MOUNT VIEW HIGH SCHOOL

PRIDE & LOYALTY

Year 11

2023

High expectations and opportunities for all to thrive

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INTRODUCTION

It is with great pleasure that I welcome students and their families to Mount View High School for the commencement of their Stage 6 learning.

We trust that the following pages provide you with sufficient information to support your child in making decisions about their educational pathway in Year 11.

In 2023 we will have approximately 950 students and 110 staff, both teaching and administrative/support. Together with the many educational, wellbeing, social and extra-curricular programs on offer, our school is always a busy and exciting place to be.

There are many changes that are being effected at the school aimed at ensuring the best possible educational outcomes for our students.

Our 3 year strategic plan has identified three strategic directions:

1. Positive wellbeing.
2. Personalised and responsive student learning.
3. Organisational effectiveness and quality professional practice.

Our purpose in committing to these strategic directions was to:

- Create positive resilient learners in a supportive school community who will be substantively engaged in learning. By 'feeling good' students are able to 'do good'.
- Insure that teacher professional learning underpins the creation of a culture which is personalised and responsive to student learning needs.
- Develop resources that are strategically used to achieve improved student outcomes and allow high quality service delivery.
- Develop administrative systems, structures and processes that support collaborative quality learning and professional effectiveness for all members of our school community.

Please read the information provided in this booklet with careful attention to the expectations when making choices about subject selection. Other pathways and options are available and they may better suit the needs of some students.

As students make choices about subjects they need to be realistic. Students should be looking at subjects that they genuinely have an interest in and at which they are able to succeed. Subject/Course decisions are very important and need to be made wisely.

Our school is committed to providing the best educational experience for your student/s. I encourage you to contact us if you have any queries. Ensuring that your child has access to the highest quality educational outcomes possible and that their years of schooling at Mount View High School are happy, enriching and successful can be best achieved by developing a strong partnership between school and home.

Shane Hookway
Principal

Shane Hookway
Principal

Nicole Crowe
Deputy Principal
Years 7 & 9, 2023

Scott Hamilton
Deputy Principal
Years 8 & 10, 2023

Craig Clinton
Deputy Principal (Relieving)
Years 11 & 12, 2023

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SCHOOL COMMUNITY

Faculty Leaders - 2023

Rebecca Bartlett
Head Teacher English
(Relieving)

Ben McCartney
Head Teacher Mathematics

Natalie Death
Head Teacher Science

Rachael Collier
Head Teacher HSIE
(Relieving)

Elizabeth Alder
Head Teacher CAPA

Lyndal Burke
Head Teacher PD/H/PE
(Relieving)

Brian Means
Head Teacher TAS

Jodie Scheffler
Head Teacher Wellbeing
Years 8/10/12

Ben Dibben
Head Teacher Wellbeing
Years 7/9/11

Tatum Robards
Head Teacher Administration

Steve Quigley
Head Teacher Support

Matthew Marselos
Head Teacher Teaching & Learning
(Relieving)

SCHOOL COMMUNITY

Student Year Advisers - 2023

Marie Payne
Year 7, 2023

Linda Freeman
Year 8, 2023

Alecia Killeen
Year 9, 2023

Linsey Springbett
Year 10, 2023

Sarah Bendall
Year 11, 2023

Lisa Hunt
Year 12, 2023

Futures Adviser

Rebecca Knipe

Senior Study Tutor

Jess Schafer

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SCHOOL FEES

As is the case in most schools, financial support is requested from parents to ensure that the highest quality resources are available to all students. Generally, this includes a service contribution and a subject specific fee. Information about the service contribution will be provided separately and at a later date.

Many of the subjects listed in this selection handbook require the provision of additional resources to ensure that delivery of the subject is relevant and highly engaging to students. Where needed, a fee is imposed for some subjects to ensure the purchase of additional resources for student use. These fees are kept as low as possible, and are heavily subsidised by school funds, but there is an expectation that students selecting a fee-paying course will meet the financial cost of the course.

Parents or guardians who experience financial hardship in meeting subject fees may apply for assistance from the general school funds or from the Student Assistance Scheme funds provided to the school. Applications are confidential and can be collected from the Administration office. Alternatively, you may contact the Principal or a Head Teacher Wellbeing if you wish to discuss any difficulties, including possible exemptions, support or payment instalment options.

We thank you for your assistance in this matter.

WHAT TYPES OF COURSES CAN I SELECT?

At Mount View High School, students in Year 11 study six 2 unit courses. Each course has nine 50 minute periods timetabled across a two week cycle (PPC = Periods Per Cycle).

English (9 PPC)	Line 2 (9 PPC)	Line 3 (9 PPC)	Line 4 (9 PPC)	Line 5 (9 PPC)	Line 6 (9 PPC)	Wellbeing (2 PPC)	Early finish each Thursday 4 PPC

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

1. Board Developed Courses (BDC)

These courses are developed by the NESA (The NSW Education Standards Authority). There is a syllabus for each course that contains:

- objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

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

2. Board Endorsed Courses (BEC)

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA. They 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.
- Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **However, only Board Developed Courses count in the calculation of the ATAR.**

3. Non-HSC Courses

These courses are designed to develop skills which will enhance employment opportunities but DO NOT contribute to the HSC or ATAR.

4. Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:

Many of these courses are delivered by MVHS and are taught on site.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some of these courses will be delivered by TAFE or other providers.
Board developed VET courses have an optional external examination & contribute to the calculation of the ATAR.

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

Extension Course

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, they do count in ATAR calculations. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET.

English and Mathematics Extension Courses are available in both the Preliminary and HSC years. Students must study the Preliminary extension course in these subjects before proceeding to one or both of the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Prior to choosing an Extension course, students should discuss this option with the Head Teacher of that faculty. Students who choose to do one Extension course will complete 13 units; their 6 x 2 unit courses plus the one unit of the Extension course. Students who choose 2 Extension courses may do 5 x 2 unit courses plus their 2 x one unit Extension courses to make their 12 units. However, students are warned clearly that this option prevents them from dropping any courses – even if the work becomes difficult, as they must maintain 12 units.

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HOW DO I QUALIFY FOR THE AWARD OF THE HSC? HOW DO I MAKE SURE I RECEIVE AN ATAR?

To be eligible for the award of the Higher School Certificate (HSC), a student must **satisfactorily complete** at least 12 units in the Preliminary year and at least 10 units in the HSC year.

In both years you must study:

- At least 6 units of Board Developed Courses (BDC)
- At least 2 units of English (BDC)
- At least 3 courses of 2 unit value
- At least 4 subjects
- No more than 6 units in Science in Year 11 or 7 units in Year 12

As well as studying the correct pattern of courses you must:

- Complete the requirements for each course (it is reasonable to assume that students who have poor attendance record are not meeting the requirements of the courses that they completing)
- Complete all oral, practical and project components of all courses
- Complete internal assessment tasks
- Sit for and make a genuine attempt at the HSC examinations

The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is based on the results achieved in the HSC. Students may gain the HSC but choose not to receive an ATAR. Even though students may not wish to use the ATAR, their pattern of study may result in an ATAR being awarded. Their study and subsequent results may generate an ATAR automatically. It is recommended that students err on the side of gaining the ATAR as their interests and ambitions may change quite dramatically over the two senior years.

To be eligible for an ATAR you must satisfactorily complete at least 10 units (in the HSC year), including 2 units of English. The 10 units must all come from ATAR approved courses and must include at least 8 units of Category 'A' courses. The 10 units must include at least 3 Board Developed Courses of 2 units or greater value and at least 4 subjects. Note that in order to complete a course in the HSC year a students must have completed the corresponding Preliminary year course.

Students may change courses early in Term 1, however such a move is reliant on availability within the new course and the students' willingness to catch up on missed work.

HSC MINIMUM STANDARDS

A minimum standard of literacy and numeracy is required to receive the HSC from 2020 to reflect the importance of literacy and numeracy for success in daily life.

HSC students will need to meet the HSC minimum standard in three areas – reading, writing and numeracy.

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

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

Literacy and numeracy skills are essential for success in learning and life after school. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to extend the literacy and numeracy focus up into secondary school.

Who needs to meet the HSC minimum standard?

All current Year 10 students will be required to demonstrate a minimum standard of literacy and numeracy to receive their Higher School Certificate.

They will need to complete three online tests that are 45 minutes long each, and include:

- a multiple choice test for reading
- a multiple choice test for numeracy
- a test for writing based on a written or visual prompt

These online tests will be administered by schools under supervision using a lockdown browser, and can be taken on any school day.

