

Leumeah High School



Information Booklet for Students Enrolling in Year 11 2020

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July 2019

Dear Parent/Caregiver and Year 10 Student,

Subject selection time can often initially be a confusing process. Reading through the information booklet and participating in information sessions and evenings will help parents and students understand the process.

It is important for each of our students that other support is provided and used. Staff at Leumeah High School are part of the team wanting the very best for every student. So, as you make decisions, seek help at any time from :

- classroom teachers
- specialised staff (EAL/D, LaST, School Counsellor etc)
- Head Teachers
- Year Advisers
- Careers Adviser
- Deputy Principal
- Principal
- Students who have experienced the year you are entering

The best reasons to select a subject are :

- you enjoy the subject
- you are good at it
- you need it for a career path that is achievable

Do not be influenced by anyone other than yourself.

Parents/Caregivers - you and the staff at Leumeah are the support team for your child. Please do not hesitate to contact the school at any time.

Yours sincerely,

Paul Zielinski
Principal

INFORMATION ABOUT THE HSC

This is your introduction to the HSC and the many options available.

More information is contained in the following NESA publication:

Studying for the New South Wales Higher School Certificate - Information for Year 10 Students

<http://educationstandards.nsw.edu.au/wps/portal//11-12/hsc/subject-selection>

THE HSC IN 2021

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

Courses are linked to further education and training.

- Extension courses (including undergraduate university courses) enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and lead to qualifications recognised across a range of industries.

The HSC includes life skills courses for students with special education needs.

The HSC will fairly assesses each student's knowledge and skills.

If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.

HSC minimum standard

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>.

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in **Year 11 (Preliminary Course)** and **Year 12 (HSC Course)**.

1. **Board Developed Courses**

These courses are developed by the New South Wales Education Standards Authority (NESA). There is a syllabus and support material for each course which includes :

- . the course objectives, structure, content and outcomes
- . specific course requirements
- . assessment requirements
- . sample examination papers and marking guidelines
- . the performance scale

All students entered for the HSC who are studying these courses follow the syllabuses. These courses are examined externally at the end of the HSC course and may **count towards the calculation of the Australian Tertiary Admission Rank (ATAR)**.

2. **Board Endorsed Courses**

There are two main types of Board Endorsed Courses - Content Endorsed Courses and School Developed Courses.

- **Content Endorsed Courses (CECs)** have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) courses **delivered by TAFE** are Content Endorsed Courses.

- **School Developed Board Endorsed Courses**

Schools may also design special courses to meet student needs. These courses must be approved by the NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Developed 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.**

3. Vocational Education and Training (VET) 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 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 environment. Students receive documentation showing the competencies gained. Some of the courses will be delivered by schools, while others will be delivered by TAFE or other providers.
- **VET Courses may, under certain circumstances, contribute to the Australian Tertiary Admission Rank (ATAR). However, students need to be aware that VET courses are Category B courses, and only one (1) Category B Course may count towards an ATAR.**
- Further information about VET courses appears in the section listing the HSC Courses available.

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 are 2 unit.

Each unit involves class time of approximately 2 hours per week (60 indicative hours per year).

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

$$\begin{aligned} 2 \text{ Units} &= 4 \text{ hours per week (120 indicative hours per year)} \\ &= 100 \text{ marks} \end{aligned}$$

The following is a guideline to help you understand the pattern of courses:

2 UNIT COURSE	This is the basic structure for all courses. It has a value of 100 marks.
EXTENSION COURSE	<p>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 <i>English, Mathematics, History, Music, some languages</i> and <i>VET</i>.</p> <p>English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.</p> <p>HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.</p>

REQUIREMENTS FOR THE AWARD OF THE HSC

NOTE : To be eligible for a HSC students must complete a pattern of study that includes AT LEAST three Board Developed Courses of two units value or greater and at least four subjects

If you wish to be awarded the HSC :

- you must have satisfactorily completed courses that meet the pattern of study required by the NESA 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** 2 units in English
 - **at least** 6 units from Board Developed Courses
 - **at least** three courses of 2 units value or greater
 - **at least** four subjects
 - at most 6 units of courses in Science can contribute to Higher School Certificate eligibility
 - only 1 strand of Industrial Technology may be studied
- The NESA publication, *Studying for the New South Wales Higher School Certificate - An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- **Eligibility for an ATAR**
To be eligible for a ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses including at least 8 units of category A courses.
- If you do not wish to receive an ATAR, the remainder of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

ASSESSMENT AND REPORTING

- The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that are used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing :
 - **The HSC Testamur**
(The official certificate confirming your achievement of all requirements for the award)
 - **The Record of Achievement (RoSA)**
(This document lists the courses you have studied and reports the marks and bands you have achieved)
 - **Course Reports**
For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.
 - If you leave prior to completing the HSC you will receive your RoSA that will show your results from Years 10 and 11.

SENIOR COURSE FEES PER YEAR 2020

Course	Course Fee
BIOLOGY	\$10.00
CHEMISTRY	\$10.00
CONSTRUCTION (VET)	\$70.00
COMPUTING APPLICATIONS	\$30.00
DANCE	\$50.00
DESIGN AND TECHNOLOGY	\$55.00
FOOD TECHNOLOGY	\$55.00
HOSPITALITY (VET)	\$70.00
<ul style="list-style-type: none"> • Ingredients and consumables • <i>Chef's Uniform/Food and Beverage attire - your purchase and choice of cost</i> • <i>Work Safety Shoes - your purchase and choice of cost</i> 	
INDUSTRIAL TECHNOLOGY - Timber Products & Furniture Technology	\$55.00
o Metal and Engineering Technologies	\$55.00
o Multimedia Technologies	\$55.00
NB : IT course fee Year 12 is \$25.00 and students purchase own materials	
INVESTIGATING SCIENCE	\$10.00
MUSIC	\$50.00
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING	\$65.00
SPANISH BEGINNERS	\$40.00
SPORTS COACHING (VET)	\$35.00
SPORT, LIFESTYLE AND RECREATION	\$10.00
TEXTILES AND DESIGN	\$30.00
VISUAL DESIGN	\$60.00
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING	\$65.00
TEXTBOOK HIRE FEE (REFUNDABLE)	\$150.00
GENERAL SCHOOL CONTRIBUTION	\$75.00

NOTE : AFTER A 50% DEPOSIT, REMAINING FEES CAN BE ACCEPTED IN INSTALMENTS AT YOUR CONVENIENCE THROUGHOUT THE YEAR

*** Major Work HSC year depends on project \$40.00 - \$100.00**

FACT SHEET

HSC minimum standard

Literacy and numeracy skills are essential for success in life after school. This is why a minimum standard of literacy and numeracy is required to receive the Higher School Certificate from 2020.

Students show they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.

Students master skills at different rates so there are multiple opportunities available to pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Year 9 NAPLAN tests are no longer used as an early way for students to demonstrate the standard. However, students who achieved a Band 8 or above in a 2017 Year 9 NAPLAN reading, writing or numeracy test are recognised as having met the HSC minimum standard in that particular area and will not need to sit the corresponding online test. If they did not achieve a Band 8 in any one of the NAPLAN tests, they will need to sit the online test for that area.

What does meeting the HSC minimum standard mean?

Meeting the HSC minimum standard of literacy and numeracy means your child has the basic reading, writing and maths skills needed for everyday tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget

How will my child meet the standard?

Your child will show they meet the standard by passing online tests of basic reading, writing and numeracy skills:

- Minimum Standard Reading Test – 45 multiple choice questions
- Minimum Standard Numeracy Test – 45 multiple choice questions

- Minimum Standard Writing Test – up to a 500-word response to one question based on a visual or text prompt.

Your child decides with their teachers when the time is right for them to take each test, and they don't have to sit or pass all tests at once. After passing an online test, they don't have to sit it again.

Your child's school enrolls them in the tests.

After your child completes an online test, your school and child will receive a results report indicating, for each area, whether they have reached the HSC minimum standard or need to sit the test again.

Disability provisions and exemptions

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or an exemption from the HSC minimum standard requirement. Your child should enquire with their teacher if they think they are eligible for extra provisions.

Support for my child

Students learn and develop literacy and numeracy skills from Kindergarten to Year 12 through quality teaching of the NSW curriculum.

Teachers and schools know their students best, and will provide additional support if your child is identified to be at risk of not meeting the HSC minimum standard of literacy and numeracy by Year 12.

Further literacy and numeracy resources, as well as sample online test questions, answers and practice tests, are available on the NESA website.

What if my child doesn't pass the tests by Year 12?

Your child will have many opportunities to meet the HSC minimum standard, including after they leave school. Importantly, students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC results
- receive an ATAR
- receive a Record of School Achievement.

Further information

For further information on the HSC minimum standard and the online tests, visit:

<https://educationstandards.nsw.edu.au/HSCminimumstandard>

CATEGORY A - BOARD DEVELOPED COURSES 2020 – 2021 HSC

Aboriginal Studies	.....
Ancient History	.....
Biology	.....
Business Studies	.....
Chemistry	.....
Community and Family Studies	.....
Dance	.....
Design and Technology	.....
Drama	.....
Earth and Environmental Science	.....
Economics	.....
Engineering Studies	.....
WHICH ENGLISH CLASS IS RIGHT FOR ME?	.....
English Studies	.....
English (Standard)	.....
English (Advanced)	.....
English Extension 1	.....
English Extension 2	.....
Food Technology	.....
Geography	.....
History Extension	.....
Industrial Technology – Timber and Furniture Technologies	.....
Industrial Technology – Metal and Engineering Technologies	.....
Industrial Technology – Multimedia Technologies	.....
Information Processes and Technology (IPT)	.....
Investigating Science	.....
Legal Studies	.....
Mathematics Advanced	.....
Mathematics Standard 1	.....
Mathematics Standard 2	.....
Mathematics Extension	.....
Mathematics Extension 2	.....
Modern History	.....
Music 1	.....
Personal Development, Health and Physical Education	.....
Physics	.....
Science Extension	.....
Society and Culture	.....
Software Design and Development	.....
Spanish Beginners	.....
Textiles and Design	.....
Visual Arts	.....

Course : ABORIGINAL STUDIES		Course No : 11000	
2 units for each of Preliminary and HSC			
Board Developed Course			
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. It involves case studies. 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			
<u>Preliminary Course</u> Part I : Aboriginality and the Land (20%) Part II : Heritage and Identity (30%) Part III : International Indigenous Community: Comparative Study (25%) Part IV : Research and Inquiry Methods: Local Community Case Study (25%)			
<u>HSC Course</u> Part I : Social Justice and Human Rights Issues (50%) (a) Global Perspective (20%) Global understanding of human rights and social just and (b) Comparative Study (30%) A comparative case study on an Aboriginal and international indigenous community 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 or (b) Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity. Part III : Research and Inquiry Mehtods – Major Project (30%) Choice of project topic based on student interest.			
Particular Course Requirements In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.			
Assessment HSC Course Only <u>External Assessment</u> Section 1 Part A - Multiple Choice/Short Answers Part B - Long Response using stimulus Part C - Long Response Section 11 Long Response using stimulus Section 111 Extended Response	Weighting 25 15 15 15 30	<u>Internal Assessment</u> Knowledge of content Sources and perspectives Research and inquiry methods Communication of information	Weighting 40 25 20 15

Course : ANCIENT HISTORY		Course No: 11020
2 units for each of Preliminary and HSC		
Board Developed Course		Exclusions: Nil
Course Description The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.		
Main Topics Covered Preliminary Course Part I: Introduction <ul style="list-style-type: none"> Investigating the past: History, Archaeology and Science Case Studies (at least ONE) Part II: Studies of Ancient Societies, Sites and Sources At least ONE study to be chosen. Part III: Historical Investigation The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group. HSC Course Part I : Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%) Part II: ONE Ancient Society (25%) Part III: ONE Personality in their Times (25%) Part IV: ONE Historical Period (25%)		
Particular Course Requirements In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.		
Component	Weighting %	
Knowledge and understanding of course content	40	
Historical skills in the analysis and evaluation of sources and interpretations	20	
Historical inquiry and research	40	
Communication of historical understanding in appropriate forms	20	
	100	

Board Developed Course: 2 units for Year 11 (Preliminary) and Year 12 (HSC).

