (40%)  
Knowledge and skills in designing, researching, analysing and evaluating (30%)  
Skills in experimenting with and preparing food by applying theoretical concepts (30%)

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination

Year 12 Food Technology School-

based Assessment Requirements  
The components and weightings for Year 12 are mandatory.

Knowledge and understanding of course content (40%)  
Knowledge and skills in designing, researching, analysing and evaluating (30%)  
Skills in experimenting with and preparing food by applying theoretical concepts (30%)

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%

**Head Teacher:**  
**Mrs Natasha Cowan**





## INDUSTRIAL TECHNOLOGY (WOOD OR METAL)

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

### TOPICS COVERED

#### PRELIMINARY

- The following sections are taught in relation to the relevant focus area:
- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)

- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

Students choose ONE of the following Focus Areas to work in throughout the Preliminary and HSC courses.

- Metal and Engineering
  - Timber Products and Furniture
- Their projects, specific theory and exams are based on the Focus Area they choose.

#### HSC

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)  
Design, Management and Communication  
Production
- Industry Related Manufacturing Technology (25%)

### COURSE REQUIREMENTS

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Year 11 Industrial Technology School-based Assessment Requirements

The components and weightings for Year 11 are mandatory; Knowledge and understanding of course content 40% Knowledge and skills in the management, communication and production of projects 60%

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

**Head Teacher:**  
**Mrs Natasha Cowan**



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## INDUSTRIAL TECHNOLOGY (WOOD OR METAL)

### Year 12 Industrial technology School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

#### INTERNAL ASSESSMENT

Knowledge and understanding of course content (40%)

Knowledge and skills in the design, management, communication and production of a major project (60%)

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

#### EXTERNAL ASSESSMENT

A written examination (40%)

Major Design Project (60%)

**Head Teacher:**  
**Mrs Natasha Cowan**





## INDUSTRIAL TECHNOLOGY MULTIMEDIA (COMPUTING)

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

Students with an interest in using computers and learning about computing, or those who see the need for developing their technology skills should consider this course. The area of multimedia has provided major job growth for both women and men in recent years. Fields which have not traditionally been associated with computers are emerging as exciting new areas of employment. These include music, the arts, science, manufacturing and technology as well as new and fast-growing industries that use multimedia.

The study of Industrial Technology Multimedia Stage 6 also provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, there are opportunities for students to potentially gain recognition of prior learning in future Vocational Education and Training. Teachers and students should be aware of these opportunities.

### TOPICS COVERED

#### PRELIMINARY

- Industry Study
- Design and Management
- Practical projects
- Workplace Communication

### HSC

Students will participate in: Major Multimedia Design Project which will form 60% of their HSC mark including:

- Project management
- Project development
- sound creation/capture/editing,
- image creation/capture/editing
- video creation/capture/editing
- text creation/capture/editing
- animation creation/capture/editing
- Project evaluation

Related study including:

- Industry Study
- Design and Management
- Workplace communication

Year 11 Industrial Technology – Multimedia School-based Assessment Requirements

The components and weightings for Year 11 are mandatory

Knowledge and understanding of course content (40%)

Knowledge and skills in the management, communication and production of projects (60%)

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

- three assessment tasks
- the minimum weighting for an individual task is (20%)
- the maximum weighting for an individual task is (40%)

- only one task may be a formal written examination.

Year 12 Industrial technology –Multimedia School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

### INTERNAL ASSESSMENT

Knowledge and understanding of course content 40%

Knowledge and skills in the design, management, communication and production of a major project 60%

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

### EXTERNAL ASSESSMENT

A written examination (40%)

Major Design Project (60%)

**Head Teacher:**  
**Mrs Natasha Cowan**



## TEXTILES AND DESIGN

UNIT VALUE:	2 Unit
CATEGORY:	A – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016

### COURSE DESCRIPTION

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use. The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

### TOPICS COVERED

#### PRELIMINARY

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI) (10%)

#### HSC

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI) (10%)
- Major Textiles Project (50%)  
Chosen from 1 focus area.

### COURSE REQUIREMENTS

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

### Assessment Requirements HSC

#### EXTERNAL ASSESSMENT

A written examination (50%)  
Major Textile Project and portfolio (50%)

#### INTERNAL ASSESSMENT

Major project proposal and report (30%)  
Textiles Fibre Analysis (15%)  
Trial Exam (40%)  
Major Project Progression (15%)

**Head Teacher:**  
**Mrs Natasha Cowan**



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## LIFE SKILLS AND THE ROSA

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

- A Profile of Student Achievement is printed and issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can access a record of outcomes achieved via Students Online.
- Teachers are required to indicate outcomes achieved by students in Years 10, 11 and 12 for each course based on Life Skills outcomes and content through Schools Online.
- When entering information, teachers can select from two options:
  - Achieved – for outcomes achieved independently or with adjustments required for demonstration on the same basis as their peers.
  - Achieved with support – for outcomes achieved with additional support, such as visual or verbal prompts.