Students will have a number of opportunities to meet the HSC minimum standard when they are ready. This includes two opportunities each year in Year 10, Year 11, and Year 12, and for a few years after school. Students have to meet the HSC minimum standard in reading, writing and numeracy only once.

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

Exempt students

Where possible, all students in NSW should be supported to develop core literacy and numeracy skills required for success in life after school. Some students sitting the tests will be eligible for disability provisions or be exempt from meeting the HSC minimum standard in order to receive their HSC.

NON SCHOOL BASED COURSES

The school cannot guarantee a student will obtain a place in the desired TAFE course and so recommends that alternate in school options are considered until course placement is confirmed.

BDC and CEC: What do these course abbreviations mean?

BDC = A course in which the syllabus objectives, outcomes, structure, content and examinations are all developed by NESA. BDC courses count towards the ATAR.

CEC= A course which is developed by an individual school. These courses count towards the HSC but do not count towards the ATAR.

- Students must complete at least 12 units (usually 6 x 2 unit courses)
- Students may choose Off line or TAFE subjects to make up their 12 units.
- The school has no control over if, when and where TAFE courses run. Students must actively follow up all requests for TAFE placements.
- Off site subjects do not all run at different times. Students should not expect that they will have a free choice of times for these subjects. If a student chooses an off site subject, the expectation is that they will attend all lessons for the entire time of the lesson.
- Students are permitted to pick more than 12 units. You may choose 6 x 2 unit subjects and a TAFE course. Obviously, this is a considerable strain on your time. Students in this situation should not expect to be given time off class so as to attend the TAFE course.

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PRELIMINARY AND HSC COURSE NOTES & RESTRICTIONS

1. There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
2. You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Investigating Science and Physics in meeting the 12 Preliminary or 10 HSC units.
3. You must study Music Course 2 if you wish to study HSC Extension Music.
4. Students can study only one strand of Industrial Technology (either Wood or Multi Media or Drawing or Metal). Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework. Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
5. A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Community and Family Studies, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Additional information about courses and the HSC is available on NESA Website:
http://educationstandards.nsw.edu.au

ASSESSMENT AND REPORTING

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
  (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.)

Students are assessed as either 'competent' or 'not competent'. Students will be progressively assessed as 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency, it is signed off by the assessor in a Student Log Book. Competency based assessment determines the vocational qualification that a student will receive.

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- 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.
- VET Courses are competency based courses. You will need to show an assessor that you have learnt the theory in class and can apply it in a workplace situation. If the VET course you choose is and Industry Curriculum Framework course you may sit for a HSC examination and use one course in the calculation of your ATAR. VET courses which are not ICF do not have a HSC examination and will be reported as competencies achieved.

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INFORMATION THAT YOU MUST READ BEFORE YOU SELECT YOUR 2023 SUBJECTS

Depending on what you intend to do when you leave school you will need to choose courses from certain categories. These categories are labelled with a letter on the course selection sheet. When choosing courses please consider these two pieces of advice that are always given:

- Within reason choose subjects that are challenging. Your Year 10 results will indicate your level of ability, do not choose levels or courses that are below the standards that you have set. Equally, the demands of the senior years require sound foundations of work ethic and knowledge, do not think that these are going to suddenly appear in Year 11.

- Always choose subjects that match your interests. You will achieve the best results when doing courses that interest you and for which you have shown a flair.

You will probably fall into one of these three groups.

GROUP 1:

You intend to go to University or a similar training organisation such as the Defence Force Academy, you will need to gain the HSC and also the ATAR.

GROUP 2:

You intend to complete Year 12 so as to enter TAFE, gain an apprenticeship or traineeship, move to other training organisations or commence a full-time career based on permanent employment for which you will need to gain the HSC.

GROUP 3:

You intend to leave school when you reach the age of 17, when you are able to find a job or when you can get into a post school course eg pre-apprenticeship. You are happy for the school to assist you gain employment skills rather than gain an HSC.

A brief overview of how to choose your subjects.

GROUP 1:

You must choose at least 12 units for Year 11 and must continue at least 10 of these units until the end of Year 12. To qualify for an ATAR you must complete at least 8 “A” category subjects in Year 12. You may carry 2 “B” category units. It is strongly recommended that you start Year 11 with at least 10 “A” units. You must carry at least 2 units of English from the start of Year 11 to the end of Year 12.

GROUP 2:

You must choose at least 12 units for Year 11 and must continue at least 10 of these units until the end of Year 12. You must carry at least 2 units of English from the start of Year 11 to the end of Year 12.

GROUP 3:

You may access courses from the “A” and “B” categories. You will work on an individual program that includes these courses but which enables you to also access work and training opportunities that exist beyond the school.

MOUNT VIEW HIGH SCHOOL
PRIDE & LOYALTY

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BOARD DEVELOPED COURSES

AT MOUNT VIEW HIGH SCHOOL

AGRICULTURE

Course Fee: $35

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

The *Agriculture Stage 6 Syllabus* has been designed to allow students to develop knowledge and understanding about the production and marketing of both animal and plant products as well as the interaction between the components of agriculture and the scientific principles that explain the processes that take place when inputs are transformed into outputs. It caters for a diverse range of students and ability levels. It has the facility to challenge students academically as well as providing them with a wide range of practical skills and an awareness of technologies associated with agriculture.

Opportunities are also provided for students to develop awareness of the welfare, ethical and legal issues relating to animal research. This course provides opportunities for multiple pathways to employment and further education. Some students may well be stimulated to move into post-secondary agricultural courses or to seek employment in rural and related industries.

The *Agriculture Stage 6 Course* is designed to increase student understanding and capabilities in a continuum from the farm level through to the international markets in which agricultural commodities are traded. The relevance of the course is enhanced by the inclusion of the study of a farm and agricultural product of particular interest to the student. **There is a compulsory Case Study attached to this course.**

Main Topics Covered:

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

HSC Course Core Topics
- Plant/Animal Production
- Farm Product Study
- Elective (approximately 24 indicative hours)

Choose ONE of the following electives to study
- Agri-food, Fibre and Fuel Technologies
- Climate Challenges
- Farming in the 21st Century

Particular Course Requirements:

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

Assessment: HSC Course only

External Assessment:	Marks	Internal Assessment:	Weight %
A three hour written examination **Section I** PART A · Objective response PART B · Approximately seven short answer questions. · Questions may contain parts. · At least three items will be worth from 6 to 8 marks **Section II – Electives** There will be two questions for each of the three electives. Candidates will be required to answer both questions on the elective they have studied. The first question of each elective will be worth 8 marks and may contain parts. The second question on each elective will be an extended response worth 12 marks with an expected length of response of around three and a half pages of an examination writing booklet (approx. 500 words)	20% 60% 20%	Knowledge and understanding of: · the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems. · the impact of innovation, ethics and current issues on Australian agricultural systems. · the management of agricultural production systems in a socially and environmentally responsible manner. Skills in: · decision making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing. · effective research, experimentation and communication.	40% 40% 20%
	100%		100%

ANCIENT HISTORY

Course Fee: Nil

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

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

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

(NESA: http://syllabus.nesa.nsw.edu.au/ancient-history-stage6/course-description/)

Main Topics Covered:
Preliminary Course (120 indicative hours)
Part I – Investigating Ancient History – 50%.
In this unit students learn to investigate Ancient History and undertake case studies (ONE case study must be from Egypt, Greece, Rome or Celtic Europe and ONE case study must be from the Near East, Asia, the Americas or Australia)

Part II – Features of Ancient Societies – 30%.
Students study at least TWO ancient societies to gain an understanding of the social history of a people through an investigation of the remains of their material culture, the key developments and forces that may have shaped the selected feature(s), and the nature of the available sources.

Part III – Historical Investigation – 20%.
The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. It may be conducted individually or collaboratively.

HSC Course
Part I – Core Study – Cities of Vesuvius – Pompeii and Herculaneum - 25%
Part II – Ancient Societies -25%
Students study one ancient society such as New Kingdom Egypt society to the death of Amenhotep III
Part III – Personalities in Their Times - 25%
Students learn about ONE Ancient personality from a group which includes such inspiring people as Hatshepsut (Egypt).
Part IV – Historical Periods - 25%
Students study ONE period of the ancient world. The periods available for study include some of the most dramatic and important events in the Ancient World such as New Kingdom Egypt to the Death of Thutmose IV

Particular Course Requirements:
The Preliminary Course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment:	**Weight**	**Internal Assessment:**	**Weight**
A three hour written examination	100%	The four parts of the course are assessed through a range of tasks including: · Knowledge and understanding · Source-based skills · Historical inquiry and research · Communication of historical understanding in appropriate forms	 40% 20% 20% 20%
	100%		100%

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BIOLOGY

Course Fee: $15

2 units for each of Year 11 and YEAR 12 (HSC)
Board Developed Course

Exclusions: Nil

Course Description:

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non- infectious diseases.