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.

Content	
Year 11	Year 12
The Year 11 course consists of four modules. Module 1: Cells as the Basis of Life Module 2: Organisation of Living Things Module 3: Biological Diversity Module 4: Ecosystem Dynamics	The Year 12 course consists of four modules. Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-infectious Disease and Disorders

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.

Stage 6 Biology School-based Assessment Requirements

The components and weightings are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 and Year 12 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 may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - o Questioning and Predicting
 - o Communicating
 - a minimum of two additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.

COURSE COSTS : \$20 per year

Course : BUSINESS STUDIES	Course No: 11040
2 units for each of Preliminary and HSC	
Board Developed Course	
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.	
Preliminary Course Nature of business (20%) – the role and nature of business Business management (40%) – the nature and responsibilities of management Business planning (40%) – establishing and planning a small to medium enterprise HSC Course Operations (25%) – strategies for effective operations management Marketing (25%) – development and implementation of successful marketing strategies Finance (25%) – financial information in the planning and management of business Human resources (25%) – human resource management and business performance	

Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination:			
Section 1		Knowledge of content	40
Multiple Choice	20	Stimulus skills	20
Section 11		Inquiry and research	20
Short Answers	40	Communication of business information	20
Section 111			
Business Report	20		
Section 1V			
Extended Response	20		
	100		100

Board Developed Course: 2 units for Year 11 (Preliminary) and Year 12 (HSC).**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.

Content	
Year 11	Year 12
The Year 11 course consists of four modules. Module 1 Properties and Structure of Matter Module 2 Introduction to Quantitative Chemistry Module 3 Reactive Chemistry Module 4 Drivers of Reactions	The Year 12 course consists of four modules. Module 5 Equilibrium and Acid Reactions Module 6 Acid/base Reactions Module 7 Organic Chemistry Module 8 Applying Chemical Ideas

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.

Stage 6 Chemistry School-based Assessment Requirements

The components and weightings are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 and Year 12 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 may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of two additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.

Course: COMMUNITY AND FAMILY STUDIES		Course No : 15060
2 units for each of Preliminary and HSC		
Board Developed Course		Exclusions: Nil
Course Description Community and Family Studies is designed to develop each student's understanding of the diverse nature and interdependence of individuals, families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing individuals, families and communities.		
Main Topic Covered Preliminary Course <ul style="list-style-type: none"> • Resource Management Basic concepts of the resource management process (approximately 20% of course time). • Individuals and Groups The individual's roles, relationships and tasks within 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 Course <ul style="list-style-type: none"> • Research Methodology Research methodology and skills culminating in the production of an Independent Research Project IRP (approximately 25% of course time). • Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). • Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). HSC Option Modules One of the following topics will be chosen collaboratively by the class (approximately 25% of course time): <ul style="list-style-type: none"> • Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. • Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 		
Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.		
Assessment Preliminary Course		
The mandatory components and weightings for the 3 Preliminary course assessment tasks are set out below		Weighting
Knowledge and understanding of course content of how the following impact on wellbeing: • basic concepts of resource management • roles, relationships and group tasks • nature of groups structure and functions, interactions between families and communities.		40
Skills in critical thinking, research methodology, analysing and communicating		60
		100
Assessment HSC Course		
The mandatory components and weightings for the 4 HSC course assessment tasks are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.		Weighting
Knowledge and understanding of how the following impact on wellbeing: • research methodology in IRP • characteristics and needs of specific groups • issues facing individuals and groups in parent and caring roles in society • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing • option study.		40
Skills in critical thinking, research methodology, analysing and communicating as through the topics and the Independent Research project (IRP).		60
Course costs : Nil Fees		100
REQUIREMENTS: writing paper, pens, manila folders or A4 folder for filing, USB storage		

Course : DANCE		Course No: 11070	
2 units for each of Preliminary and HSC			
Board Developed Course			
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.			
Preliminary Course			
Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.			
Components to be completed are :			
Performance (40%)			
Composition (20%)			
Appreciation (20%)			
Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).			
HSC Course			
Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology			
Core (60%) Performance 20%, Composition 20%, Appreciation 20%			
Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.			
Particular Course Requirements			
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.			
The published <i>Course Prescriptions</i> , which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance Solo dance and Viva voce	20	Core Performance	20
Core Composition Solo composition and Viva voce performed by another student	20	Core Composition	20
Core Appreciation A written examination (one hour)	20	Core Appreciation	20
Major Study Major Study Performance One solo dance and Viva voce or Major Study Composition One dance composition: new solo, group dance and Viva voce or Major Study Appreciation Written examination: 1¼ hours or Major Study– Dance & Technology Option 1: Choreographing the Virtual Body. Presentation of a choreographed work using 3D animation software and Viva voce or Option 2: Film and Video. Presentation filmed and edited choreographed work and Viva voce.	40	Development of Major Study	40
COURSE COSTS : \$50.00	100		100

Course : DESIGN AND TECHNOLOGY**Course No:** 150802 units for each of Preliminary and HSC
Board Developed Course**Exclusions :** Nil**Course Description**

Students study design processes, design theory and factors in relation to design projects.

In the **Preliminary course**, students study designing and producing, which includes the completion of at least **two** design projects. 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.

In the HSC course students study an innovation and emerging technologies, which includes a case study. Each candidate must undertake and present an individually prepared folio and project called the **Major Design Project for the HSC which is 60% of the HSC result**.

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**. 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.

Main Topics Covered**Preliminary Course**

Involves both theory and practical work in designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

HSC Course

Innovation and Emerging Technologies, including a case study of innovation (20%). The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.

Particular 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.

Assessment Preliminary Course

The mandatory components and weightings for the 3 Preliminary course assessment tasks are set out below		Weighting%
Knowledge and understanding of course content		40
Knowledge and skills in designing, managing, producing and evaluating design projects		60
		100

Assessment HSC Course

The mandatory components and weightings for the 4 HSC course assessment tasks are set out below		Weighting%
Knowledge and understanding of course content		40
Knowledge and skills in designing, managing, producing and evaluating a major design project.		60
		100

Design and Technology ... continued

COURSE COSTS: Material Fee **\$55.00** for Year 11 (for the **Preliminary Course**) for practical projects, materials and consumable equipment. **NOTE :** **HSC Year** the Material Fee is **\$25.00** as students purchase all material for their individually designed **MAJOR HSC PROJECT**.

REQUIREMENTS: Writing paper/A4 books, manila folders or ring folder for filing, USB storage, pens, pencils, erasers

PRACTICAL EQUIPMENT : At all times students must wear approved **safety shoes** and attire for practical work for WHS.
Hair nets are required for long hair for WHS.

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

Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting their past and traditions; exploring, celebrating and challenging the present and imagining the future. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

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 or traditions of theatre, or the work of a specific artist, practitioner, group or company. They learn about dramatic and theatrical structures, forms, styles and conventions and gain practical experience of them through workshops culminating in presentations and performances using relevant acting techniques, characterisation, performance styles and spaces.

The Group Performance each student collaborates with a group to devise and perform in a piece of original theatre.

The Individual Project students learn how to initiate and present a project in an area of interest developed during study in the Preliminary course. Students learn how to develop concepts and use innovation. They choose one project from Critical Analysis **or** Design **or** Performance **or** Scriptwriting **or** Video Drama.

Main Topics Covered

Preliminary Course

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

HSC Course

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

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.

Board Developed Course: 2 units for Year 11 (Preliminary) and Year 12 (HSC).**Course Description**

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

Content	
Year 11	Year 12
The Year 11 course consists of four modules. Module 1 Earth's Resources Module 2 Plate Tectonics Module 3 Energy Transformations Module 4 Human Impacts	The Year 12 course consists of four modules. Module 5 Earth's Processes Module 6 Hazards Module 7 Climate Science Module 8 Resource Management

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.

Stage 6 Earth and Environmental Science School-based Assessment Requirements

The components and weightings are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 and Year 12 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 may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - o Questioning and Predicting
 - o Communicating
 - a minimum of two additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.

COURSE COSTS : \$20 per year

Course: ENGINEERING STUDIES

Course No: 15120

2 units for each of Preliminary and HSC

Exclusions: Nil

Board Developed Course

Course Description

Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered

Preliminary Course

Students undertake the study of 4 compulsory modules :

- three application modules based on **engineering concepts and impacts** through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of **Biomedical engineering**

HSC Course

Students undertake the study and of **4 compulsory modules:**

- two application modules relating to the fields of **Civil structures and Personal and public transport**
- two focus modules relating to the fields of **Aeronautical Engineering and Telecommunications Engineering.**

Particular Course Requirements

Engineering Report

Preliminary Course

Students are required to **produce a component of an engineering report** in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

HSC Course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Assessment Preliminary Course

The mandatory components and weightings for the 3 Preliminary course assessment tasks are set out below	Weighting%
Knowledge and understanding of course content	60
Knowledge and skills in research, problem solving and communication related to engineering practice	40
	100

Assessment HSC Course

The mandatory components and weightings for the 4 HSC course assessment tasks are set out below	Weighting%
Knowledge and understanding of course content	60
Knowledge and skills in research, problem solving and communication related to engineering practice	60
COURSE COST : \$30.00	100

REQUIREMENTS : Writing paper/A4 books, manila folders or ring folder for filing, USB storage, pens, pencils, erasers.

PRACTICAL EQUIPMENT : At all times students must wear approved **safety shoes** and attire for practical work for WHS. Hair nets are required for long hair for WHS.

Course : ECONOMICS		Course No: 11110	
2 units for each of Preliminary and HSC			
Board Developed Course		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 Course Introduction to Economics– the nature of economics and the operation of an economy Consumers and Business – the role of consumers and business in the economy Markets – the role of markets, demand, supply and competition Labour Markets – the workforce and role of labour in the economy Financial Markets– the financial market in Australia including the share market Government in the Economy – the role of government in the Australian economy.			
HSC Course The Global– 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: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination:		Knowledge of content	40
Section 1			
Multiple Choice	20	Stimulus Skills	20
Section 11			
Short Answers	40	Inquiry and research	20
Section 111			
Economic Report	20	Communication of economic information	20
Section 1V			
Extended Response	20		
	100		100

WHICH ENGLISH COURSE IS RIGHT FOR ME?

This sheet is designed to help you start thinking about which English course you would like to select for years 11 and 12. Take it home and discuss your options with your parents. Remember, you have choices in English for years 11 and 12. You can choose English Advanced, with the option of Extension 1 in the Preliminary year and Extension 1 and Extension 2 in the HSC year. Or you can choose English Standard or English Studies, depending on what your plans are for after you've left school.

Don't forget, English is compulsory for the HSC. If you elect to receive an ATAR, your English result will be counted, regardless of your marks. It is important to understand that there is no easy option in English courses. All courses require regular homework and independent research.

Consider the following and tick the appropriate boxes. Be honest with yourself. Two years is a long time to spend in the wrong course. Don't make a rushed decision and don't choose the option your friends are choosing. Choose the best course for you.

SHOULD I DO ENGLISH STUDIES?

- ☐ I am very good at other subjects, but I would not put English in my top 3 subjects
- ☐ I would prefer to devote my time and effort more to other subjects and complete an English course with reasonable expectations on my time
- ☐ I understand that students who complete English Studies have the option of obtaining an ATAR if they sit the final exam, but I am not seriously considering the possibility of going to university
- ☐ I understand that English Studies is NOT an easy course or a class for low ability students
- ☐ I have vocational aspirations – I know what I want to do when I leave school and it does not involve going to university

SHOULD I DO ENGLISH STANDARD?