Outcomes that have not been addressed in the teaching and learning program or that the student has not achieved will remain indicated as 'Not applicable'.

## LIFE SKILLS AND THE HSC

Students accessing a special program of study in Stage 6 will, in general, need to have completed at least four generic Life Skills courses within a special program of study in stage 5 (Years 9 and 10). Further, participation in a special program of study will be based upon an individual transition planning process, which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

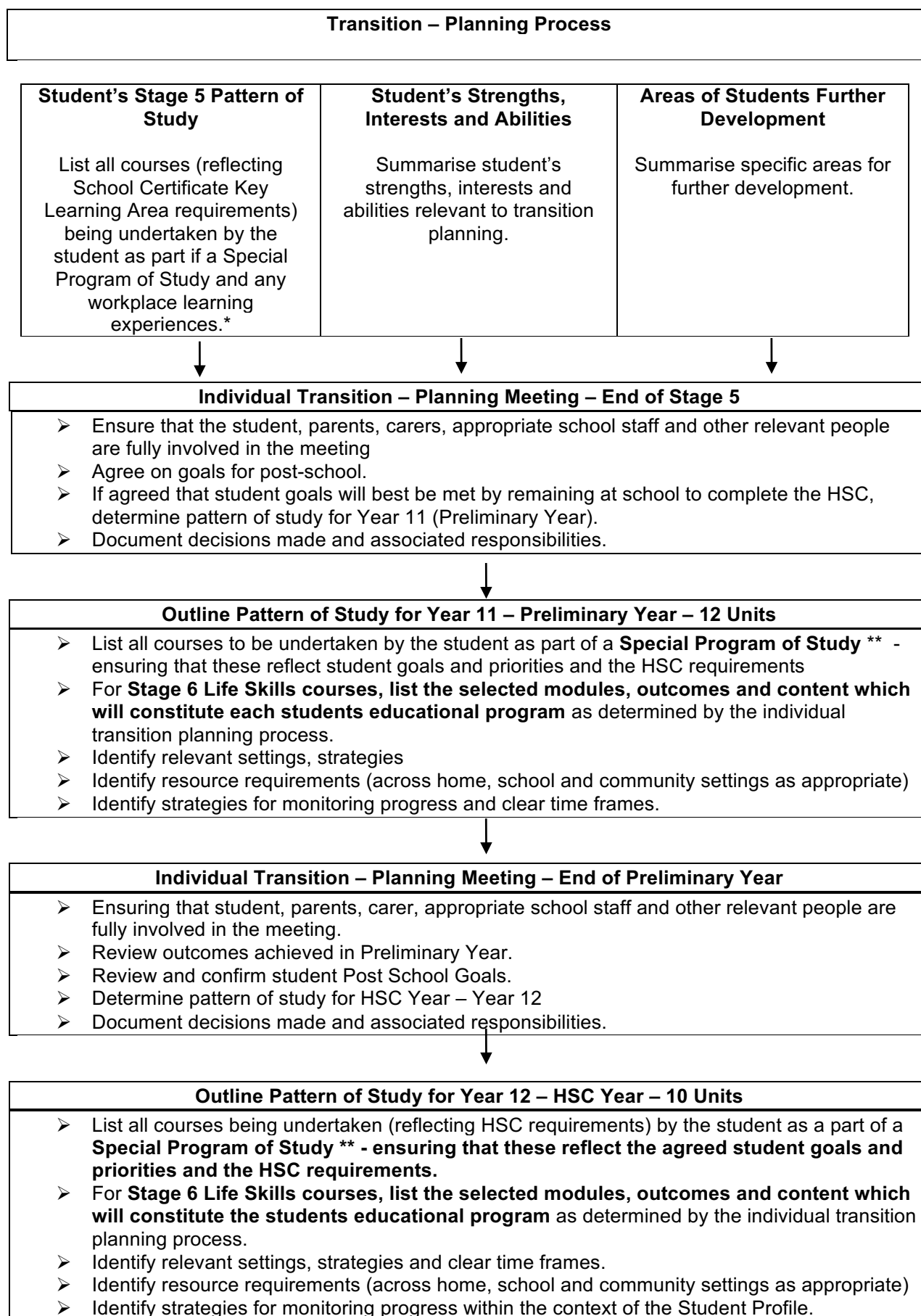
NESA expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

**Head Teacher:**  
**Mrs Michelle Radoll**

# LIFE SKILLS







\* Stage 5 – Note that students entered for a Special Program of Study in Stage 5 may access: Generic Life Skills courses, Board Developed courses, Board Endorsed courses.