The Investigating Science Stage 6 course would be a recommended course to be studied in conjunction with any other science course(s) to facilitate strong skill development for Science students. Students studying any Science course may also select to study the 1 unit **Science Extension** course as part of their Year 12 pattern of study.

There is a compulsory Field Study attached to this course. This is covered by an excursion at an approximate cost of **$40.**

A consumable fee of $15.00 applies to cover the cost of experimental consumables

Year 11 Course - Main Topics Covered	**YEAR 12 (HSC) Course - Main Topics Covered**
Module 1 Cells as the Basis of Life	**Module 5** Heredity
Module 2 Organisation of Living Things	**Module 6** Genetic Change
Module 3 Biological Diversity	**Module 7** Infectious Disease
Module 4 Ecosystem Dynamics	**Module 8** Non-infectious Disease and Disorders

Particular Course Requirements:

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

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

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

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

Assessment: Year 12 (HSC) only

External Assessment	**Internal Assessment**	**Weight %**
The NESA HSC examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 5 minutes reading time. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.	• Maximum of four assessment tasks • One task must be a depth study of the student's choice within a module/s listed above • Tasks will comprise of: – Skills in working scientifically such as questioning and predicting, planning and conducting investigations, processing and analysing data, problem solving and communication – Knowledge and understanding of the above modules	60% 40%
		100%

BIOLOGY

BUSINESS STUDIES

Course Fee: Nil

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

Main Topics Covered:
Preliminary Course
Nature of Business (20% of course time) - the role and nature of business in a changing business environment
Business Management (40% of course time) - the nature and responsibilities of management in the business environment
Business Planning (40% of course time) - the process of establishing and planning a small to medium enterprise

PRELIMINARY COURSE REQUIREMENTS
In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.

HSC Course
Operations (25% of course time) - Strategies for effective operations management
Marketing (25% of course time) - Development and implementation of successful marketing strategies
Finance (25% of course time) - Financial information in the planning and management of business
Human Resources (25% of course time) - Human resource management and business performance

HSC COURSE REQUIREMENTS
In the HSC course there is a series of case studies that examine real world business issues. Students will investigate local and global organisations to create business reports.

Particular Course Requirements:
The Preliminary Course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
A three hour written examination.	100%	The four parts of the course are assessed through a range of tasks including:	
		· Knowledge and understanding	40%
		· Stimulus-based skills	20%
		· Inquiry and research	20%
		· Communication of historical understanding in appropriate forms	20%
	100%		100%

Menu

CHEMISTRY	Course Fee: $15
2 units for each of Year 11 and Year 12 (HSC) *Board Developed Course*	**Exclusions: Nil**

Course Description:

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

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

The Investigating Science Stage 6 course would be a recommended course to be studied in conjunction with any other science course(s) to facilitate strong skill development for Science students. Students studying any Science course may also select to study the 1 unit **Science Extension** course as part of their Year 12 pattern of study.

There is an assessable depth study attached to this course. This is covered by an excursion at an approximate cost of **$40.**

A consumable fee of $15.00 applies to cover the cost of experimental consumables.

Year 11 Course - Main Topics Covered	Year 12 (HSC) Course - Main Topics Covered
Module 1 Properties and Structure of Matter	**Module 5** Equilibrium and Acid Reactions
Module 2 Introduction to Quantitative Chemistry	**Module 6** Acid/base Reactions
Module 3 Reactive Chemistry	**Module 7** Organic Chemistry
Module 4 Drivers of Reactions	**Module 8** Applying Chemical Ideas

Particular Course Requirements:

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

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

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

Assessment: YEAR 12 (HSC) only

External Assessment	Internal Assessment	Weight %
The NESA HSC examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 5 minutes reading time. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.	• Maximum of four assessment tasks • One task must be a depth study of the student's choice within a module/s listed above • Tasks will comprise of: – Skills in working scientifically such as questioning and predicting, planning and conducting investigations, processing and analysing data, problem solving and communication – Knowledge and understanding of the above modules	60% 40%
		100%

CHEMISTRY

COMMUNITY AND FAMILY STUDIES

	Course Fee:
Year 11	**$20**
Year 12	**Nil**

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

Topics Covered:

Preliminary Course

- Resource Management
  Basic concepts of the resource management process. (Indicative course time: 20%)
- Individuals and Groups
  The individual's roles, relationships and tasks with groups. (Indicative course time: 40%)
- Families and Communities
  Family structures and functions and the interaction between family and community. (Indicative course time: 40%)

HSC Course

- Research Methodology
  Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)
- Groups in Context
- The needs of specific community groups. (Indicative course time: 25%)
- Parenting and Caring
  Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)

HSC Option Modules (Select one of the following, Indicative course time: 25%):

- *Family and Societal Interactions*
  How government and community structures support and protect family members throughout the lifespan.
- *Social Impact of Technology*
  The impact of evolving technologies on individuals, families, work and communities.
- *Individuals and Work*
  Contemporary issues confronting families as they manage their roles within both their family and work environments.

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

Assessment: HSC course only

External Examination:	**Weight**	**Internal Assessment:**	**Weight**
A three hour written examination:		**Core**	75%
Section I		Research Methodology	
Part A – Objective Responses	20%	Groups in Context	
Part B – Short Answer Questions	55%	Parenting and Caring	
		Options	25%
Section II - Options	25%	Families and Societal Interactions	
Families and Societal Interactions		Social Impact of Technology	
Social Impact of Technology		Individuals and Work	
Individuals and Work		*Assess modules using a*	
Choose ONE option – 2 Questions		*combination of HSC examination-*	
(10 marks with parts; and 15 marks for an		*type tasks and non HSC*	
extended response)		*examination-type tasks.*	
	100%		100%

Menu

DRAMA

Course Fee: Nil

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

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

Preliminary Course content comprises an interaction between the components of improvisation, playbuilding and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.

HSC Course content

- Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.
- The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunities for each student to demonstrate his or her performance skills.
- For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements:
Drama is a practical subject. You will spend a lot of time on your feet improvising, playing games, rehearsing scripts, exploring spaces and developing characters. You will be involved in individual, small group and whole class performances and perform for a variety of audiences. Such performances will require you to commit to rehearsals in and out of class time. You will also learn about theatre conventions and design costumes, sets and promotional material. You will attend and critique performances in and out of school. To compliment all your practical activities you will also engage in research and study of theatre conventions, practitioners and experiences. You will learn about the people and theatre styles that have influenced modern theatre and how to apply them to your own performances.

Assessments in Year 11 Drama include individual performance, group performance, an exam and a design project.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
Group Presentation (Core)	30%	Australian Drama and Theatre	30%
Individual Project	30%	Studies in Drama and Theatre	30%
		Development of Group Performance	20%
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre	40%	Development of Individual Project	20%
	100%		100%

DRAMA

EARTH AND ENVIRONMENTAL SCIENCE

Course Fee: $15

2 units for each of Year 11 and Year 12 (HSC)

Exclusions: Nil

Board Developed Course

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.

The Investigating Science Stage 6 course would be a recommended course to be studied in conjunction with any other science course(s) to facilitate strong skill development for Science students.

Students studying any Science course may also select to study the 1 unit **Science Extension** course as part of their Year 12 pattern of study.

There is a compulsory Field Study attached to this course. This is covered by an excursion at an approximate cost of **$40.**

A consumable fee of $15.00 applies to cover the cost of experimental consumables

Year 11 Course - Main Topics Covered	**Year 12 (HSC) Course - Main Topics Covered**
Module 1 Earth's Resources	**Module 5** Earth's Processes
Module 2 Plate Tectonics	**Module 6** Hazards
Module 3 Energy Transformations	**Module 7** Climate Science
Module 4 Human Impacts	**Module 8** Resource Management

Particular 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 mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Assessment: YEAR 12 (HSC) only

External Assessment	**Internal Assessment**	**Weight %**
The NESA HSC examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 5 minutes reading time. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.	• Maximum of four assessment tasks • One task must be a depth study of the student's choice within a module/s listed above • Tasks will comprise of: – Skills in working scientifically such as questioning and predicting, planning and conducting investigations, processing and analysing data, problem solving and communication – Knowledge and understanding of the above modules	60% 40%
		100%

ECONOMICS

Course Fee: Nil

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses will understand interest rates, the Australian economy, employment patterns and contemporary economic issues.