- ☐ I have performed satisfactorily in Year 10 English
- ☐ I am planning to go to university OR I am quite likely to go to university, I'm not sure
- ☐ I am not that keen on Shakespeare, I prefer more modern texts
- ☐ I need assistance in developing my extended writing
- ☐ I know that speaking tasks are compulsory in senior English
- ☐ I am prepared for homework and independent study

SHOULD I DO ENGLISH ADVANCED?

- ☐ I love English
- ☐ I am absolutely, definitely, aiming to go to university straight from school
- ☐ My Year 10 English teacher believes that I can cope with the demands of this course
- ☐ Shakespeare is compulsory! Yippee!
- ☐ I am a skilled writer who is willing to devote time to develop this skill further
- ☐ I am a confident speaker who enjoys the challenge of public speaking
- ☐ I like to think critically and express my individual ideas
- ☐ I am a keen reader, read widely across genres, and enjoy the classics
- ☐ I am motivated and organised and understand I am going to have to complete homework and independent research regularly
- ☐ I would like to do Extension 1 and/or Extension 2

SHOULD I DO ENGLISH EXTENSION?

- ☐ I have selected Advanced English
- ☐ I am a skilled writer who is keen to continue to develop in this area
- ☐ I am a skilled public speaker
- ☐ I am self-motivated and have well developed organisational skills
- ☐ I am prepared to work independently and am a keen reader of a variety of texts
- ☐ I would like to select Extension 2 English in Year 12

ENGLISH STUDIES	Course N0.
2 units for each of Preliminary and HSC	Board Developed Course
Course Description <p>The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p> <p>The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.</p>	
Year 11 Course Content <p>Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)</p> HSC Course Content <p>Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)</p>	
Particular Course Requirements <p>Across Stage 6 the selection of texts will give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts 	

Assessment: HSC Course			
External Assessment	Weighting	HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by	To be advised	Knowledge and understanding of course content	50%
Please note – English Studies external examination is OPTIONAL , and if completed, will contribute to the awarding of an ATAR		Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50%
The Year 12 formal school-based assessment program for English Studies reflects the following requirements:			
<ul style="list-style-type: none">• a maximum of four assessment tasks• the minimum weighting for an individual task is 10%• the maximum weighting for an individual task is 40%• one task may be a formal written examination with a maximum weighting of 20%• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%• assessment of the Common Module must integrate teacher or student selected related material			

ENGLISH STANDARD	2019 and 2020	Course No. 11130
2 units for each of Preliminary and HSC	Board Developed Course	
Course Description The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.		
Year 11 Course Content Common Module: Reading to Write (40 hours) Module A: Contemporary Possibilities (40 hours) Module B: Close Study of Literature (40 hours)		
HSC Course Content Common Module: Texts and Human Experiences (30 hours) Module A: Language, Identity and Culture (30 hours) Module B: Close Study of Literature (30 hours) Module C: The Craft of Writing (30 hours—studied concurrently with the Common Module and Modules A and B)		
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none">• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples• texts with a wide range of cultural, social and gender perspectives• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate		

Assessment: HSC Course			
External Assessment	Weighting	HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by	To be advised	Knowledge and understanding of course content	50%
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
The Year 12 formal school-based assessment program for English Standard reflects the following requirements:			
<ul style="list-style-type: none">• a maximum of four assessment tasks• the minimum weighting for an individual formal task is 10%• the maximum weighting for an individual formal task is 40%• one task may be a formal written examination with a maximum weighting of 30%• one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%• one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes• assessment of the Common Module must integrate student selected related material			

Course : ENGLISH (ADVANCED)	2019 and 2020	Course No. 11140
2 units for each of Preliminary and HSC	Board Developed Course	
Course Description The English Advanced course is designed 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. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.		
Year 11 Course Content Common Module: Reading to Write (40 hours) Module A: Narratives that Shape our World (40 hours) Module B: Critical Study of Literature (40 hours)		
HSC Course Content Common Module: Texts and Human Experiences (30 hours) Module A: Textual Conversations (30 hours) Module B: Critical Study of Literature (30 hours) Module C: The Craft of Writing (30 hours—studied concurrently with the Common Module and Modules A and B)		
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of: <ul style="list-style-type: none">• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples• texts with a wide range of cultural, social and gender perspectives• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate		

Assessment: HSC Course			
External Assessment	Weighting	Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by	To be advised	Knowledge and understanding of course content	50%
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

The Year 12 formal school-based assessment program for English Advanced reflects the following requirements :

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

ENGLISH EXTENSION 1	2019 and 2020	Course No. 11150
1 unit for each of Preliminary and HSC		Board Developed Course
Course Description The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.		
Year 11 Course Content Module: Texts, Culture and Value (40 hours) Related research project (20 hours) HSC Course Content Common module: Literary Worlds with ONE elective option (60 hours)		
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 		

Assessment: HSC Course			
External Assessment	Weighting	HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by	To be advised	Knowledge and understanding of complex texts and of how and why they are valued	50%
		Skills in complex analysis, sustained composition and independent investigation	50%
The Year 12 formal school-based assessment program for English Studies reflects the following requirements:			
<ul style="list-style-type: none">• three assessment tasks• the minimum weighting for an individual task is 20%• the maximum weighting for an individual task is 40%• one task may be a formal written examination with a maximum weighting of 30%• one task must be a creative response with a maximum weighting of 40%• at least one task must integrate student selected related material			

ENGLISH EXTENSION 2	2019
1 unit for HSC only	Board Developed Course
Course Description The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.	
Year 11 Course Content The Composition Process Major Work Reflection Statement The Major Work Journal (60 hours)	
Particular Course Requirements Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement	

Assessment: HSC Course			
External Assessment	Weighting	HSC Course Internal Assessment	Weighting
To be advised – examination specifications are currently being finalised by	To be advised	Skills in extensive independent research	50%
		Skills in sustained composition	50%
The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements: Please note: Assessment will be based on the <u>process</u> of composing the Major Work. As part of that process, there will be three assessment tasks: <ul style="list-style-type: none">• a Viva Voce with a weighting of 30%• a Literature Review with a weighting of 40%• a Critique of the Creative Process with a weighting of 30%			

Course: FOOD TECHNOLOGY		Course No: 15180
2 units for each of Preliminary and HSC		
Board Developed Course		Exclusions: Nil
Course Description <p>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.</p> <p>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.</p>		
Main Topics Covered Preliminary <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) HSC Course <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 		
Particular Course Requirements <p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course. 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.</p>		
Assessment Preliminary Course		
The mandatory components and weightings for the 3 Preliminary course assessment tasks are set out below		Weighting%
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
		100
Assessment HSC Course		
The mandatory components and weightings for the 4 HSC course assessment tasks are set out below		Weighting%
Knowledge and understanding of course content		40
Knowledge and skills in designing, researching, analysing and evaluating		30
Knowledge and skills in designing, managing, producing and evaluating a major design project.		60
		100
COURSE COSTS : \$55.00 per year. Due Term 1, Week 6. Covers the ingredients and consumables used. REQUIREMENTS : Writing paper/A4 books, manila folders or ring folder for filing, USB storage, pens, pencils, erasers PRACTICAL EQUIPMENT : Tea towels, dishcloth, oven mitt, container for practical food lessons. During practical lessons students must wear leather school shoes for WHS.		

Course : GEOGRAPHY

Course No: 11190

2 units for each of Preliminary and HSC

Board Developed Course

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.

Preliminary Course

Biophysical Interactions (45% of course time) – how biophysical processes contribute to sustainable management.

Global Challenges (45% of course time) – geographical study of issues at a global scale.

Senior Geography Project (10% of course time) – a geographical study of student's own choosing.

HSC Course

Ecosystems at Risk (33% of course time) – the functioning of ecosystems, their management and protection.

Urban Places (33% of course time) – study of cities and urban dynamics.

People and Economic Activity (33% of course time) – 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, tourism, management and cultural integration.

Particular Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: Section 1		Knowledge of content	40
Multiple Choice Section 11	20	Geographical skills and tools	20
Short Answers Section 111	40	Geographical research and fieldwork	20
Extended Responses	40	Communication of geographical information	20
	100		100

Course : HISTORY EXTENSION		Course No: 15280
1 unit for Year 12 (HSC) Board Developed Course		Exclusions: Nil
Prerequisites Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.		
Course Description History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.		
Content The course comprises two sections. Constructing History (Minimum 40 indicative hours) <ul style="list-style-type: none"> ▪ Key Questions ▪ Who are historians? ▪ What are the purposes of history? ▪ How has history been constructed, recorded and presented over time? ▪ Why have approaches to history changed over time? ▪ Case Studies ▪ Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions. History Project (Maximum 20 indicative hours) <ul style="list-style-type: none"> • Students will undertake an individual HSC Course 		
Course Requirements The course requires students to undertake: <ul style="list-style-type: none"> • one case study • the development of one History Project. 		
Component	Weighting	
Knowledge and understanding of significant historiographical ideas and processes	10	
Skills in designing, undertaking and communicating historical inquiry – the History Project	40	
	50	

N.B. STUDENTS MAY ONLY SELECT ONE INDUSTRIAL TECHNOLOGY COURSE OFFERED

Course: INDUSTRIAL TECHNOLOGY

Course No: 15200

TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Students CAN ONLY DO ONE Industrial Technology Course EITHER METAL, TIMBER OR MULTIMEDIA

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. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies;

Timber Products and Furniture Technologies.

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- **Industry Study** – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- **Design** – elements and principles, types of design, quality, influences affecting design
- **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
- **Production** – display a range of skills through the construction of a number of projects
- **Industry Related Manufacturing Technology** – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC Course

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%)

PARTICULAR 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.

HSC MAJOR PROJECT: 40% MAJOR PROJECT ITEM AND 20% PORTFOLIO

Assessment Preliminary Course

The mandatory components and weightings for the 3 Preliminary course assessment tasks are set out below	Weighting%
Knowledge and understanding of course content	40
Knowledge and skills in the management, communication and production of projects.	60
	100

Assessment HSC Course

The mandatory components and weightings for the 4 HSC course assessment tasks are set out below	Weighting%
Knowledge and understanding of course content	40
Knowledge and skills in the design, management, communication and production of a major project.	60
	100

COURSE COSTS : Material Fee **\$55.00** for Year 11 (Prelim) for practical project materials and consumable equipment. Due Week 6, Term 1. Refunds on a pro rata basis.

NOTE : HSC Year the Material Fee is **\$25.00** and students purchase all material for their individually designed **MAJOR HSC PROJECT**.

REQUIREMENTS : Writing paper/A4 books, manilla folders or ring folder for filing, USB storage, pens, pencils, erasers

PRACTICAL EQUIPMENT : At all times students must wear approved **safety shoes** and attire for practical work for WHS.

Hair nets are required for long hair for WHS.

Course: INDUSTRIAL TECHNOLOGY METAL AND ENGINEERING TECHNOLOGIES		Course No: 15200
2 units for each of Preliminary and HSC		
Board Developed Course		
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses Students CAN ONLY DO ONE Industrial Technology Course EITHER METAL, TIMBER OR MULTIMEDIA		
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. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies ; Multimedia Technologies; Timber Products and Furniture Technologies.		
Main Topics Covered Preliminary Course The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety • Design – elements and principles, types of design, quality, influences affecting design • 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 • Production – display a range of skills through the construction of a number of projects • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies 		
HSC Course 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: <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> – Design, Management and Communication – Production • Industry Related Manufacturing Technology (25%) 		
PARTICULAR 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. HSC MAJOR PROJECT: 40% MAJOR PROJECT ITEM AND 20% PORTFOLIO		
Assessment Preliminary Course		
The mandatory components and weightings for the 3 Preliminary course assessment tasks are set out below		Weighting%
Knowledge and understanding of course content		40
Knowledge and skills in the management, communication and production of projects.		60
		100
Assessment HSC Course		
The mandatory components and weightings for the 4 HSC course assessment tasks are set out below		Weighting%
Knowledge and understanding of course content		40
Knowledge and skills in the design, management, communication and production of a major project.		60
		100
COURSE COSTS : Material Fee \$55.00 for Year 11 (Prelim) for practical project materials and consumable equipment. Due Week 6, Term 1. Refunds on a pro rata basis. NOTE : HSC Year the Material Fee is \$25.00 and students purchase all material for their individually designed MAJOR HSC PROJECT . REQUIREMENTS : Writing paper/A4 books, manilla folders or ring folder for filing, USB storage, pens, pencils, erasers PRACTICAL EQUIPMENT : At all times students must wear approved safety shoes and attire for practical work for WHS. Hair nets are required for long hair for WHS. N.B. STUDENTS MAY ONLY SELECT ONE INDUSTRIAL TECHNOLOGY COURSE		

Course: INDUSTRIAL TECHNOLOGY

Course No: 15200

METAL AND ENGINEERING TECHNOLOGIES

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Students CAN ONLY DO ONE Industrial Technology Course EITHER METAL, TIMBER OR MULTIMEDIA

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. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; **Metal and Engineering Technologies**; Multimedia Technologies; Timber Products and Furniture Technologies.