\*\* Stage 6 – Note that students entered for a Special Program of Study in Stage 6 may access: Life Skills Courses, Industry Curriculum Framework course options, and other Board Developed or Board Endorsed courses.





## ENGLISH LIFE SKILLS

UNIT VALUE:	2 Unit
CATEGORY:	B – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	English Studies, English Standard, English Advanced, English EAL/D, English Extension

### COURSE DESCRIPTION

The Stage 6 English Life Skills course aligns with the rationale, aim and objectives of the Stage 6 English curriculum. The Life Skills outcomes and content have been developed from the English Studies and English Standard syllabuses to provide opportunities for integrated delivery.

The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills that will enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to communicate effectively in a range of contexts as well as access and respond to texts in different modes and media. Students are provided with opportunities to comprehend and interpret a variety of texts in both familiar and unfamiliar contexts. Students are also provided with opportunities to develop an understanding of the ways in which language forms and features shape meaning in texts. Students are encouraged to appreciate how our own and others' experiences can be represented through texts.

Study in the Stage 6 English Life Skills course enables students to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.

### CONTENT

Where appropriate, students will be provided with opportunities to engage with a range of texts to assist them to broaden and develop their language skills.

The structure of the Stage 6 English Life Skills course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process. The modules of the English Studies and English Standard courses provide possible frameworks for addressing the English Life Skills outcomes and content and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.

### COURSE REQUIREMENTS

Life Skills courses are for students with special education needs, particularly those with an intellectual disability, who are unable to access the outcomes of the regular courses, even with adjustments to teaching, learning and assessment.

On entering students for the Stage 6 English Life Skills course, the principal is certifying that each student is eligible and the decision is the result of the collaborative curriculum planning process.

Students are expected to address or achieve one or more of the Stage 6 English Life Skills outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.

**Head Teacher:**  
**Mrs Michelle Radoll**



## HUMAN SOCIETY AND ITS ENVIRONMENT

UNIT VALUE:

2 Units

CATEGORY:

B – Board Developed Course

EXCLUSIONS:

Ancient History, Modern History

### COURSE DESCRIPTION

The Human Society and Its Environment Life Skills course provides students with the opportunity to study outcomes and content drawn from two or more of the courses (including Ancient History Life Skills and Modern History Life Skills). If a student undertakes the Human Society and Its Environment Life Skills course and any of the other course(s) listed above, the Human Society and Its Environment Life Skills course must not duplicate any of the outcomes and content being undertaken in the other course(s) being studied.

### MAIN TOPICS COVERED

The Stage 6 Human Society and Its Environment Life Skills Syllabus includes topics from the following

- Aboriginal Studies Life Skills
- Business and Economics Life Skills
- Citizenship and Legal Studies Life Skills
- Geography Life Skills

- Ancient History Life Skills
- Modern History Life Skills
- Society and Culture Life Skills
- Work in the Community Life Skills

### COURSE REQUIREMENTS

Life Skills courses are for students with special education needs, particularly those with an intellectual disability, or a student who is unable to access the outcomes of the regular courses, even with the adjustments to teaching, learning and assessment. On entering students for the Stage 6 Human Society and Its Environment Life Skills course, the principal is certifying that each student is eligible, and the decision is the result of the collaborative curriculum planning process.

Students are expected to address or achieve one or more of the Stage 6 Human Society and Its Environment Life Skills outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.

### ASSESSMENT

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

**Head Teacher:**  
**Mrs Michelle Radoll**



## INVESTIGATING SCIENCE LIFE SKILLS

UNIT VALUE:	2 Units
CATEGORY:	B - Board Developed Course
EXCLUSIONS:	NIL

### COURSE DESCRIPTION

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

Investigating Science is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

### MAIN TOPICS COVERED

- Cause and Effect
- Scientific Models
- Science and Technology
- Science and Society

### COURSE REQUIREMENTS

Life Skills courses are for students with special education needs, particularly those with an intellectual disability, or a student who is unable to access the outcomes of the regular courses, even with the adjustments to teaching, learning and assessment.