The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling.

Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making. Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

Main Topics Covered:

Preliminary Course 120 indicative hours		**% of course time**	**Indicative Hours**
1	Introduction to Economics	10%	12
2	Consumers and Business	10%	12
3	Markets	20%	24
4	Labour Markets	20%	24
5	Financial Markets	20%	24
6	Government in the Economy	20%	24

Higher School Certificate Course 120 indicative hours		**% of course Time**	**Indicative Hours**
1	The Global Economy	25%	30
2	Australia's Place in the Global Economy	25%	30
3	Economic Issues	25%	30
4	Economic Policies and Management	25%	30

Particular Course Requirements:

The Preliminary Course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment:	**Weight**	**Internal Assessment:**	**Weight**
A three hour written examination	100%	Knowledge Skills Inquiry and Research Communication	40% 20% 20% 20%
	100%		100%

ENGLISH ADVANCED

Course Fee: Nil

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

Course Description:
English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

Year 11 course	**Year 12 course**
English Advanced Common module: Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature	English Advanced Common module: Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing Optional: Module C may be studied concurrently with the common module and/or Modules A and B

There are no prescribed texts for Year 11.
Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.

Text requirements for Year 12 course
Students are required to closely study **four prescribed texts**, one drawn from each of the following categories:
Shakespearean drama, prose fiction, poetry OR drama
The remaining text may be film, media or nonfiction text **or** may be selected from one of the categories above.
The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course
Students must study ONE related text in the common module: Texts and Human Experiences.

Components and weightings for Year 11

Component	Weighting
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 11 formal school-based assessment program is to reflect the following requirements:
- a maximum of three assessment tasks
- the minimum weighting for an individual formal task is 20%
- the maximum weighting for an individual formal task is 40%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes

Components and weightings for Year 12

Component	Weighting
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 is to reflect 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%
- Module C – The Craft of Writing must be assessed with a total 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 - Year 11 Course Fee: Nil

Year 12 English Extension 1
Year 12 English Extension 2

1 unit of study for each of Year 11 and Year 12

Prerequisites: (a) English (Advanced) course
(b) Year 11 English Extension Course is prerequisite for Extension Course 1.
(c) Extension Course 1 is prerequisite for Extension Course 2.

Exclusions: English (Standard) Course; Fundamentals of English; ESL

Course Description:

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Main Topics Covered:

Year 11 Extension Course

The course has one mandatory section, Module: Texts, Culture and Value

Year 12 Extension Course 1

Common module: Literary Worlds with ONE elective option

Year 12 Extension Course 2

The Composition Process
Major Work
Reflection Statement
The Major Work Journal

For the Year 12 English Extension 1 course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module.

For the Year 12 English Extension 2 course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

Components and weightings for Year 11

Component	Weighting
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 11 formal school-based assessment program is to reflect the following requirements:

- a maximum of three assessment tasks
- the minimum weighting for an individual formal task is 20%
- the maximum weighting for an individual formal task is 40%
- one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%.

Components and weightings for Year 12

Component	Weighting
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 is to reflect 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 be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material

ENGLISH STANDARD

Course Fee: Nil

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: English Advanced; English as a Second Language; Extension English

Course Description:

- **English Standard** is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Year 11 course	**Year 12 course**
Common module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Literature	Common module – Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing **Optional:** Module C may be studied concurrently with the common module and/or Modules A and B

There are no prescribed texts for Year 11.

Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.)

Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.

Text requirements for Year 12 course

Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories: prose fiction, poetry **OR** drama, film **OR** media **OR** nonfiction

The selection of texts for *Module C: The Craft of Writing* does not contribute to the required pattern of prescribed texts for the course.

- Students must study ONE related text in the Common module: Texts and Human Experiences.

Components and weightings for Year 11

Component	Weighting
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 11 formal school-based assessment program is to reflect the following requirements:

- a maximum of three assessment tasks
- the minimum weighting for an individual formal task is 20%
- the maximum weighting for an individual formal task is 40%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes

Components and weightings for Year 12

Component	Weighting
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 is to reflect 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%
- Module C – The Craft of Writing must be assessed with a total 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 STUDIES – NON ATAR and ATAR

Course Fee: Nil

2 units for each of Year 11 and Year 12

Board Developed Course

Exclusions: English Advanced; English as a Second Language; Extension; English Standard

Course Description:

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

Year 11 Course	**Year 12 Course**
Mandatory module – Achieving through English: English in education, work and community An additional 2–4 modules to be studied	Mandatory common module – Texts and Human Experiences An additional 2–4 modules to be studied

In **both** Year 11 **and** Year 12 students are required to:

- read, view, listen to and compose a **wide range of texts** including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

In Year 12 students will **also** be required to:

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

Additional requirements in Year 12

In year 12 students are **required** to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project-
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Components and weightings for Year 11

Component	Weighting
Knowledge and understanding of course content	50%
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes

Components and weightings for Year 12

Component	Weighting
Knowledge and understanding of course content	50%
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%

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

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- 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.

Menu

FOOD TECHNOLOGY

Course Fee: $50

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Main Topics Covered:

Year 11 Course

- Nutrition (30%)
- Food Availability and Selection (40%)
- Examination (30%)

HSC Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (30%)
- Trial Examination (20%

Particular Course Requirements:

- There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course.
- In order to meet the course requirements students must **learn about** food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.
- It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.
- Fees are to cover costs of ingredients used for practical lessons. If a contribution has not been made, students will only have access to practical experiences via assessments.

Assessment: HSC course only

External Examination:	Weight	Internal Assessment:	Weight
A three hour written examination	100%	· Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues (Nutrition or Marketplace)	20%
		· Research, analysis and communication	30%
		· Experimentation and preparation	30%
		· Design, implementation and evaluation	20%
	100%		100%

GEOGRAPHY

Course Fee: Nil

Compulsory Year 11 Excursion **$18 approx**

Compulsory Year 12 Excursion **$15 approx**

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues**.**

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

Main Topics Covered:

Preliminary Course

Biophysical studies	45% of course time
Global studies	45% of course time
The Senior Geography Project	10% of course time

HSC Course

Ecosystems at Risk	33% of course time
Urban Places	33% of course time
People and Economic Activity	33% of course time

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

Particular Course Requirements:

Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 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:	Weight	Internal Assessment:	Weight
A three hour written examination	100%	Fieldwork	10%
		Geographical research	20%
		Interpretation and synthesis of geographical stimulus	30%
		Geographical explanations, discussion, expositions and reports	40%
	100%		100%

HISTORY EXTENSION - Year 12 Course Fee: Nil

The History Extension course is offered for students in Year 12

- 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:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography. The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed.

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest.

Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. The History Extension course lays a foundation for such tertiary study by raising awareness of these issues and facilitating the transfer of higher-order thinking skills from one area of study to another.

AN IDEAL COURSE FOR THOSE WHO INTEND TO UNDERTAKE A UNIVERSITY DEGREE IN ANY DISCIPLINE.

HSC Course Structure and Requirements

	History Extension	**Indicative Hours**
Year 12 Course (60 hours)	**Constructing History** • **Key Questions** • **Case Studies**	**40 (minimum)**
	History Project	**20 (minimum)**

Investigation Structure and Content

Students will study a range of contemporary issues of the ancient and modern world in the form of case studies. Four key questions provide a framework for investigating the construction of history with a focus on historiography:

1. Who are historians?
2. What are the purposes of history?
3. How has history been constructed, recorded and presented over time?
4. Why have approaches to history changed over time?

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. The components of the course focus on a research portfolio that tracks the processes of research and essay development.

Components and weightings for Year 12

Component	**Weighting**
Knowledge and understanding of complex texts and of how and why they are valued	40%
Skills in complex analysis, sustained composition and independent investigation	60%

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

- Three assessment tasks
- Only one task may be a formal written examination with a weighting of 30%
- One task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30%
- One task must be the History Project – Essay with a weighting of 40%

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

- Students undertake a 2 hour examination

INDUSTRIAL TECHNOLOGY	Course Fee:
Metal (Metals and Engineering Technologies)	**$50**
Multi Media/Graphics	**$30**
Timber (Timber Products & Furniture Technologies)	**$60**

2 units for each of the Preliminary and HSC

Board Developed Course

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

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 Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Students may select <u>ONLY ONE</u> of the technologies shown above

Main Topics Covered:

Year 11 Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Work Health and Safety.
- Design, Management & Communication – researching, designing, drawing, computer applications.
- Production – production of practical products
- Industry Related Manufacturing Technology

HSC Course

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

- Design Management & Communication
- Production
- Industry Related Manufacturing Technology

Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
A one and a half hour written examination.		Designing Management & Communication	70%
Major Project (product & portfolio)	40%	Trial Examination	30%
Design Management & Communication	60%		
Industry Related Manufacturing Technology			
	100%		100%

Students attempting projects which exceed the course fee will be required to pay for additional materials used.