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- **Industry Study** – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- **Design** – elements and principles, types of design, quality, influences affecting design
- **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
- **Production** – display a range of skills through the construction of a number of projects
- **Industry Related Manufacturing Technology** – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC Course

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%)

PARTICULAR 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.

HSC MAJOR PROJECT: 40% MAJOR PROJECT ITEM AND 20% PORTFOLIO

Assessment Preliminary Course

The mandatory components and weightings for the 3 Preliminary course assessment tasks are set out below	Weighting%
Knowledge and understanding of course content	40
Knowledge and skills in the management, communication and production of projects.	60
	100

Assessment HSC Course

The mandatory components and weightings for the 4 HSC course assessment tasks are set out below	Weighting%
Knowledge and understanding of course content	40
Knowledge and skills in the design, management, communication and production of a major project.	60
	100

COURSE COSTS : Material Fee **\$55.00** for Year 11 (Prelim) for practical project materials and consumable equipment. Due Week 6, Term 1. Refunds on a pro rata basis.

NOTE : **HSC Year** the Material Fee is **\$25.00** and students purchase all material for their individually designed **MAJOR HSC PROJECT**.

REQUIREMENTS : Writing paper/A4 books, manilla folders or ring folder for filing, USB storage, pens, pencils, erasers

PRACTICAL EQUIPMENT : At all times students must wear approved **safety shoes** and attire for practical work for WHS. Hair nets are required for long hair for WHS.

N.B. STUDENTS MAY ONLY SELECT ONE INDUSTRIAL TECHNOLOGY COURSE OFFERED

Course: INFORMATION PROCESSES AND TECHNOLOGY (IPT)	Course No: 15210
2 units for each of Preliminary and HSC Board Developed Course	
Exclusions: Computing Applications CEC	
Course Description Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are reconsidered. Different types of information systems are studied. Through project work, student will create their own information system to meet an identified need.	
Course Content Preliminary Course <ul style="list-style-type: none"> • Introduction to information Skills and Systems • Tools for Information Processes • Developing Information Systems) <ul style="list-style-type: none"> • HSC Course • Project Management) • Information Systems and Databases • Communication Systems • Option Strands 	
Particular Course Requirements <p>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.</p> <p>The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical act</p>	

INFORMATION PROCESSES AND TECHNOLOGY continued

PRELIMINARY COURSE

The components and weightings for the Preliminary course are set out below

Component	Weighting%
Introduction to Information Skills and Systems	20
Tools for Information Processes	50
Developing Information Systems	30
	100

HSC COURSE

The components and weightings for THE Preliminary course are set out below

Component	Weighting%
Project Management	20
Information Systems and Databases	20
Communication Systems	20
Option Strands Students will select TWO of the following options : <ul style="list-style-type: none">• Transaction Processing Systems• Decision Support Systems• Automated Manufacturing Systems• Multimedia Systems	40
	100

Particular Course Requirements : There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC Course.

It is mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

COURSE COSTS : \$30.00 fee for consumable materials, paid Term 1, Week 6.

Students provide : USB, stationery, writing material, display folder and folder for filing course work.

Course : INVESTIGATING SCIENCE		Course No: TBC	Exclusions: Nil
Board Developed Course: 2 units for Year 11 (Preliminary) and Year 12 (HSC).			
Course Description			
The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.			
The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.			
Content			
Year 11		Year 12	
The Year 11 course consists of four modules.		The Year 12 course consists of four modules.	
Module 1 Cause and Effect – Observing		Module 5 Scientific Investigations	
Module 2 Cause and Effect – Inferences and Generalisations		Module 6 Technologies	
Module 3 Scientific Models		Module 7 Fact or Fallacy?	
Module 4 Theories and Laws		Module 8 Science and Society	
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.			
Stage 6 Investigating Science School-based Assessment Requirements			
The components and weightings are mandatory.			
Component		Weighting %	
Skills in working scientifically		60	
Knowledge and understanding of course content		40	
		100	
The Year 11 and Year 12 formal school-based assessment program is to reflect the following requirements:			
<ul style="list-style-type: none">• three assessment tasks• the minimum weighting for an individual task is 20%• the maximum weighting for an individual task is 40%• one task may be a formal written examination• one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%• the depth study task must assess:<ul style="list-style-type: none">- the Working Scientifically skills outcomes:<ul style="list-style-type: none">o Questioning and Predictingo Communicating- a minimum of two additional Working Scientifically skills outcomes- at least one Knowledge and Understanding outcome.			
COURSE COSTS : \$20 per year			

Course : LEGAL STUDIES	Course No : 11220
2 units for each of Preliminary and HSC	
Board Developed Course	
Exclusions: Nil	
<p>Course Description</p> <p>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.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • 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) <p>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.</p> <p>HSC Course</p> <ul style="list-style-type: none"> • 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) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
Particular Course Requirements No special requirements	

Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination:			
Section 1			
Multiple Choice	20	Knowledge of Content	60
Section 11			
Part A – Short Answers	15	Inquiry and Research	20
Part B – Long Response	15		
Section 111			
Extended Responses	50	Communication of legal information	20
	100		100

2 units for each of Preliminary and HSC

Board Developed Course**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
- Properties of Geometrical Shapes.

Exclusions: 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.

The study of Mathematic 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 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.

MATHEMATICS ADVANCEDcontinued

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	Year 12
Topic : Functions <ul style="list-style-type: none"> Working with Functions 	Topic : Functions <ul style="list-style-type: none"> Graphing Techniques
Topic : Trigonometric Functions <ul style="list-style-type: none"> Trigonometry and Measure of Angles Trigonometric Functions and Identities 	Topic : Trigonometric Functions <ul style="list-style-type: none"> Trigonometric Functions and Graphs
Topic : Calculus <ul style="list-style-type: none"> Introduction to Differentiation 	Topic : Calculus <ul style="list-style-type: none"> Differential Calculus The Second Derivative Integral Calculus
Topic : Exponential and Logarithmic Functions <ul style="list-style-type: none"> Logarithms and Exponentials 	Topic : Financial Mathematics <ul style="list-style-type: none"> Modelling Financial situations
Topic : Statistical Analysis <ul style="list-style-type: none"> Probability and Discrete Probability Distributions 	Topic : Statistical Analysis <ul style="list-style-type: none"> Descriptive Statistics and Bivariate Data Analysis Random Variables

In Year 11 students select Mathematics Standard. For the HSC, students will be advised which course is most appropriate – Mathematics Standard 1 (non-ATAR) or Mathematics Standard 2 (ATAR).

Course : MATHEMATICS STANDARD 1

2 units for each of Year 11 and Year 12 Board Developed Course

Prerequisites: For students who intend to study the Standard Mathematics courses, it is recommended that they study at least some of the Stage 5.2 content of *Mathematics Years 7–10 Syllabus*, particularly the following topics: Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-Angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.

Exclusions: Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Course Description

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

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

Upon satisfactory completion of the Year 11 Mathematics Standard 1 Course, in Year 12 students may elect to undertake one of two different pathways.

- Year 12 Mathematics Standard 1 (This course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the students' ATAR) **or**
- Year 12 Mathematics Standard 2 (All students will sit for an HSC Examination)

(Note: If students choose this option they will need to catch up on course material not covered in the Year 11 Mathematics Standard 1 course).

Main Topics Covered

Year 11 Mathematics Standard 1 Course

- Algebra
 - Formulae and Equations
 - Linear Relationships
- Measurement
 - Applications of Measurement
 - Working with Time
- Financial Mathematics
 - Money Matters
- Statistical Analysis
 - Data Analysis
 - Relative Frequency and Probability

Year 12 Mathematics Standard 2

- Algebra
 - Types of Relationships
- Measurement
 - Non-right-angled Trigonometry
 - Rates and Ratios
- Financial Mathematics
 - Investments and Loans
 - Annuities
- Statistical Analysis
 - Bivariate Data Analysis
 - The Normal Distribution
- Networks
 - Network Concepts
 - Critical Path Analysis

Course : MATHEMATICS STANDARD 2

2 units for each of Year 11 and Year 12 Board Developed Course

Prerequisites: For students who intend to study the Standard Mathematics courses, it is recommended that they study at least some of the Stage 5.2 content of *Mathematics Years 7–10 Syllabus*, particularly the following topics: Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-Angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.

Exclusions: Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.

Course Description

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

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Upon satisfactory completion of the Year 11 Mathematics Standard 2 Course, in Year 12 students may elect to undertake one of two different pathways.

- Year 12 Mathematics Standard 2 (All students will sit for an HSC Examination)
- or
- Year 12 Mathematics Standard 1 (This course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the students' ATAR)

Main Topics Covered

Year 11 Standard Mathematics 1 Course

- Algebra
 - Formulae and Equations
 - Linear Relationships
- Measurement
 - Applications of Measurement
 - Working with Time
- Financial Mathematics
 - Money Matters
- Statistical Analysis
 - Data Analysis
 - Relative Frequency and Probability

Year 12 Mathematics Standard 2

- Algebra
 - Types of Relationships
- Measurement
 - Non-right-angled Trigonometry
 - Rates and Ratios
- Financial Mathematics
 - Investments and Loans
 - Annuities
- Statistical Analysis
 - Bivariate Data Analysis
 - The Normal Distribution
- Networks
 - Network Concepts
 - Critical Path Analysis

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC

Board Developed 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 :

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
Topic : Functions
<ul style="list-style-type: none"> • Further Work with Functions • Polynomials | Year 12
Topic : Proof
<ul style="list-style-type: none"> • Proof by Mathematical Induction |
| Topic : Trigonometric Functions
<ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities | Topic : Vectors
<ul style="list-style-type: none"> • Introduction to Vectors |
| Topic : Calculus
<ul style="list-style-type: none"> • Rates of Change | Topic : Trigonometric Functions
<ul style="list-style-type: none"> • Trigonometric Equations |
| Topic : Combinatorics
<ul style="list-style-type: none"> • Working with Combinatorics | Topic : Calculus
<ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus |
| | Topic : Statistical Analysis
<ul style="list-style-type: none"> • The Binomial Distribution |

1 unit Year 12 ((HSC)

Board Developed Course

Prerequisites : The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

Exclusions:

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

Course Description

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics

Content

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

Year 12**Topic : Proof**

The Nature of Proof

Further Proof by Mathematical Induction

Topic: Vectors

Further Work with Vectors

Topic: Complex Numbers

Introduction to Complex Numbers

Using Complex Numbers

Topic: Calculus

Further Integration

Topic: Mechanics

Applications of Calculus to Mechanics

Component	Weighting %
Understanding, fluency and communication	50
Problem solving reasoning and justification	50
	100