On entering students for the Stage 6 Investigating Science Life Skills course, the principal is certifying that each student is eligible, and the decision is the result of the collaborative curriculum planning process.

Students are expected to address or achieve one or more of the Stage 6 Investigating Science Life Skills outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.

### ASSESSMENT

Stage 6 Life Skills courses have no HSC examination

**Head Teacher:**  
**Mrs Michelle Radoll**





## MATHS LIFE SKILLS

UNIT VALUE:	2 Unit
CATEGORY:	B – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2

### COURSE DESCRIPTION

The Stage 6 Mathematics Life Skills course aligns with the rationale, aim and objectives of the Stage 6 Mathematics Standard course. The Life Skills content has been developed from the Mathematics Standard syllabus to provide opportunities for integrated delivery.

The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts.

Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in measurement, calculating with money, statistics and using plans and maps. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts.

Study in the Stage 6 Mathematics Life Skills course enhances students' access to community living, further education, training and employment.

### CONTENT

The structure of the Stage 6 Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised in topics, with the topics divided into subtopics.

Topic: Number and modelling (Algebra)

Review of number properties

Mathematical modelling

Topic: Measurement

Everyday measurement

Measuring two-dimensional and three-dimensional shapes

Topic: Financial Mathematics

Decimals, Percentages and Money

Earning Money

Spending Money

Topic: Statistics and Probability (Statistical analysis)

Statistics

Probability

Topic: Plans, Maps and Networks (Networks)

Using Plans, Maps and Networks

The topics provide possible frameworks for addressing the Stage 6 Mathematics Life Skills outcomes and content, and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.

### COURSE REQUIREMENTS

Life Skills courses are for students with special education needs, particularly those with an intellectual disability, who are unable to access the outcomes of the regular courses, even with adjustments to teaching, learning and assessment.

On entering students for the Stage 6 Mathematics Life Skills course, the principal is certifying that each student is eligible and the decision is the result of the school's collaborative curriculum planning process.

Students are expected to address or achieve one or more of the Stage 6 Mathematics Life Skills outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.

**Head Teacher:**  
**Mrs Michelle Radoll**





# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION LIFE SKILLS

UNIT VALUE:	2 Unit
CATEGORY:	B – Board Developed Course
YEARS AVAILABLE:	11 & 12
EXCLUSIONS:	Personal Development, Health and Physical Education

## COURSE DESCRIPTION

The Stage 6 Personal Development, Health and Physical Education Life Skills course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are important in daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Students' effective participation in a range of post-school environments will be supported by the development of skills in a range of safe living practices. The course will help students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

## MAIN TOPICS COVERED

The structure of the Personal Development, Health and Physical Education Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content from one or more of the following six modules:

- Growth and Development
- Developing and Maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Safe Living
- Leisure
- Outdoor Recreation.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

## COURSE REQUIREMENTS

On entering students for the Personal Development, Health and Physical Education Life Skills course, the principal is certifying that the student is eligible and the decision is the result of the collaborative curriculum planning process.

## ASSESSMENT

Students are assessed in relation to the selected Personal Development, Health and Physical Education Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.

Head Teacher:  
Mrs Michelle Radoll

## VET in schools “Frequently asked Questions”

### What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

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

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

### What is reported on the HSC?

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

### What are competencies?

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

### Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

### What is the Australian Quality Framework (AQF)?

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

### What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

### What are Industry Curriculum Frameworks?

The Board of Studies, Teaching & Educational Standards has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

### What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

### What are Specialisation Courses?

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

### Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Preliminary course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements. IF YOU DO NOT COMPLY WITH WORKPLACEMENT REQUIREMENTS, YOU RISK BEING 'N' DETERMINED FOR THE HSC.

### Who delivers VET to students?

VET courses are delivered in schools by teachers

Any questions in regards to these subjects can be directed to the VET/SBAT Coordinator  
(Ms K Saunders) at Quirindi High School.  
(Tamworth RTO 90162 VET Course Information 2018 V4 27.4.17)

who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer(CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/ or a qualification. The relevant VET Coordinator at your school holds application forms.