INVESTIGATING SCIENCE

Course Fee: $15

2 units for each of Year 11 and Year 12 (HSC) **Exclusions: Nil**
Board Developed Course

Course Description:
The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s).
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.
Students studying Investigating Science as a stand-alone course may also select to study the 1 unit **Science Extension** course as part of their Year 12 pattern of study.
There is a compulsory Field Study attached to this course. This is covered by an excursion at an approximate cost of **$40.**
A consumable fee of $15.00 applies to cover the cost of experimental consumables

Year 11 Course - Main Topics Covered	**Year 12 (HSC) Course - Main Topics Covered**
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

Particular Course Requirements:
Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Assessment: YEAR 12 (HSC) only

External Assessment	Internal Assessment	Weight %
The NESA HSC examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 5 minutes reading time. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.	• Maximum of four assessment tasks • One task must be a depth study of the student's choice within a module/s listed above • Tasks will comprise of: – Skills in working scientifically such as questioning and predicting, planning and conducting investigations, processing and analysing data, problem solving and communication – Knowledge and understanding of the above modules	60% 40%
		100%

LANGUAGES - FRENCH BEGINNERS

Course Fee: Nil

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: French Continuers, other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

Course Description:

In the Preliminary course, students will begin to develop their knowledge and understanding of French. During this course students must acquire some knowledge of the French language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC course.

Main Topics Covered:

- Meeting People
- People, Places and Communities
- Family Life, Home and Neighbourhood
- Education and Work
- Friends, Recreation and Pastimes
- Future Plans and Aspirations

Particular Course Requirements:

The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
An oral/aural examination:		Listening Skills	35%
Listening and responding	30%	Speaking Skills	20%
Speaking Skills	20%	Reading Skills	35%
		Writing Skills:	10%
A written examination:			
Reading and responding	30%		
Writing Skills	20%		
	100%		100%

LANGUAGES - JAPANESE

Course Fee: Nil

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Japanese Continuers, other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

Course Description:

In the Preliminary course, students will begin to develop their knowledge and understanding of Japanese. During this course students must acquire some knowledge of the Japanese language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC course.

Main Topics Covered:

- Meeting People
- People, Places and Communities
- Family Life, Home and Neighbourhood
- Education and Work
- Friends, Recreation and Pastimes
- Future Plans and Aspirations

Particular Course Requirements:

The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
An oral/aural examination:		Listening Skills	35%
Listening and responding	30%	Speaking Skills	20%
Speaking Skills	20%	Reading Skills	35%
		Writing Skills:	10%
A written examination:			
Reading and responding	30%		
Writing Skills	20%		
	100%		100%

LEGAL STUDIES

Course Fee: Nil

Year 11 Court Visit Excursion **$35 approx**
Year 12 Court Visit Excursion **$35 approx**

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
The Preliminary course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. 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.

Main Topics Covered:

Preliminary Course

- The Legal System 40% of course time
- The Individual and the Law 30% of course time
- The Law in Practice 30% of course time

HSC Course

- Crime 30% of course time
- Human Rights 20% of course time
- Options 50% of course time

Two chosen from:
Option 1: Consumers
Option 2: Global environmental protection
Option 3: Family
Option 4: Indigenous peoples
Option 5: Shelter
Option 6: Workplace
Option 7: World order

Key themes incorporated across all topics:
Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Particular Course Requirements:
No special requirements

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
A three hour written examination: Human Rights Crime Options	 20% 30% 50%	Core and options assessed through: Investigation and research Discussion, expositions and reports Oral and written communication	100%
	100%		100%

LEGAL STUDIES

MATHEMATICS ADVANCED

Course Fee: Nil

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.2 course with little difficulty (10MMA2, 10MMA3 & 10MMA4). This would be indicated by a top 5 ranking and exam marks that are consistently above 85%. Students who completed the Advanced course with success should consider this course. Any student who has completed Mathematics 5.3 (10MMA1) is eligible to attempt Mathematics Advanced.

Course Description:

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 and 2 courses.

Course Topics:

Year 11

- **Functions** (*Working with Functions*)
- **Trigonometric Functions** (*Trigonometry and Measure of Angles & Trigonometric Functions and Identities*)
- **Calculus** (*Introduction to Differentiation*)
- **Exponential and Logarithmic Functions** (*Logarithms and Exponentials*)
- **Statistical Analysis** (*Probability and Discrete Probability Distributions*)

Year 12

- **Functions** (*Graphing Techniques*)
- **Trigonometric Functions** (*Trigonometric Functions and Graphs*)
- **Calculus** (*Differential Calculus, The Second Derivative, Integral Calculus*)
- **Financial Mathematics** (*Modelling Financial Situations*)
- **Statistical Analysis** (*Descriptive Statistics and Bivariate Data Analysis, Random Variables*)

Assessment: Year 12 course information below

External Assessment	Weight	Internal Assessment	Weight
The examination will consist of a written examination paper of three hours duration (plus five minutes reading time) containing two sections with a total mark value of 100 marks. All questions in the examination are compulsory. **Section I (10 marks)** • These will be objective-response questions. **Section II (90 marks)** • There will be a number of short response questions. • There are 20-25 marks that overlap with Mathematics Standard 2.	100%	The internal assessment mark submitted to NESA for the Mathematics course may be based on elements of content covered in the Year 11 course, due to the cumulative nature of the content. The Board considers that up to **3 tasks in Year 11 and 4 tasks in Year 12** are sufficient to assess the components of each course. The weightings for the HSC courses are set out below. • Concepts, skills and techniques 50%. • Reasoning and Communication 50%	100%

MATHEMATICS EXTENSION 1

Course Fee: Nil

1 unit for each of Preliminary and HSC

Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics 5.3 course with little difficulty. This would be indicated by a top 10 ranking and exam marks that are consistently above 75%. Only students who completed the Mathematics 5.3 (10MMA1) course with success should consider this course. This course is completed concurrently with Mathematics Advanced.

Course Description:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 course and consider the additional Extension 2 course in Year 12.

Year 11

- **Functions** (*Further work with Functions, Polynomials*)
- **Trigonometric Functions** (*Inverse Trigonometric Functions, Further Trigonometric Identities*)
- **Calculus** (*Rates of Change*)
- **Combinatorics** (*Working with Combinatorics*)

Year 12

- **Proof** (*Proof by Mathematical Induction*)
- **Vectors** (*Introduction to Vectors)*
- **Trigonometric Functions** (*Trigonometric Equations*)
- **Calculus** (*Further Calculus Skills, Applications of Calculus*)
- **Statistical Analysis** (*The Binomial Distribution*)

Assessment: Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks. One assignment will be included as a modelling task in both the Year 11 and Year 12 courses.

External Assessment:	Weight	Internal Assessment:	Weight
The examination will consist of a written examination paper of two hours duration (plus five minutes reading time) containing two sections with a total mark value of 70 marks. All questions in the examination are compulsory. **Section I (10 marks)** • These will be objective-response questions. **Section II (60 marks)** • There will be a variety of questions consisting of a number of short-answer parts.	100%	The internal assessment mark submitted to NESA for the Mathematics course may be based on elements of content covered in the Year 11 course, due to the cumulative nature of the content. The Board considers that 3 tasks in Year 11 and 4 tasks in Year 12 are sufficient to assess the components of each course. The mandatory components and weightings for the HSC courses are set out below. • Concepts, skills and techniques 50%. • Reasoning and Communication 50%	100%

MATHEMATICS STANDARD (Pathway 1) — Course Fee: Nil

2 units for each of Year 11 and Year 12.

Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes of the *Mathematics 5.1 or 5.2* courses. *Students who completed the Advanced course with moderate success should not consider this course.*

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

Course Description:

The Year 11 Mathematics Standard course, the Year 12 Mathematics Standard 1 course and the Year 12 Mathematics Standard 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

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

The Year 12 Mathematics Standard 1 course provides an appropriate foundation for a range of such vocational pathways, either in the workforce or in further training**.** This course is **not** recommended as a basis for future university study, Mathematics Standard (Pathway 2) is the encouraged option for that pathway.