Course : MODERN HISTORY		Course No: 11270
2 units for each of Preliminary and HSC		
Board Developed Course		Exclusions: Nil
Course Description The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry. The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.		
Main Topics Covered Preliminary Course Part I: Case Studies (50%) At least TWO Case Studies should be undertaken. Part II: Historical Investigation (20%) The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group. Part III: Core Study: The World at the Beginning of the C20th (30%). A source-based approach is to be used. HSC Course Part I: Core Study: World War I: 1914–1919: A source-based study (25%) Part II: ONE National Study (25%) Part III: ONE Personality in the C20th (25%) Part IV: ONE International Study in Peace and Conflict (25%)		
Particular Course Requirements In the Preliminary course, one Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus). One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus). The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.		
Component	Weighting %	
Knowledge and understanding of course content	40	
Historical skills in the analysis and evaluation of sources and interpretations	20	
Historical inquiry and research	20	
Communication of historical understanding in appropriate forms	20	
	100	

Course : MUSIC 1		Course No : 11280	
2 units for each of Preliminary and HSC			
Board Developed Course			
Prerequisites: Music mandatory course (or equivalent)		Exclusion : 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 NESAs to validate authorship of the submitted work.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core Performance	10
Written examination – Aural Skills (45–60 minutes)	30	Core Composition	10
Electives		Core Musicology	10
Three electives from any combination of:		Core Aural	25
Performance (one piece)			
Composition (one submitted composition)		Elective 1	15
Musicology (one viva voce)		Elective 2	15
		Elective 3	15
Elective 1	20		
Elective 2	20		
Elective 3	20		
	100		100
COURSE COSTS : \$50.00			

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION			Course No : 11300
2 units for each of Preliminary and HSC			
Board Developed Course			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.			
Preliminary Course Core Topics (60%) Better Health for Individuals The Body in Motion Optional Component (40%) Students to select two options each from: First Aid Composition and Performance Fitness Choices Outdoor Recreation		HSC Course Core Topics (60%) Health Priorities in Australia Factors Affecting Performance Optional Component (40%) Students to select two options each from: The Health of Young People Sport and Physical Activity in Australian Society Sports Medicine Improving Performance Equity and Health	
Particular Course Requirements In addition to core studies, students select two options in each of the Preliminary and HSC courses.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper		Core	60
Part A – multiple choice	20	Options	40
Part B – short answer and extended response related to core	40		
Part C – short answer and extended response related to two options	40		
	100		100

Board Developed Course: 2 units for Year 11 (Preliminary) and Year 12 (HSC).

Course Description

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.

Content	
Year 11	Year 12
The Year 11 course consists of four modules. Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism	The Year 12 course consists of four modules. Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the Atom

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.

Stage 6 Physics School-based Assessment Requirements

The components and weightings are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 and Year 12 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 may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of two additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.

Course : SCIENCE EXTENSION Yr 12 ONLY		Course No : 15345
1 unit for Year 12 (HSC)		
Board Developed Course		Exclusions : Nil
Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.		
Course Description Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.		
Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none"> ▪ Module 1 The Foundations of Scientific Thinking ▪ Module 2 The Scientific Research Proposal ▪ Module 3 The Data, Evidence and Decisions ▪ Module 4 The Scientific Research Report 		
Course Requirements Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11. Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12. Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.		
Component		Weighting %
Communicating scientifically		30
Gathering, recording, analysing and evaluating data		30
Application of scientific research skills		40
		100

Course : SOCIETY AND CULTURE		Course No : 11330	
2 units for each of Preliminary and HSC			
Board Developed Course		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).			
Preliminary Course <ul style="list-style-type: none">• 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 Course Core <ul style="list-style-type: none">• 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 : <ul style="list-style-type: none">• 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.			
Particular Course Requirements Completion of Personal Interest Project.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination, including short answer and extended response questions	60	Knowledge and Understanding	50
		Application of research methods	30
Personal Interest Project	40	Communication of information	20
	100		100

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Computing applications CEC

Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

COURSE CONTENT**Preliminary Course**

- Concepts and Issues in the Design and Development of Software
 - Social and ethical issues
 - Hardware and software
 - Software development approaches
- Introduction to Software Development
 - Defining and understanding the problem
 - Planning and designing software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing software solutions

HSC Course

- Development and Impact of Software Solutions
 - Social and ethical issues
 - Application of software development approaches
- Software Development Cycle
 - Defining and understanding the problem
 - Planning and design of software solutions
 - Implementing software solutions
 - Testing and evaluating software solutions
 - Maintaining software solutions
- Developing a Solution Package
- Options
 - Study one of the following options :
 - Programming paradigms **or**
 - The interrelationship between software and hardware

PRELIMINARY COURSE

The components and weightings for THE Preliminary course are set out below

Component	Weighting%
Knowledge and understanding about hardware and software, software development approaches, software development processes, social and ethical issues	30
Design and development of software solutions	35
Project management techniques, including documentation, teamwork and communications	15
Project(s)	20
	100

HSC COURSE

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only

Component	Weighting%
Knowledge and understanding about the development and impact of software solutions and the software development cycle	20
Design and development of software solutions	35
Project management techniques, including documentation, teamwork and communication	20
Project(s)	25
	100

Particular Course Requirements : There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC Course.

It is mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

COURSE COSTS : \$30.00 fee for consumable materials, paid Term 1, Week 6.

Students provide : USB, stationery, writing material, display folder and folder for filing course work.

Course : SPANISH BEGINNERS		Course No : 11960	
2 units for each of Preliminary and HSC			
Board Developed Course			
Exclusions: Spanish Continuers. Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Spanish-speaking communities</i> , provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Spanish will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.			
Main Topics Covered Family life, home and neighbourhood People, places and communities Education and work Friends, recreation and pastimes Holidays, travel and tourism Future plans and aspirations.			
Particular Course Requirements : Nil			
Assessment : HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 5 minute oral examination	20	Listening and Responding Reading and Responding Speaking Writing	30 30 20 20
A 2½ hour written examination : Listening and Responding Reading and Responding Writing	30 30 20		
	100		100
COURSE COSTS : \$40.00 per year (Online course – Education Perfect)			

2 units for each of Preliminary and HSC

Board Developed Course

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.

Main Topics Covered

Preliminary Course

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

HSC Course

- Design **(20%)**
- Properties and Performance of Textiles **(20%)**
- The Australian Textiles, Clothing, Footwear and Allied Industries **(10%)**
- Major Textiles Project **(50%)**

Particular 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 HSC Textiles Project is worth 50% of the HSC mark**. The focus areas to choose from are 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 Preliminary Course

The mandatory components and weightings for the 3 Preliminary course assessment tasks are set out below	Weighting%
Knowledge and understanding of course content	50
Knowledge and skills in the design, manufacture and management of textiles projects	50
	100

Assessment HSC Course

The mandatory components and weightings for the 4 HSC course assessment tasks are set out below	Weighting%
Knowledge and understanding of course content	50
Knowledge and skills in the design, manufacture and management of a major textiles project	50
	100

COURSE COSTS : \$30.00 per year.

NOTE : **Some** Design, Project Materials are purchased by students.

REQUIREMENTS : Writing paper/A4 books, manilla folders or ring folder for filing, USB storage, pens, pencils, rulers, glue and eraser

HSC Year : A3 or A4 Artists Display folder, matching paper and water colour pencils

Major Practical Project – costs per students design and budget

PRACTICAL EQUIPMENT : Fabric and haberdashery for practical projects. Scissors, needles, pins, tape measure, leather school shoes for WHS.

2 units for each of Preliminary and HSC

Board Developed Course

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

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

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

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course:

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

HSC Course:

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written examination	50	Development of the Body Of Work	50
Submission of a Body Of Work	50	Art criticism and art history – Case Studies (research tasks)	50
	100		100

COURSE COSTS : \$60.00

CONTENT ENDORSED COURSES

2020 – 2021 HSC

Computing Applications	71-72
Exploring Early Childhood	73-74
Marine Studies	75
Photography, Video and Digital Imaging	76
Sport, Lifestyle and Recreation Studies	77
Visual Design	78
Work Studies	79

Course : COMPUTING APPLICATIONS	Course No: NA		
Content Endorsed Course 2 YEARS 240 HOURS - There is no HSC exam and this course does not contribute to an ATAR			
Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework			
<p>Course Description</p> <p>Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.</p> <p>Computing and related information is a 'hands-on' skills-based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.</p> <p>It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.</p> <p>Computing technology is a tool with the potential to enhance learning and engagement in a range of contexts. The choice of modules provided in this syllabus allows students to explore their own areas of interest and to develop specific skills in, and knowledge and understanding of, computer-based technology in those areas. Students' capacities in both information handling and the creative processes are enhanced when a variety of software applications are available to them.</p> <p>Project work is integrated into the course and there are opportunities for individual and group projects in each of the modules.</p>			
<p>Main Topics Covered</p> <p>Computing technology is a tool with the potential to enhance learning and engagement in a range of contexts. The choice of modules provided in this syllabus allows students to explore their own areas of interest and to develop specific skills in, and knowledge and understanding of, computer-based technology in those areas. Students' capacities in both information handling and the creative processes are enhanced when a variety of software applications are available to them.</p> <p>Project work is integrated into the course and there are opportunities for individual and group projects in each of the modules.</p> <p>This course consists of 12 modules which can be studied as 15- or 30-hour modules to suit students' needs and interests:</p> <table border="1" data-bbox="71 1480 1423 1731"> <tr> <td data-bbox="71 1480 758 1731"> 1. Hardware and Software Skills 2. Graphics 1 3. Graphics 11 4. Spreadsheets 5. Spreadsheets 11 6. Desktop Publishing 1 7. Desktop Publishing 11 </td><td data-bbox="758 1480 1423 1731"> 8. Databases 9. Communications 1 10. Communications 11 11. Multimedia 1 12. Multimedia 11 </td></tr> </table>		1. Hardware and Software Skills 2. Graphics 1 3. Graphics 11 4. Spreadsheets 5. Spreadsheets 11 6. Desktop Publishing 1 7. Desktop Publishing 11	8. Databases 9. Communications 1 10. Communications 11 11. Multimedia 1 12. Multimedia 11
1. Hardware and Software Skills 2. Graphics 1 3. Graphics 11 4. Spreadsheets 5. Spreadsheets 11 6. Desktop Publishing 1 7. Desktop Publishing 11	8. Databases 9. Communications 1 10. Communications 11 11. Multimedia 1 12. Multimedia 11		
<p>Post School Opportunities</p> <p>The study of Computing Applications Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university, other tertiary institutions and private providers. In addition, the study of Computing Applications Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.</p>			

Assessment Preliminary and HSC course

Components – A task may be used to assess several topics with a balance between the components. Three tasks will assess Preliminary courses and three tasks will assess the HSC units in the course.	Weighting
Knowledge and understanding Skills Developing Information Systems	100%

COURSE COSTS : \$30.00 covers apps, software etc. accessed by students

REQUIREMENTS : Writing paper/A4 workbook, portable hard drive, pens, pencils and erasers

PRACTICAL EQUIPMENT : Practical lessons involving deconstruction/repair of computers, requires leather school shoes for WHS.

Course : EXPLORING EARLY CHILDHOOD		Course No. NA
Content Endorsed Course - There is no HSC exam and does not contribute to ATAR.		Exclusions: Nil
Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.		
Many career opportunities exist in the area of Early Childhood. This course explores issues relating to the development and learning of young children. The course establishes positive learning opportunities and provides skills in caring for children's needs. A great course to rediscover your childhood, develop parenting skills and determine your future as a worker in this field.		
This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.		
The study of this course will enable students to:		
<ul style="list-style-type: none">• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years• recognise the uniqueness of all children, including those who have special needs• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play• identify the range of services developed and provided for young children and their families• consider the role of family and community in the growth, development and learning of young children• reflect upon potential implications for themselves as adults, in relation to young children• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families• become aware of the work opportunities available in the area of children's services.		
Main Topics Covered		
The Core Studies are compulsory. There are three parts to the core:		
Part A: Pregnancy and Childbirth (15 hours)		
Part B: Child Growth and Development (20 hours)		
Part C: Promoting Positive Behaviour (10 hours)		
Modules		
The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment.		
The following optional course modules are included in this document:		
<div><div><div>1. Learning Experiences for Young Children</div><div>2. Play and the Developing Child</div><div>3. Starting School</div><div>4. Gender and Young Children</div><div>5. Children and Change</div><div>6. Children of Aboriginal and Torres Strait Island Communities</div><div>7. Historical and Cultural Contexts of Childhood</div></div><div><div>8. The Children's Services Industry</div><div>9. Young Children and Media</div><div>10. Young 2Children and the Law</div><div>11. Children's Literature</div><div>12. Food and Nutrition</div><div>13. Child Health and Safety</div><div>14. Young children with Special Needs</div></div></div>		
Assessment		
Component - A task may be used to assess several topics with a balance between the components. Three tasks will assess Preliminary courses and three tasks will assess the HSC units in the course.		Weighting (%)
Knowledge and Understanding		50
Skills		50
HELPFUL:		COURSE COSTS : Nil
<ul style="list-style-type: none">• A lively interest in children 0-8 years, but no experience required.• Prepared to do a Work Experience session, working with children.• Able to finance the purchase of materials for practical work activities. There is NO fee.• Participate in a wide variety of activities. While the work involves hands on tasks, there is written activities for class work, homework and assessment tasks to complete.		
REQUIREMENTS : A4 workbook or folder and loose-leaf paper and pens, pencils, ruler. Purchase fabric haberdashery, craft materials, access recycled items and provided on project sheet during course.		