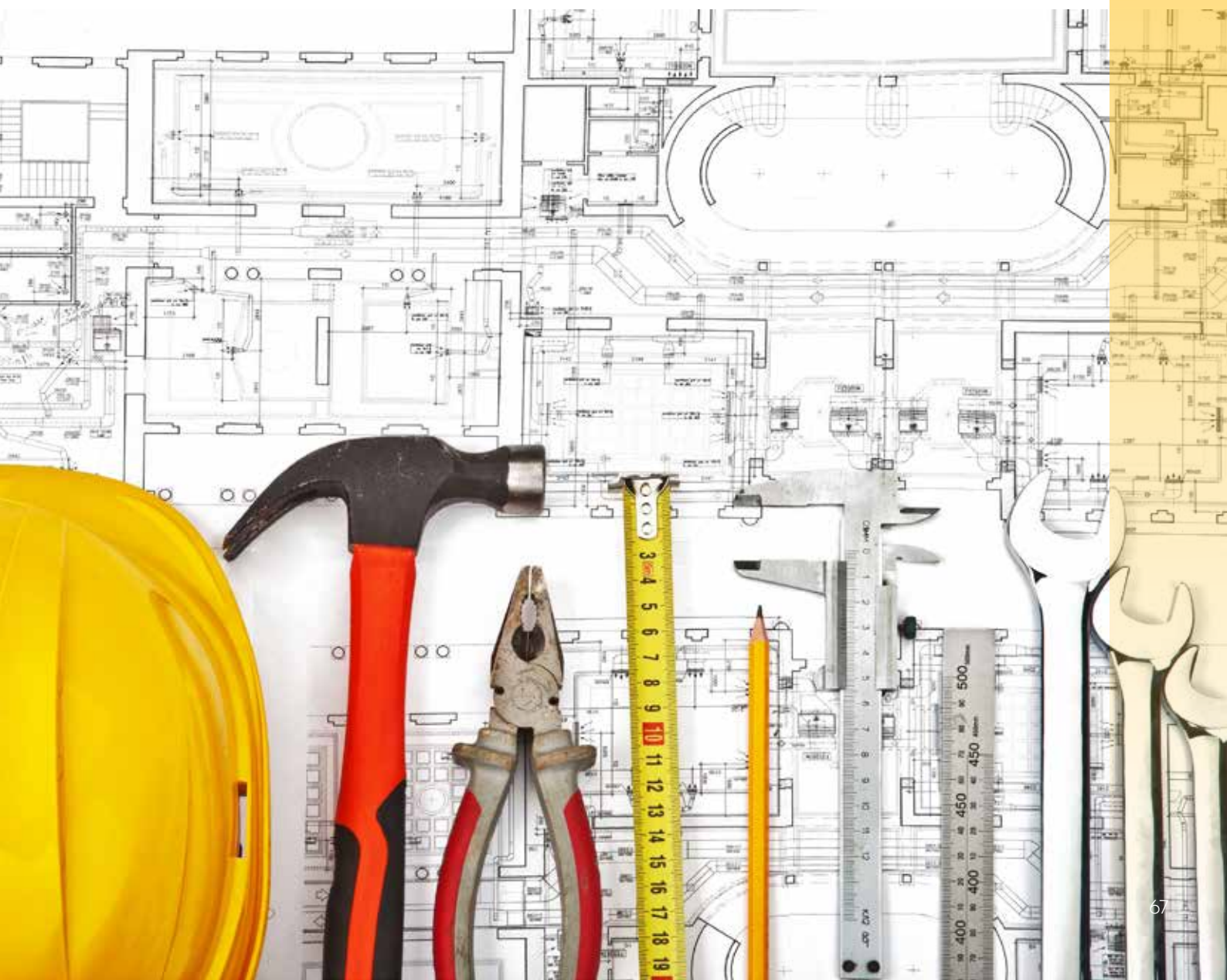
How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as “skills required not only to gain

employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions”. The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR.**





# INDUSTRY-BASED LEARNING

This Board Endorsed course is only available to students with an approved SBA/T training contract, and who are also entered for the appropriate HSC VET course for the formal learning/off-the-job training component of their SBA/T.

The course enables students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of their SBA/T.

## ELIGIBILITY

Industry-Based Learning is a 240 Hour (2 unit x 2 years) Stage 6 Board Endorsed Course which is only available for students:

- with an approved school-based apprenticeship or traineeship training contract, and
- who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

## AIM

By engaging in on-the-job training, students will develop knowledge, understandings, values and attitudes about enterprise, work and industry and a range of employability related skills valued within and beyond the workplace. Students will gain experiences that can be applied to a range of contexts including work, study and leisure, and which can assist them in making informed career decisions.