Main Topics Covered:

Year 11

- **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

- **Algebra** (Types of Relationships)
- **Measurement** (Right-angled Triangles, Rates & Scale Drawings)
- **Financial Mathematics** (Investment & Depreciation and Loans)
- **Statistical Analysis** (Further Statistical Analysis)
- **Networks** (Networks and Paths)

Assessment: Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks. One assignment will be included as a modelling task in both the Year 11 and Year 12 courses.

External Assessment:	Weight	Internal Assessment:	Weight
Optional HSC Examination – If students complete the HSC Examination for Mathematics Standard 1 they will be eligible for the 2 Units of this course to contribute to their ATAR. • There will be a number of overlapping questions with the Mathematics Standard 2 HSC exam.	100%	A variety of assessment tasks across all content of the course. The Board considers that **3 tasks in Year 11 and 4 tasks in Year 12** are sufficient to assess the components of the Mathematics Standard course.	100%

MATHEMATICS STANDARD (Pathway 2) ATAR COURSE

Course Fee: Nil

2 units for each of Year 11 and Year 12.

Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes of the *Mathematics 5.2* course. *Students who completed the Mathematics 5.3 course could also consider this course.*

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

Course Description:

The Year 11 Mathematics Standard course, the Year 12 Mathematics Standard 2 course and the Year 12 Mathematics Standard 1 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

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

The Year 12 Mathematics Standard 2 course provides a strong foundation for a broad range of vocational pathways, as well as for a range of university courses. This course provides a strong foundation for future university pathways, except science and engineering.

Main Topics Covered:

Year 11

- **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

- **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** (Networks Concepts & Critical Path Analysis)

Assessment: Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks. One assignment will be included as a modelling task in both the Year 11 and Year 12 courses.

External Assessment:	Weight	Internal Assessment:	Weight
A single HSC examination of 2 ½ hours duration. **Section I (15 marks)** • These will be objective-response questions. **Section II (85 marks)** • There will be a variety of questions consisting of a number of short-answer parts. • There are 20-25 marks that overlap with Mathematics Advanced.	100%	A variety of assessment tasks across all content of the course. The Board considers that **3 tasks in Year 11 and 4 tasks in Year 12** are sufficient to assess the components of the Mathematics Standard course.	100%

MODERN HISTORY

Course Fee: Nil

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

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

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

- NESA (http://syllabus.nesa.nsw.edu.au/modern-history-stage6/course-description/)

Main Topics Covered:
Preliminary Course
Part I – **Investigating History** – 50%.
In this unit students learn to investigate History and undertake case studies (ONE case study must be from Europe, North America or Australia – such as the Rise of Communism in Australia; and ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America – such as Tibet in the Modern World)
Part II – Historical Investigation – 20%.
The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. It may be conducted individually or collaboratively.
Part III – The Shaping of the Modern World – 30%.
Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity such as World War I or the notion of End of Empire.

HSC Course
Part I – **Core Study** – **Core Study: Power and Authority in the Modern World 1919–1946** - 25%
Part II – National Studies -25%
Students study one national study such as China 1927-1949
Part III – **Study in Peace and Conflict** -25%
Students learn about ONE conflict such as Conflict in Europe 1935-1945
Part IV – **Change in the Modern World** -25%
Students study ONE period of change in the modern world such as The Cultural Revolution in Tiananmen Square (1966-1989)

Particular Course Requirements:
The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
A three hour written examination	100%	Knowledge and understanding	40%
		Source based skills	20%
		Historical inquiry and research	20%
		Communication of historical	20%
	100%		100%

MUSIC 1

Course Fee: $20

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Music 2

Course Description:
In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in 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 include Rock Music, Popular Music, Film Music and Jazz. Students can select their own elective topic.

Particular course requirements:
HSC course
All students will complete ONE performance and a 1 hour written aural exam for the HSC. In addition, 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. This means that students may present 4 performance pieces for their final exam if they wish.

Students need to be prepared to play an instrument (includes voice) and it is preferable to participate in private tuition.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
Core Performance (one piece)	20%	Core performance	10%
A 45 minute – 1 hour aural exam	30%	Core composition	10%
		Core musicology	10%
Electives:		Core aural	25%
Three electives from any combination of:			
Performance (one piece)		Elective 1	15%
Composition (one submitted composition)		Elective 2	15%
Musicology (one *viva voce*)		Elective 3	15%
Elective 1	20%		
Elective 2	20%		
Elective 3	20%		
	110% reduced to 100%		100%

PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

Course Fee: **Year 11: Nil**
Year 12: $20
Excursions as required **$20 approx**

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.

Topics Covered:

Preliminary Course
Core Strands (60% Total)
- Better Health for Individuals 30%
- The Body in Motion 30%

Options (40% total)
Students to select two options each from
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course
Core Strands (60%)
- Health Priorities in Australia 30%
- Factors Affecting Performance 30%

Options (40% total)
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 select two options in each of the Preliminary and HSC courses

Assessment: HSC course only

External Assessment:	**Weight**	**Internal Assessment:**	**Weight**
A three hour written paper		Core	60%
Section I - Core		Options	40%
Part A – Objective Responses	20%		
Part B – Short Answer Questions	40%	Assessments will include knowledge and understandings (40%); skills (60%)	
Section II- Options			
Answer Questions for 2 Options (2 questions per option 8 marks with parts; 12 marks extended response)	40%		
	100%		100%

PHYSICS	**Course Fee: $15**
2 units for each of Year 11 and YEAR 12 (HSC) *Board Developed Course*	**Exclusions: Nil**

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.

The Investigating Science Stage 6 course would be a recommended course to be studied in conjunction with any other science course(s) to facilitate strong skill development for Science students.

Students studying any Science course may also select to study the 1 unit **Science Extension** course as part of their Year 12 pattern of study.

A consumable fee of $15.00 applies to cover the cost of experimental consumables

Year 11 Course - Main Topics Covered	**Year 12 (HSC) Course - Main Topics Covered**
Module 1 Kinematics	**Module 5** Advanced Mechanics
Module 2 Dynamics	**Module 6** Electromagnetism
Module 3 Waves and Thermodynamics	**Module 7** The Nature of Light
Module 4 Electricity and Magnetism	**Module 8** From the Universe to the Atom

Particular Course Requirements:

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

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

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

Assessment: YEAR 12 (HSC) only

External Assessment	**Internal Assessment**	**Weight %**
The NESA HSC examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 5 minutes reading time. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.	• Maximum of four assessment tasks • One task must be a depth study of the student's choice within a module/s listed above • Tasks will comprise of: – Skills in working scientifically such as questioning and predicting, planning and conducting investigations, processing and analysing data, problem solving and communication – Knowledge and understanding of the above modules	60% 40%
		100%

SOCIETY AND CULTURE

Course Fee: Nil

Optional Year 11 Excursion **TBA**

Optional Year 12 Excursion **TBA**

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).

The study of Society and Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Main Topics Covered:

Preliminary Course

- The Social and Cultural World – the interactions between persons and groups within societies *(30% of course time)*
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings *(40% of course time)*
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them *(30% of course time)*

HSC Course

Core

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study *(30% of course time)*
- The Personal Interest Project (PIP) – an individual research project *(30% of course time)*

Depth Studies

Two to be chosen from: *(40% of course time)*

- 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.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
A three hour written examination	100%	1. The Personal Interest Project (PIP) 2. In Class Assessment 3. In Class Assessment 4. Trial HSC Examination	30% 20% 30% 40%
	100%		100%

TEXTILES & DESIGN

Course Fee: $60

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

The Year 11 course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The HSC course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Students can supply their own materials

Main Topics Covered:

Year 11 Course

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

HSC Course

- Design and Planning (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (20%)
- Trial Examination (30%)

Particular Course Requirements:

In the Year 11 course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the ATCFAI developed in the Preliminary course.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
A written examination of one and a half hours	50%	Textile, Clothing, Footwear and Allied Industries	20%
Major Textile Project	50%	Design and Planning	50%
		Trial Examination	30%
	100%		100%

VISUAL ARTS

Course Fee:
Year 11: $50
Year 12: $50

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:
Ceramics - Visual Arts HSC Ceramics Body of Work
Furnishing - the Furnishing Integrated project(s) cannot be used as a Body of Work
Visual Design - Products developed cannot be used as a Body of Work in Visual Arts

Course Description:
Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.
The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent 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.

Main Topics Covered:
Preliminary Course learning opportunities focus on:
- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames 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 own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work.