PRACTICAL EQUIPMENT : During practical lessons students must wear leather school shoes for WHS.

Content Endorsed Course - There is no HSC exam and does not contribute to ATAR.

Exclusions: Nil

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

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first-century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

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

Through Marine Studies students will develop:

knowledge, understanding and appreciation that promote sound environmental practices in the marine environment

the ability to cooperatively manage activities and communicate in a marine context

an ability to apply the skills of critical thinking, research and analysis

knowledge and understanding of marine industries and their interaction with society and with leisure pursuits

knowledge, understanding and skills in safe practices in the marine context.

Content Endorsed Course - There is no HSC exam and does not contribute to ATAR.

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

Course Description

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

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

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

Main Topics Covered

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

- Wet Photography
- Video
- Digital Imaging. Modules include:
 - Introduction to the Field
 - Developing a Point of View
- Traditions, Conventions, Styles and Genres • Manipulated Forms
- The Arranged Image
- Temporal Accounts.

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

Particular Course Requirements: Students are required to keep a diary throughout the course.

Assessment Component and Weighting

Component	Weighting %
Making	70%
Critical and Historical Studies (Case study – research tasks)	30%

Course Fees : \$65.00

Course : SPORT, LIFESTYLE AND RECREATION ACTIVITIES

Content Endorsed Course - There is no HSC exam and does not contribute to ATAR.

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

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.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as :

Aquatics
Athletics
First Aid
Fitness
Specific Sports
Gymnastics
Outdoor Recreation
Sports Administration
Coaching
Social Perspectives of Sport
Healthy Lifestyle

COURSE COSTS : \$10.00 per year

STUDENS PROVIDE : Exercise book, pens, pencils etc.

PE Sports uniform and appropriate footwear to be worn

Drink bottle for practical lessons

Course : VISUAL DESIGN		Course No:
2 units for each of Preliminary and HSC		
Board Endorsed Course		
There is no HSC exam and does not contribute to ATAR.		
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		
This course provides students with opportunities to explore 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. Students learn to inform their own design work through critical and historical study of designed images and objects made by others. 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.		
Main Topics Covered		
Modules may be selected in any of the four broad fields of:		
<ul style="list-style-type: none">■ 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.		
Assessment Component and Weighting		
Component	Weighting %	
Making	70%	
Critical and Historical Studies (Case study – research tasks)	30%	
COURSE COSTS : \$60.00		

Course : WORK STUDIES

Content Endorsed Course - There is no HSC exam and does not contribute to ATAR
: Nil

Exclusions

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 and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies 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
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

The course has two core studies, and elective course modules.

Core 1 – Work and change

Core 2 – Experiencing work

Modules There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.

CATEGORY B
**VOCATIONAL EDUCATION AND
TRAINING FRAMEWORK**
2020 – 2021 HSC

School Based VET Courses

Construction	82 -83
Hospitality Food and Beverage	84
Sport Coaching	85

eVET Courses **83**

School Based Traineeships & Apprenticeships

TAFE Delivered Courses

Private Providers RTOs

VOCATIONAL EDUCATION COURSES OFFERED AT SCHOOL (VET)

The VET Courses offered in 2020 that are delivered by Leumeah High School include:

- Construction
- Hospitality – Food and Beverage
- Sports Coaching

These courses are offered under the Registration by the Department of Education, Public Schools NSW Ultimo RTO 90072.

These courses provide the opportunity to begin your training in a career pathway or to experience an introduction to a potential career that is included on the Australian National Training Framework, whilst you continue your studies towards obtaining the ROSA or HSC.

You can obtain dual accreditation by completing your stage 6 courses and obtaining your HSC and also a Certificate II in the specific VET course you have undertaken and successfully completed, in the course of your studies.

All assessment activities are competency based and require you to show that you have the knowledge and can undertake the skills in each unit of work. You can practice and resit parts of assessment tasks, which were not achieved at the time you are assessed.

Units of Competency which are successfully achieved can be credited by another Registered Training Organisation (RTO) where you may continue your course or some units you have achieved may be common to other courses you undertake ie have the same course number.

All Courses contribute to your HSC. The HSC exam is an option in Construction and Hospitality which you can withdraw from in Year 12. Only one VET HSC result can be calculated in your ATAR.

Personal protective Equipment (PPE) is mandatory in all courses and 70 hours of Work placement is completed as a mandatory requirement over two years.

Refer to the requirements in each course as listed on the information page.

2020 CONSTRUCTION COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority () updates.
Public Schools NSW, Ultimo Registered Training Organisation 90072

Course: **Construction**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

CPC20211 Certificate II in Construction Pathways Units of Competency

Core

CPCCM1012IA	Work effectively and sustainably in the Construction Industry
CPCCOHS200A	Apply OHS requirement, policies and procedures in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCM2001A	Read and interpret plans and specifications

Electives

CPCCCA2011A	Handle carpentry materials
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A	Carry out concreting to simple form
CPCCCA2002B	Use carpentry tools and equipment
CPCCJN2001A	Assembly components

CPCCJN2002B Prepare for off-site manufacturing Process
OR

CPCCWF2001A Handle wall and floor tiling materials
CPCCWF2002A Use wall and floor tiling tools and equipment

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures
CPCCWHS1001 – Prepare to work safely in the construction industry. Successful completion of this unit will lead to a General Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes

Students may apply for Recognition of Prior Learning and for Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

. building . concreting . shop fitting . bricklaying . carpentry . joinery

Mandatory HSC Course Requirements

Students must complete 240 indicative hours course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the . The SafeWork NSW General Construction Induction Card (White Card) is a mandatory requirement before commencing work placement.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs:

Consumables \$ 100.00

WHITE CARD : \$35.00

The White Card will be delivered BY Public Schools NSW, Ultimo 90072 via your class teacher

Refund arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

Requirements provided by students – safe shoes, safety vest, protective glasses and ear plugs, Workbook, writing equipment and USB.

A school-based traineeship and apprenticeship are available in this course, for more information:

<http://www.sbatinnsw.info/>

Exclusions – VET course exclusions can be checked on the website at <http://educationstandards.nsw.edu.au/wps/portal//11-12/stage-6-learning-areas/vet/course-exclusions>

2020 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

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

Course: **Hospitality – Food and Beverage**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B status for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally vocational training. This is known as dual accreditation.

SIT20316 Certificate II in Hospitality

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Electives

SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen Hand
- Food and beverage attendant

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency – Based Assessment

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

Appeals and Complaints

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

Course Costs: \$100.00

Refund Arrangements on a pro-rata basis

Other: Food and Beverage Uniform below

Please see your VET teacher to enquire about financial assistance

Requirements provided by students

- black safe shoes
- food attendant uniform (black long pants, black polo, black socks, black lap apron) available on order through school - \$78.00
- Workbook, writing equipment and USB.

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

Exclusions – VET course exclusions for this course can be checked on the website at

<http://educationstandards.nsw.edu.au/wps/portal//11-12/stage-6-learning-areas/vet/course-exclusions>



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2020 SPORT COACHING COURSE DESCRIPTIONS

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: **Sport Coaching**
Board Endorsed Course

4 Preliminary and/or HSC units in total

Does not contribute to the Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIS20513 Certificate II in Sport Coaching Based on the Sport, Fitness and Recreation Training Package Version 2.0 (SFR 2.0)

Units of Competency

Core

BSBWOR202A	Organise and complete daily work activities
SISSCO101	Develop and update knowledge of coaching practices
SISSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSDE201	Communicate effectively with others in a sport environment
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXIND211	Develop and update sport, fitness and recreation industry knowledge
SISXWHS101	Follow work health and safety policies

HLTAID003

Provide first aid (to be delivered by an external RTO)

Electives

SISSBSB201A	Teach fundamental basketball skills
SISSSO202	Officiate games or competitions
SISSSO101	Develop and update officiating knowledge
SISSPT201A	Implement sports injury prevention
SISSATH201A	Teach the fundamental skills of athletics
SISSNTB204A	Teach foundation netball skills OR
SISSRGL204A	Teach the skills of rugby league for modified games OR
SISSUR201A	Teach the basic skills of surf life saving

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

Examples of occupations in the sport, fitness and recreation industry:

- Sports Coach or Trainer
- Assistant Coach
- Sport Administration Officer
- Sports Official
- Sports Event Manager
- Team Manager

Mandatory HSC Course Requirements

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

External Assessment There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Resources and Consumables \$ 35

The First Aid certificate is delivered by an external RTO at a cost of \$95.00

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

Course Equipment: PE Uniform, joggers, whistle

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

EVET

OFF SITE

VET

Please seek advice from The Careers Advisor
Applications for EVET are to be made to Mr Glasgow

At the time of printing, TAFE have not released their time table for action by students. As this information becomes available, it will be passed on to students and parents.

2020 EXTERNALLY-DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET) PROGRAM

What is the EVET program?

The EVET program enables senior secondary students to undertake vocational studies (VET) at TAFE (known as TVET) or at any authorised RTOs (Registered Training Organisations) as part of their Year 11 and/or Year 12 studies. Year 10 students are also able to undertake TAFE delivered vocational studies (TVET) for early commencement of their Preliminary course (Early Stage 5). The minimum age for students to enrol at an EVET course is 15 at the first day of their TVET class which is usually the third week of February.

HSC Benefits

EVET is an appropriate avenue both for students seeking a ATAR and for those who are not. It is a study option for students of any ability level. Units studied at TAFE are recognised by the Board of Studies and will be counted towards the total units for the RoSA/or the Year 12 HSC.

Learning Pathways

All EVET courses are designed to provide credit towards an Australian Qualification Framework (AQF). They articulate to higher-level TAFE and other Tertiary Education courses.

EVET courses (based on RTO's NSW mainstream courses) may provide students with **advanced standing through RPL (Recognition to Prior Learning) and/or credit** towards articulation to a higher Certificate or Diploma qualification of same mainstream course.

Career Pathways

EVET is also for those who are considering a trade in construction, automotive, metals and engineering, hair and beauty and hospitality industry or other vocational area such as nursing, sports coaching, travel & tourism, children's services, aged care, business marketing, forensic laboratory testing, accounting, financial services, business administration, animal care and many more as a future career pathway.

School-Based Apprenticeships & Traineeships (SBATs)

In addition to the usual EVET course program, school-based apprenticeships (**SBA**) and school-based traineeships (**SBT**) are also available.

A **School-Based Apprenticeship or Traineeship combines paid work with TAFE NSW training and school**. The SBA option is **equivalent to the first year of a full-time apprenticeship**, whilst an **SBT will provide a certificate of proficiency in the traineeship area – a great start for student's post-school career options!**

Both of these options allow students to obtain valuable work skills and experience whilst undertaking paid part-time work as part of their HSC study.