## COURSE REQUIREMENTS AND STRUCTURE

Students must present for assessment evidence of the learning related to the course outcomes they have achieved whilst in the workplace. To be accredited for a total of 4 units a student must submit their evidence for assessment on a regular basis from 6 to 10 times across a two-year period of HSC study. Students may be accredited with 2 units of credit if they submit their evidence for assessment on a regular basis from 3 to 5 times across any twelve month period of HSC study. With each successive submission, an increasing level of complexity and sophistication in the evidence presented related to the course outcomes should be evident.

## COURSE COMPLETION REQUIREMENTS

For a student to be considered to have satisfactorily completed this course there must be sufficient evidence that the student has:

- followed the course endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
- achieved some or all of the course outcomes, and
- met the on-the-job attendance requirements contained within the approved school-based apprenticeship or traineeship training plan.

## EVIDENCE OF INDUSTRY-BASED LEARNING

It is intended that the evidence of industry-based learning will be built up across the on-the-job training attendance requirement. The evidence of Industry-Based Learning will consist of two parts:

- a log of those tasks and activities which have been undertaken in the workplace which are related to the course outcomes, and
- a reflective and self-descriptive journal of learning related to the course outcomes which has developed from the on-the-job training component of the school-based apprenticeship or traineeship.

## THE LOG

The log of workplace tasks and activities undertaken must be maintained on a regular basis and include:

- a brief description by the student of the tasks and activities undertaken, and
- verification that these tasks and activities have been undertaken. 7 Industry-Based Learning Stage 6 Course Description



## THE JOURNAL

The journal of learning will complement the log by providing, on a regular basis, a record of what has been learned from the workplace related to the course outcomes. This record will be different from the record of competencies achieved which is required by the RTO. The journal will not only describe what has been learned but its usefulness and applicability to the apprentice or trainee in the workplace. The journal will be in the apprentice or trainees' own words and comprise:

- a synthesis of what has been learned
- a reflection on the tasks and activities undertaken
- an evaluation of the experiences gained in workplace, and
- synthesis of what has been learned related to the course outcomes.

## Assessment of Evidence of Industry-based Learning

The evidence of Industry-Based Learning will be assessed by the school. In managing the development of the log and journal by the student, it is anticipated that the school teacher will mentor the student's on-the-job placement by regularly meeting with the student.

The school should establish clear communication channels to ensure that the employer is aware of the requirements of this course and able to support the

student in achieving the course outcomes.

The school is required to develop an assessment program indicating when the evidence of industry-based learning will be assessed. In this way the student's time-management and project-management skills may be monitored and developed. The assessment schedule/plan should include milestones designed to assist student understanding of what is required and to set timeframes for the regular submission of work. The final outcome of the assessment program will be a decision by the school as to whether or not the student has satisfactorily completed the course.

## PRELIMINARY AND HSC UNIT CREDIT

To facilitate flexibility in the Higher School Certificate, the HSC unit credit from this course may be counted in either the Preliminary and/or the HSC pattern of study.

## LINKS WITH OTHER HSC COURSES

The knowledge and skills achieved from this course will complement the outcomes from the student's concurrent HSC VET course(s) as described by the units of competency. Students may also draw on the knowledge and skills they acquire in other HSC subjects to help them achieve the objectives and outcomes of this course.



# Let's Get Engaged!

*Quirindi High School wants to engage with students, parents, carers and the community in as many ways as we can to ensure everyone is informed of what is going on at school and to show the community the wonderful achievements of our students.*

***Get connected with us via our website, Facebook page, The Newsletter and the Sentral Parent Portal, here's how:***

## **Website**

[www.quirindi-h.schools.nsw.edu.au](http://www.quirindi-h.schools.nsw.edu.au)

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## **Facebook – Quirindi High School**



## **The Newsletter**

Newsletter distributed fortnightly via our Facebook page, website, all students via email and parents via email who have registered with the Sentral Parent Portal.

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## **SENTRAL Parent Portal**

All parents/carers have been provided with a secure log in and password for their students. If you have not received your log in details or are having trouble please contact the school.

### ***Information and functions available on the portal:***

Attendance – Reports – Timetables - Change of Details  
- Absentee Notification - Student Plans

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## ***Questions about Communication with Quirindi High School?***

Contact our **Community Liaison Officer**

Lauren Maybury, on 02 6746 1177 or [lauren.maybury@det.nsw.edu.au](mailto:lauren.maybury@det.nsw.edu.au)

## **Media and Communications**

Sally Alden, on 02 6746 1177 or [sally.alden1@det.nsw.edu.au](mailto:sally.alden1@det.nsw.edu.au)

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*educational excellence in a country atmosphere*