Particular Course Requirements:
Preliminary Course
- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course
- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
A 1½ hour written paper.	50%	Development of the body of work.	50%
Submission of a body of work.	50%	Art criticism and art history.	50%
	100%		100%

BOARD ENDORSED COURSES

AT MOUNT VIEW HIGH SCHOOL

BOARD ENDORSED COURSES AT MOUNT VIEW HIGH SCHOOL

There are two types of Board Endorsed Courses:

1. Content Endorsed Courses and
2. School Designed Courses.

- Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

- Schools may also design special courses in order to meet student needs. NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Universities Admission Index (ATAR).

Content Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses. At MVHS this is indicated on the course description.

CONTENT ENDORSED COURSES

(OTHER THAN VOCATIONAL CECS)

- Exploring Early Childhood
- Photography
- Sport, Lifestyle and Recreation Studies
- Work Studies

Exclusions applying to Content Endorsed Courses are listed in the course descriptions in Part 2 of this booklet with the relevant CEC course description. This means that these subjects cannot be studied along with the excluded courses.

EXPLORING EARLY CHILDHOOD

Course Fee:
Year 11: $30
Year 12: $25

2 units for each of the Preliminary and HSC
Content Endorsed Course
Exclusions: Nil

Course Description:
The Exploring Early Childhood course aims to give students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice.

Main Topics Covered:
Core Units:
- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

The following optional course modules may be included:
1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children's Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children's Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

Particular Course Requirements:
There is no prerequisite study for the 2 Unit Preliminary course.
Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course.

Assessment: HSC course only

Internal Assessment:	**Weight**
2 x Assessment Tasks 1 x Examination	100%

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Course Fee:
Year 11: $50
Year 12: $50

Content Endorsed 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:

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:

- Analogue 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; and 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 interest and desire to specialize in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements:

Students are required to keep a Journal and Portfolio throughout the course.

Additional costs may be incurred by students for the purchase of Darkroom materials and/or Digital printing on a needs basis. These will be provided at cost price.

SPORT, LIFESTYLE AND RECREATION STUDIES

Year 11	**Course Fee:**
Year 12	**$20**
Available as a 1 or a 2 unit course	**Nil**

Content Endorsed Course

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

Course Description:

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- promote an understanding of the requirements for healthy living;
- develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- identify how sport influences and affects various groups and sections of our society;
- provide students with a greater understanding of their physical and sporting potential.

Main Topics Covered:

Preliminary Course

- First Aid/Sports Injuries
- Fitness
- Resistance Training
- Games – Badminton/AFL/NFL/Touch Footy

HSC Course

- Athletics
- Sports Administration
- Healthy Decisions
- Gymnastics
- Golf / Volleyball / Bocce / Lawn Balls

Particular Course Requirements:

Students are required to wear appropriate clothing for practical lessons.
Additional costs may be incurred for any extra curricular or externally based activities.

WORK STUDIES

Course Fee: Nil

Year 11 S`ite/Community Service Excursion **$10 approx**
Year 12 Site/Community Service Excursion **$10 approx**

2 units for each of Preliminary and HSC
Content Endorsed Course **Non ATAR**
Exclusions: Nil

Course Description:
The successful transition of students from school to the workforce, further education and training is a major issue faced by Australian students, schools, employers and tertiary education organisations. The Work Studies syllabus is designed to assist students in their transition from school to work. Given that social, technological and economic factors are rapidly changing, preparing students in the key areas of **career planning, performing work tasks, working with others and managing change,** requires a flexible approach.

Whether planning an event, such as a wedding or completing life related tasks, such as a **tax return, job seeking or pay rent,** the Work Studies course develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

Main Topics Covered:

Preliminary Course

- Core: My Working Life — 25% of course time
- In the Workplace — 25% of course time
- Team and Enterprise Skills — 25% of course time
- Managing Work and Life Commitments — 25% of course time

HSC Course

- Team Enterprise Project — 25% of course time
- Workplace Issues — 25% of course time
- Experiencing Work — 25% of course time
- Personal Finance — 25% of course time

Key themes incorporated across all topics:
Superannuation, employment (casual, permanent, and maternity leave), Health and Safety in the workplace, planning an event, job applications, social and life skills, workplace negotiations, tax returns and managing personal finances, career planning and volunteer community service.

This subject will prepare you for a smooth and successful transition from school to work.

Particular Course Requirements:
No special requirements

Assessment: HSC course only

External Assessment:	Weight	Internal Assessment:	Weight
Skills for success Planning an event Transition to work portfolio Employment portfolio	20% 20% 20% 40%	Core and options assessed through: Investigation and research Discussion, expositions and reports Oral and written communication	100%
	100%		100%

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NSW GOVERNMENT | Education

Tamworth RTO 90162

VET Course Information 2023

Stage 6 Course Descriptors

NSW GOVERNMENT | Education

Tamworth RTO 90162

FREQUENTLY ASKED QUESTIONS

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

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

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

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

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

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

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

What are Industry Curriculum Frameworks?
NSW Education Standards Authority NESA has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?
A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

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

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

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

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

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

How do foundation and employability skills relate to VET courses?

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."

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

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2023 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION
SIT20316 Certificate II in Hospitality
RTO 90162 Public Schools NSW, Tamworth

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

Course: **Hospitality - Food and Beverage** Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)

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

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

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

Electives

SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage

Plus, additional competencies

Category A

SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements
Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld 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 NESA.

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/s of competency.

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

Course Cost: Preliminary - $100 HSC - $90	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

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NSW GOVERNMENT | Education

2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Manufacturing and Engineering - Introduction** Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank

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

Manufacturing and Engineering Training Package (MEM 2)

Units of Competency

Core

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

Electives

MEM16006	Organise and communicate information
MEM11011	Undertake manual handling
MEM12024	Perform computations
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEM16008	Interact with computer technology
MEM07032	Use machines for basic operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE004A	Use fabrication equipment

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.

Examples of occupations in the Manufacturing and Engineering industry

- fitter
- machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter
- locksmith

Mandatory HSC Course Requirements

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

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - $45 HSC - $45	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

2023 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021

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2023 PRIMARY INDUSTRIES COURSE DESCRIPTION
AHC20116 Certificate II Agriculture
RTO 90162 Public Schools NSW, Tamworth

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

Course: **Primary Industries** Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)

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

Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0)
Not all electives will be on offer in every school.
Units of Competency

Core

AHCWHS201	Participate in work, health and safety processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCWRK204	Work effectively in the industry

Electives

AHCINF202	Install, maintain and repair farm fencing
AHCINF201	Carry out basic electric fencing
AHCMOM202	Operate tractors
AHCWRK201	Observe and report on the weather
AHCWRK205	Participate in workplace communication

Pest Management

AHCPMG201	Treat weeds
AHCCHM201	Apply chemical under supervision
AHCNSY202	Care for nursery plants
AHCPMG202	Treat plant pests, diseases and disorders

Livestock

AHCLSK202	Care for health and welfare of livestock
AHCLSK205	Handle livestock using basic techniques
AHCLSK211	Provide feed for livestock
AHCLSK204	Carry out regular livestock observation
AHCLSK206	Identify and mark livestock
AHCLSK209	Monitor water supplies
AHCLSK306	Prepare livestock for competition

Production Horticulture

AHCPCM201	Recognise plants
AHCNSY203	Undertake propagation activities
AHCNSY201	Pot up plants

Soils and Media

AHCSOL202	Assist with soil or growing media sampling and testing

Biosecurity

AHCBIO201	Inspect and clean machinery for plant, animal and soil material
AHCMOM304	Operate machinery and equipment

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements
Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hour's activities e.g. showing livestock at local agricultural shows. There may be out of class homework, research activities and assignments.

Examples of occupations in Primary Industries

- animal attending
- dairy farming
- livestock rearing and breeding
- beef production
- nursery worker
- horticulture
- crop production
- horse care
- pest and disease control

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

External Assessment (optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Primary Industries 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 unit/s of competency.