More detailed information can be found at: <http://www.sbatinnsw.info/>

Cost

For students from government high schools **EVET is free**.

USI Requirement

For students to put in an EOI (Expression Of Interest) for a TVET or EVET course, they need to have a USI number. RTO's are required by law to enter VET credentials students have undertaken. Failure to provide complete and accurate USI information will result in the RTO not being able to verify student's USI which will result in student not being able to receive their VET transcript of records/credentials.

To create a USI (Unique Student Identifier) number, students need to login to USI home page at www.usi.gov.au and click create a USI. One form of ID (Medicare Card or passport or driver's licence) is needed together with an email address that can be easily accessed even if they have left school since their USI is theirs for life.

2020 EXTERNALLY-DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET) PROGRAM ... cont

Dual Credentials

EVET courses are accredited by the NESA for HSC purposes. Students also receive their VET Credentials from their training provider (TAFE or other RTOs) which makes the student a more attractive prospect for a future employer. Access to their transcript of records for all VET courses and other higher education courses students have completed or done is made available 24/7 via their USI (Unique Student Identifier) record.

Types of EVET courses available for student selection

EVET 120 hour

- These courses run for three school terms (4 hours per week) and give students the opportunity to try out a vocational area that they may wish to pursue as a post-school career option. Students undertaking a 120 hour EVET course will receive a NSW transcript of Academic Record which will list the units of competency that they have studied. These courses are open to both Year 11 and Year 12 students and give 2 units of HSC credit.

TVET 240 hour

- These courses run for seven school terms (4 hours per week) - commencing in Year 11 and continuing into Year 12. Students receive a solid grounding in the vocational area which can assist with making informed decisions about future study at either TAFE NSW or private colleges or university or can lead to direct employment after finishing school. Students undertaking a 240 hour EVET course will receive a NSW Transcript of Academic Record or in some instances a Certificate II national qualification. These courses are open to Year 11 students only and give 2 units of HSC credit per year.

EVET 360 hour

- These courses run for seven school terms (4-6 hours per week) – commencing in Year 11 and continuing into Year 12. There are only a limited number of 360 hour EVET courses and some will be School-based Apprenticeship or Traineeship courses (SBAT). There will also be two or three block sessions of delivery over the two years of the course. Delivery for some SBAT students may require the student to attend one full day per week with a first year apprentice TAFE NSW mainstream group. Students undertaking a 360 hour TVET course will receive a total of 6 units of HSC credit over the two years and will receive a TAFE NSW Transcript of Academic Record or in some instances a Certificate II or Certificate III national qualification.

EVET Fast Track Courses

- These are 240 hour TVET courses delivered in three school terms (one year instead of two years) – designed as 'fast track' options to the standard 240 hour courses. Students undertaking this course will attend TAFE NSW or their chosen RTO for seven to eight hours per week including two pupil free days, a block in the TAFE NSW non-teaching week in June and in Term 3. Students will achieve 4 units of HSC credit in the one year. They will achieve a NSW Transcript of Academic Record or in some instances a Certificate II national qualification and is available in their USI record. These courses are open to both Year 11 and Year 12 students. Students who undertake a Framework course offered as a Fast Track option will be eligible to sit the optional NESA HSC exam in that year. Students will also need to complete 70 hours of work placement during the year to meet NESA requirements.

SPECIALISATION

- These courses are usually 120 hour 'extension' courses designed to complement other 240 hour EVET courses. You must be co-enrolled in the corresponding 240 hour VET course either at school or at TAFE or other RTO to be eligible to undertake a Specialisation course.

What is an Industry Curriculum Framework Course

If a student studies the **same framework course (Category B Board Developed HSC Course) over 2 years and undertakes the optional NESA (NSW Education Standards Authority) exam**, the mark can be used in the calculation of their **Australian Tertiary Admissions Ranking (ATAR)**. **Work placement is a mandatory** component of all framework courses. This is a **NESA requirement**.

2020 EXTERNALLY-DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET) PROGRAM ... cont

Choosing An EVET Course

Students' choice of an EVET course should reflect their individual interests and aptitudes. Leumeah High School will encourage students to undertake counselling through their Careers Adviser during the EOI process, to ensure understanding of course requirements including their commitment to complete the EVET course and the suitability of the course in meeting their career needs.

What EVET courses are available

The main source of EVET course information will be the information provided on the EVET website <https://evet.nsw.edu.au> Courses listed on this website includes all courses being offered in the whole of NSW by different Colleges (Private and TAFE). The website will be available on 6 August.

Students wishing to undertake an EVET course will need to apply via an interview with a member of the Senior Executive and a Parent Interview.

TVET Courses however is now available and can be accessed by students via their school's computer under the students drive – Collaboration Drive under Careers. Alternatively they can also be accessed on the Careers Rm Bulletin Board outside the Careers Room in the Library. Leumeah High School TVET students usually study at Campbelltown, Macquarie Fields, Liverpool or Miller TAFEs however, for some courses, students may need to access Padstow, Bankstown, Granville, Lidcombe or Wetherill Park TAFEs.

The following courses are being offered to Leumeah High School students in 2020 :

TAFE (TVET) Industry Curriculum Framework Courses

- Automotive Mechanical Tech (Voc Prep) (120hr)
- Automotive Mechanical Tech (Voc Prep 240 hr – 2 yrs
- Automotive Mechanical Tech (Voc Prep) 240 hr – 1 yr
- Automotive Mechanical Tech (Voc Prep 120hr Motorcycle – Light Vehicle) SPY 240 hr
- Automotive (Panel Beating) (120hr)
- Automotive (Vehicle Painting) (120hr)
- Automotive (Detailing – ACCESS Course) 120hr
- Business Administration ACCESS Course (120hr)
- Business Administration Course (120hr)
- Business Administration (300hr)
- Construction (Carpentry) 120 hr
- Construction (Carpentry) ACCESS 120 hr
- Construction (Carpentry) 240 hr
- Information & Digital Technology 240 hr
- Primary Industries (Horticulture) (120hr)
- Primary Industries (Horticulture) ACCESS (120hr)
- Primary Industries (Horticulture- Landscape) (240hr)
- Tourism (Events) (240hr)
- Tourism (Travel) (120hr)
- Tourism (Travel) (240hr)
- Electrotechnology Career Start (240hr)
- Electrotechnology Career Start (120hr)
- Financial Services 300 hr
- Human Services (Health Services
- Assistance) 360hr (available at Campbelltown Hospital and EOI and Application Package is now available at the Careers Room

Work Placement for all of the above courses is **mandatory** in each year of the course.

Also, the 240-hour **Board Developed** courses (2 unit 2 year) allow students the opportunity of an optional exam, the results of which are eligible for inclusion in the Australian Tertiary Admission Rank (ATAR) Category B.

2020 EXTERNALLY-DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET) PROGRAM ... cont

What is a Non Framework Courses (Board Endorsed)

A **non-framework course** is a **Board Endorsed, Category B, non ATAR course**. Non-framework courses are based on national training packages or TAFE NSW accredited courses. These courses count as **2 units of HSC credit for each 120 hr studied**. If **successfully completed**, students receive an **Academic Transcript** and gain recognition into further TAFE NSW courses in similar areas.

TAFE Non-Framework Courses (Board Endorsed)

- Animal Studies (120 hr)
- Animal Studies (240 hr)
- Applied Fashion Design & Technology (120hr)
- Retail Cosmetics (Makeup) (120hr)
- Retail Cosmetics (Makeup) ACCESS (120hr)
- Community Services Introduction (Child Studies) 180hr
- Community Services Introduction (Child Studies) 240hr
- Community Services Introduction (Child Studies) 240hr – 1yr
- Design Fundamentals Graphic Design (120hr)
- Fitness 120hr
- Floristry 120hr
- Meat Retailing (Butchery) 240hr
- Screen & Media (Imaging & Video) 120hr
- Screen & Media (Sound) 120hr
- Retail Baking 120hr
- Retail Baking 120hr ACCESS
- Plumbing (120 hr)
- Plumbing (240 hr)
- Plumbing (240hr) – 1yr
- Plumbing/Construction Combo 120hr+120hr
- Plumbing Specialisations (120 hr)
- Signwriting (Signage) 240hr
- Sport, Fitness & Recreation 120hr
- Sport, Fitness & Recreation 240hr
- Sport, Fitness & Recreation 360hr
- Telecommunications (NBN Cabling) 240hr
- Telecommunications (Optical Broadband) 240hr
- Visual Arts & Contemporary Craft 120hr

Minimum age for EVET students

The minimum age for students to enter a TAFE NSW course is 15. It is the school's responsibility to ensure that students applying for EVET courses will turn 15 years of age prior to commencement of their first class in 2016. Preference is given to Year 11 or Year 12 students at all times. Year 10 TVET courses for Early Stage 5 are limited and these are Light Automotive Mechanical, Construction, Metals and Engineering, Retail Make Up and Business Administration. Depending on allocations there may be other courses available. See your Careers Adviser for details.

Attendance at EVET Colleges

EVET courses are generally offered at any authorised RTO and for most Leumeah High School students at Sydney Southwest TAFE NSW for 4 hours, one afternoon per week over one or two years with the exception of School Holiday Block and Fast Track courses. Students are required to attend each session until course completion as the NESA requires EVET RTO's to report on the student satisfactorily covering the course content and meeting the mandatory course requirements. **Student's absence should be notified through school. It is the responsibility of students or their parent/carer to notify their Careers Adviser of their absence on the day not days later.**

2020 EXTERNALLY-DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET) PROGRAM ... cont

Extended/Planned Leave

It is recommended that students contemplating extended / planned leave **DO NOT** apply for a TVET course. As the teaching sections only see the students once a week for 4 hours, it is **NOT** possible to make up this time within the TVET class. Students will be asked to undertake work missed through OTEN (Flexible Delivery) or by attending TAFE NSW at other times e.g. joining an existing trade group on another day.

Pupil Free Days

TAFE NSW does not have 'Pupil Free Days'. A school pupil free day does NOT constitute an 'explained absence' from a TVET course. **If a student does not attend his/her EVET course on a school pupil free day without explanation, he/she will be marked absent.**

Half Yearly Exams

Students are still required to attend their EVET class unless their school exam falls at the same time as their EVET class. If a student makes the decision not to attend they will **be recorded as an unexplained absence for that class.**

June Block Delivery

The NESA has deemed that students must study approximately 120 hrs per year to obtain 2 units of credit towards their Preliminary or HSC year. Students undertaking a EVET course attend TAFE NSW or other RTO for 4 hours per week for either 3 terms (120 hr) or 4 hours per week for 7 terms (240 hr).

Sometimes delivery hours may not fit exactly into this pattern of study so it is necessary for students to attend during the TAFE NSW marking and assessment week in June (beginning **Monday 24 June – Thursday 27 June**) to make up the outstanding course hours. **This may mean that students will miss some of their school work for that week only.**

Notification of attendance requirements for Block Delivery will be advised to the school career adviser well in advance.

Leaving Early from an EVET Course or Late due to official school event or other reasons

Where a student intends to leave an EVET class early or is coming late to TAFE or other RTO due to a school event or medical appointment and has parental permission they **MUST**:

- **Bring a parent permission letter which is endorsed by the school (school stamp required) or a 'Leave Early Notification' slip attached arranged with their Careers Adviser**
- or the school formally notifies TAFE NSW or other RTO of the intention of the student to leave class early or be late for EVET.

TAFE NSW and other RTO has duty of care for all their EVET students whilst they are attending their EVET course. It is a breach of discipline for a student to leave without the correct paperwork. Where a student does not comply with the above, they will not receive TAFE NSW or other RTO approval for early departure, and they will be recorded as an *unexplained absence*.

School Suspension

Schools must advise the EVET Unit when any student is suspended particularly as a result of threatening, intimidating, violent behaviour, or other behaviour that potentially endangers other TAFE NSW or other RTO students or staff.

Where a student is suspended from school for a school-related behaviour, the school should not automatically suspend the student from their EVET course. Any decision to suspend a student from an EVET course will be made in consultation with the EVET Unit, the College Manager and the school.

Course Exclusions

The pattern of subject choices made by individual students may result in duplication of competencies across different courses. In these circumstances, it may be necessary for the school to review the NESA exclusion list (see NESA exclusion links below) and if unsure, contact the NESA to determine whether an individual student has an exclusion problem. Industrial Technology (Metal Engineering) cannot be taken with Metals and Engineering at TAFE.

Non Framework Courses

http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html

Framework Courses

http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html#exclusions

Progress Reports

- Students who are undertaking a 120 hr or continuing in a 240 hr course will receive two (2) TVET progress reports throughout the year. These will be posted directly to the students' home school for distribution to parents.
 - The first progress report will be sent late in Term 2.
 - The second progress report will be sent at the end of Term 3
 - Students undertaking the first year of a 240 hr course will receive a progress report late in Term 2.
- AN EVET RTO including TAFE NSW Transcript of Academic Record will also be sent directly to the students' home address at the end of each year of study.

How to apply for EVET Courses

Students wishing to apply for a TVET course need to completed a EVET Expression of Interest form available thru the EVET website at <https://evet.nsw.edu.au> Courses listed on this website includes all courses being offered in the whole of NSW by different Colleges (Private and TAFE). The website will be available on 6 August.

Students wishing to undertake an EVET course will need to apply via an interview with Mr Glasgow and a Parent

There are two forms to complete EVET EOI & TAFE Student Record and forms can be obtained thru Ms Stagg, your Careers Advisor.

Please remember that the submission of an 'Expression of Interest' form does not guarantee acceptance into the EVET course.

**Interested students will be advised of the dates for the submission of their EVET Expression of Interest forms.
EVET classes generally commence in Week 3 Term 1 2020.**

2020 EXTERNALLY-DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET) PROGRAM ... cont

Other Services

EVET students can join the student association at their TAFE NSW College and take advantage of discounted products ranging from movie tickets to textbooks. Students can use the college library and all its services including internet. All colleges contain canteens. Students are able to seek the assistance of trained counsellors at no cost. Any EVET student with a disability will receive assistance from the Disabilities Consultant only if Disability Student Profile has been submitted and the process for consideration of application has been followed. For further information on this please see Ms Stagg, your Careers Advisor.

Assessment

Courses will be assessed by RTO's teachers according to the assessment guide issued in writing to students at the commencement of the course. The RTO's Assessment Guide sets out the assessment methods used in each of the component subjects and the weightings given to each subject.

Attendance

Secondary students able to take VET courses will be enrolled in the RTO of their choice that they have accepted the offer made to them by Term 4 (Week 5-6). They are students of their RTO so they enjoy full rights as their other mainstream courses students. Attendance is recorded and the school is notified of absences.

Transport

It is the responsibility of students to arrange their transport to and from TAFE or other RTO like Campbelltown Hospital. Students receiving Centrelink allowance may use their Concession card to avail of discounted fare in

trains and buses. Likewise SBAT students can apply for Travel Concession through the school since their TAFE study is part of their School Based Apprenticeship or Traineeship.

- ❖ **Students attending TAFE must always come to school in full school uniform even on TAFE days. It is their responsibility to catch up on any classwork missed.**

For further information please contact Ms Stagg, Careers Advisor.

Application forms to be discussed with Mr Glasgow

Completed Applications to be submitted to Mr Glasgow

SCHOOL BASED TRAINEESHIPS and SCHOOL BASED APPRENTICESHIPS

What are the benefits of undertaking a school-based apprenticeship?

- School-based apprenticeships allow senior high school students to commence an apprenticeship while at school
- The formal training requirement will contribute a **minimum** of 4 units of credit required for the HSC
- Students work part-time in paid employment
- Students undertake the first stage of their formal off-the-job apprenticeship training
- Both on-the-job and off-the-job training can contribute to the HSC
- Students commence full-time employment as a second year apprentice from January the following year.

What are the benefits of undertaking a school-based traineeship?

- School-based traineeships allow senior high school students to commence a traineeship while at school
- The formal training requirement will contribute a **minimum** of 4 units of credit required for the HSC
- Students work part-time in paid employment
- Students will complete their traineeship by the end of Year 12
- Both on-the-job and off-the-job training can contribute to the HSC
- Students are more employable to a potential employer by the time they have completed their HSC
- Should the student wish to return to TAFE NSW either in an apprenticeship or other study they can apply for recognition of competencies completed during their school based traineeship.

For school-based traineeships and many school-based apprenticeships the minimum on-the-job training requirements is 100 days. For school based apprenticeships in some trade areas the requirement is as high as 180 days. The organisation of on-the-job training will be in negotiation with the employer and the school and may consist of 1 day per week and/or holiday blocks.

To find out more about traineeships or apprenticeships please contact Ms Stagg, Careers Advisor. All applications to Mr Glasgow Deputy Principal

Further information is available from : Visit the SBAT website - www.sbatinnsw.info

Students are required to bring the following 2 sheets (pg 89 and 90) with them to their Subject Selection Interview.

Leumeah High School will be using an electronic submission system in 2020

Leumeah High School Course Selection Form Year 11 – 2020

Name : _____ Year 10 Roll Call : _____

What would you like to do when you finish school? _____

- I wish to complete Year 12 and receive my HSC Yes / No
- I wish to complete Year 12 and then attend university (I want an ATAR) Yes / No

PART 1 : Students will need to select one English Course from the following.

Advanced English	<input type="checkbox"/>	Standard English	<input type="checkbox"/>	English Studies	<input type="checkbox"/>
Category A		Category A		Category B	

PART 2 : You will need to select another 7 courses from Parts 2,3 and 4. Think about what you would like to study.

Category A – Board Developed Courses for the HSC. (All these courses contribute to a student's ATAR score).

Aboriginal Studies		Industrial Technology – Multi Media	
		Industrial Technology – Timber and Furniture Technologies	
Ancient History		Information Processes and Technology	
Biology		Investigating Science	
Business Studies		Legal Studies	
Chemistry		Mathematics - Advanced	
Community and Family Studies		Mathematics - Standard	
Dance		Modern History	
Design and Technology		Music 1	
Drama		Personal Development, Health & PE	
Earth and Environmental Science		Physics	
Economics		Society and Culture	
Engineering Studies		Software Design and Development	
Food Technology		Spanish - Beginners	
		Textiles and Design	
Geography		Visual Arts	
Industrial Technology – Metal and Engineering Technologies			

Extension Courses (Please note that Extension courses are of 1 unit value only)

English Extension 1		Mathematics Extension 1	
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PART 3 : Vocational Education and Training (VET) Curriculum Frameworks. (Please note only ONE VET Curriculum Framework course can contribute to a student's ATAR score. ALL VET Courses are Category B)

Construction		E-Vet – Offsite (Some may not be Cat B)	
Hospitality Food and Beverage			
Sports Coaching – Does not contribute to ATAR			

PART 4 : Content Endorsed Courses (Please note that these courses DO NOT contribute to a student's ATAR score)

Computing Applications		Sport, Lifestyle & Recreational Studies	
Exploring Early Childhood		Visual Design	
Marine Studies		Work Studies	
Photography, Video and Dig. Imaging			

CHECKING MY UNITS

AM I ELIGIBLE FOR AN H.S.C.?

Step 1	Choose ONE English course (2 units) Advanced, Standard English and English Studies count towards an ATAR. Note: As English Studies is a Category B subject, you may not select any other Cat B subject for an ATAR	
Step 2	Choose FIVE other courses (totalling to 10 units) Board Developed courses count towards an ATAR. Board Endorsed courses do not.	

Have I selected :

- 12 Units in total in Year 11 ☐
- No more than 6 units of science (Yr 11) ☐
- Only **ONE** Industrial Technology option permitted ☐

DO I WANT AN AUSTRALIAN TERTIARY ADMISSIONS RANK? (ATAR) ☐

Therefore, I have selected :

- 10 Units of Board Developed Courses ☐
- Only **ONE** Category B course can be included in your 10 ATAR units. ☐

Please complete this form and give to the teacher conducting your interview.

Teacher I had an interview with : _____

Teacher Signature : _____

Student Signature : _____

OVERVIEW OF COURSES OFFERED

Board Developed Courses		Board Endorsed Courses
Category A ATAR Courses	Category B No more than 1 Category course can be included for ATAR calculation	Not included in ATAR calculation

Compulsory Requirements

Year 11 (Preliminary) Study 12 units	Year 12 (HSC) Study at least 10 units	2 units of English	6 units of Board Developed Courses	No more than 7 units of Science
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KLA	Course	Units	Course Type	Category	Prelim / HSC	ATAR
English	English Advanced	2	Board Developed	A	Both	Yes
	English Standard	2	Board Developed	A	Both	Yes
	English Studies	2	Board Developed	B	Both	Yes
	English Extension I	1	Board Developed	A	Both	Yes
	English Extension II	1	Board Developed	A	HSC	Yes
	Drama	2	Board Developed	A	Both	Yes
Maths	Mathematics Advanced	2	Board Developed	A	Both	Yes
	Mathematics Standard 1	2	Board Developed	B	HSC	Yes
	Mathematics Standard 2	2	Board Developed	A	Both	Yes
	Mathematics Extension I	1	Board Developed	A	Both	Yes
	Mathematics Extension II	1	Board Developed	A	HSC	Yes
Science	Biology	2	Board Developed	A	Both	Yes
	Chemistry	2	Board Developed	A	Both	Yes
	Earth & Environmental Science	2	Board Developed	A	Both	Yes
	Investigating Science	2	Board Developed	A	Both	Yes
	Physics	2	Board Developed	A	Both	Yes
	Marine Studies	2	Board Endorsed	-	Both	No
	Extension Science	1	Board Developed	A	HSC	Yes

KLA	Course	Units	Course Type	Category	Prelim / HSC	ATAR
HSIE	Aboriginal Studies	2	Board Developed	A	Both	Yes
	Ancient History	2	Board Developed	A	Both	Yes
	Business Studies	2	Board Developed	A	Both	Yes
	Economics	1	Board Developed	A	Both	Yes
	Geography	1	Board Developed	A	HSC	Yes
	Legal Studies	2	Board Developed	A	Both	Yes
	Modern History	2	Board Developed	A	Both	Yes
	Society & Culture	2	Board Developed	A	Both	Yes
	History Extension	1	Board Developed	A	HSC	Yes
PDHPE	Dance	2	Board Developed	A	Both	Yes
	PDHPE	2	Board Developed	A	Both	Yes
	Sports, Lifestyle and Recreation	2	Board Endorsed	-	Both	Yes
LTAS	Community and Family Studies	2	Board Developed	A	Both	Yes
	Computing Applications	2	Board Endorsed	-	Both	Yes
	Design and Technology	2	Board Developed	A	Both	Yes
	Engineering Studies	2	Board Developed	A	Both	Yes
	Exploring Early Childhood	2	Board Endorsed	-	Both	Yes
	Information Processes and Technology	2	Board Developed	A	Both	Yes
	Food Technology	2	Board Developed	A	Both	Yes
	Industrial Technology - Timber and Furniture - Metal and Engineering - Multimedia	2	Board Developed	A	Both	Yes
	Software Design and Development	2	Board Developed	A	Both	Yes
	Textiles and Design	2	Board Developed	A	Both	Yes
CAPA	Music I	2	Board Developed	A	Both	Yes
	Photography, Video and Digital Imaging	2	Board Endorsed	-	Both	Yes
	Visual Arts	2	Board Developed	A	Both	Yes
	Visual Design	2	Board Endorsed	-	Both	No
LOTE	French Beginners	2	Board Developed	A	Both	Yes
	Spanish Beginners	2	Board Developed	A	Both	Yes
CAREERS	Work Studies	2	Board Endorsed	-	Both	No
VET	Construction	2	VET Framework	B	Both	Yes
	Hospitality Food and Beverage	2	VET Framework	B	Both	Yes
	Sports Coaching	2	VET Framework	-	Both	No