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

Course Cost: Preliminary - $75 HSC - $75 Enclosed leather footwear, long sleeve shirt and pants	**Refunds** Refund arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

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2023 RETAIL SERVICES COURSE DESCRIPTION
SIR30216 Certificate III in Retail Services
RTO 90162 Public Schools NSW, Tamworth

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

Course: **Retail Services** Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)

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

Retail Services Training Package (SIR 3.0)

Units of Competency

Core units

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

Elective units

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

Additional for HSC requirements

SIRXSLS002	Follow point of sale procedures

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

Examples of occupations in retail services industry

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

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - $10 HSC - $10 **To cover the cost of photocopied booklets**	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

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NSW GOVERNMENT | Education

2023 SPORT COACHING COURSE DESCRIPTION
SIS30519 Certificate III in Sport Coaching
RTO 90162 Public Schools NSW, Tamworth

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

Course: **Sport Coaching** Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank

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

Sport, Fitness and Recreation Training Package (SFR2.0)

Units of Competency

Core units

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO003	Meet participant coaching needs
BSBRSK401	Identify risk and apply risk management processes
HLTAID003	Provide first aid (delivered by an external RTO)

Elective units

Complete the follow competency:

SISXIND006	Conduct sport, fitness and recreation events
SISSSCO012	Coach sports participants up to an intermediate level

And complete TWO of the following THREE elective competencies:

SISXCAI009	Instruct strength and conditioning techniques
SISSSOF002	Continuously improve officiating skills and knowledge
SISXDIS001	Facilitate inclusion for people with a disability

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements
Students selecting this course should be interested in 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 sport, fitness and recreation industries

- Sports coach
- Sports trainer
- Assistant Coach
- Sports 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 work placement. Students who do not meet these requirements will be `N` determined as required by the 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 unit/s of competency.
Appeals and Complaints
Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary - $30 HSC - $30 **** Optional Sports Coaching Shirt $35**	**Refunds** Refund arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

MOUNT VIEW HIGH SCHOOL
PRIDE & LOYALTY

tafensw.edu.au/launchpad

TAFE NSW Schools Launchpad.

Virtually delivered courses that launch you into an exciting future.

Speak to your school Careers Adviser or scan the code for more information.
tafensw.edu.au/launchpad

NSW GOVERNMENT | TAFE NSW

The what

20 virtually delivered courses with real world skills coming to your school.

TAFE NSW Schools Launchpad is a different way to think about school and TAFE-delivered Vocational Education and Training (TVET). These courses combine teacher-led virtual classrooms in real time, with workshops and work placements across a range of exciting career areas within growth industries. We're connecting senior high school students across NSW with the skills they'll need to fill the jobs of the future, all while contributing to their HSC and ATAR.*

Not only do these courses offer a unique opportunity to enhance student engagement, they also equip students with a nationally recognised TAFE NSW Certificate II or III qualification* and job-ready skills for entry level positions.

Success is doing what you love, so help them discover their perfect career path with TAFE NSW Schools Launchpad.

The why

TAFE NSW Schools Launchpad:

- Is future-focused, geared towards emerging and growth industries
- Teaches in-demand skills that employers want
- Contributes towards a student's HSC and ATAR*
- Gives students a head start in their career
- Allows students to try a career and/or ignite a passion
- May provide students credit towards further study at TAFE NSW*

The how

TAFE NSW Schools Launchpad offers:

- Teacher-led structured virtually delivered classes in real time
- Work placements in real world industries
- Scheduled workshops for practical, hands-on skills (where applicable)
- 24/7 access to content – anywhere, any time
- Collaboration with other students around NSW
- Access to leading industry software, simulated workplaces and tools

*Upon successful course completion. Eligibility criteria may apply. The information provided herein should be used as a guide only. Qualification codes and content may change from time to time, and qualifications may be superseded or removed without replacement. If a qualification is superseded or removed, TAFE NSW will make reasonable efforts to provide students with the course outcome, including providing credit transfer for equivalent units and actively programming units that optimise credit transfer within your enrolment period. For up to date information on each qualification, visit tafensw.edu.au. TAFE NSW Schools Launchpad Guide 2023 | Correct at time of printing (June 2022)

Accounting

FNS30317 Certificate III in Accounts Administration

Accounting is a part of every successful business, big and small. Learn the fundamental concepts all accountants must know to launch a career in the financial sector or work in an accounting team. Top level maths skills aren't essential, as teacher-led virtually delivered classes will teach students all they need to know.

+14k more NSW jobs over the next 3 years[1]

- Join our simulated organisation to start investigating account irregularities as an accounts administrator extraordinaire
- Get entry level accounting qualifications
- A pathway to further studies in accounting

Allied Health

HLT33015 Certificate III in Allied Health Assistance

Health is a sector that is forecast for great growth, and successful students will be launched on a fulfilling career path to becoming an allied health assistant. Students will learn essential health terms, how to book and prepare clients for sessions, and how to assist an allied health professional as they treat a client.

+10k more NSW jobs over the next 3 years[1]

- Exposure to a variety of allied health industries such as physiotherapy and occupational therapy
- 80 hours work placement with an allied health professional
- Learn how to prepare for a therapy session

Automotive Technology

AUR20720 Certificate II in Automotive Vocational Preparation

Automotive workshops of today are more likely to resemble a hospital ward than a grease pit. Diagnostic machines, telematics, lasers and data analysis: these are the new tools of the trade, and students will develop skills to use them (plus traditional tools) as they learn how cars and engines work.

+3k more NSW jobs over the next 3 years[1]

- A head start to an automotive apprenticeship
- A great intro to sales, mechanics, diagnostics, body and paint refinishing and light/heavy equipment
- A booming industry that is constantly changing

Menu

Business Operations

BSB30120 Certificate III in Business

Every organisation, from big business to small operators, needs employees who are task oriented and great at organising. This course teaches students how to operate in a business environment and how organisations are structured, as well as giving them the opportunity to learn from business experts and guest lecturers.

+9k more NSW jobs over the next 3 years[1]

- Learn clerical and operational tasks using technology and business skills
- Perfect introduction for those looking for a business career
- Real world learning in our simulated business environment

Care in Ageing

CHC33015 Certificate III in Individual Support

If students are thinking of a career in nursing or health, this course is a great entry. Students will develop skills to work with the elderly and people with disabilities to help them achieve daily goals. This is a great stepping stone on a career pathway for those with a compassionate nature.

+11k more NSW jobs over the next 3 years[1]

- Australia's ageing population makes this a boom industry
- Develop discretion and judgement in relation to individual support
- Work placement in Aged Care facility, offering networking opportunities

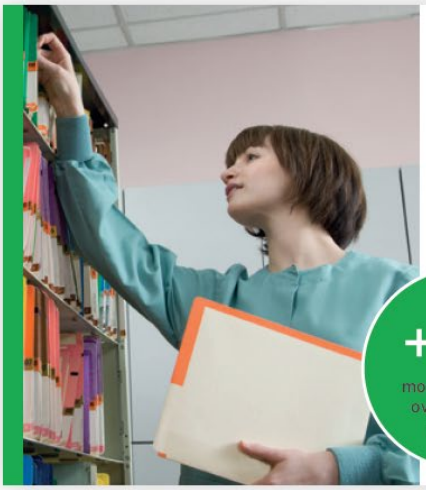
Events & Virtual Experiences

SIT30516 Certificate III in Events

The events industry continues to evolve, so now is the perfect time to learn the broader skills needed to put on live, virtual and hybrid events. From camera work, lighting and sound to staging and coordinating registrations, students will get the creative and technical skills to succeed in this exciting industry.

+9k more NSW jobs over the next 3 years[1]

- Hands-on experience in a simulated organisation
- Learn practical and technical skills for virtual and face-to-face events
- Develop project and stakeholder management skills



Health Administration

BSB30120 Certificate III in Business (Medical Administration)

Whether the plan is to become an allied health practitioner or to assist in a practice, this course will launch graduates with the skills they need to find work in health administration. Gain practical experience in a fully simulated organisation to set you apart upon graduating.

+10k
more NSW jobs over the next 3 years[1]

- The perfect start to an allied health career
- Learn medical terminology – a globally in-demand skill
- Get a feel for the industry with work placements

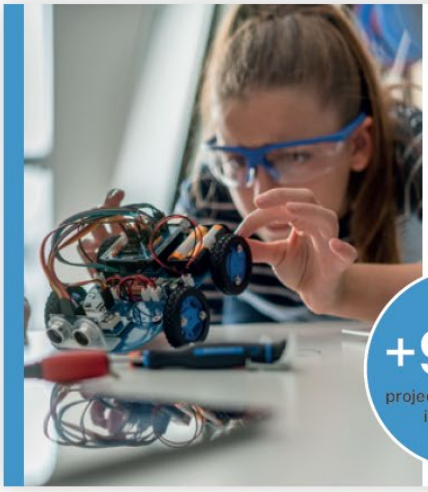
Real Estate

BSB30120 Certificate III in Business + Statement of Attainment in Real Estate*

Real estate agents sell the dream of owning a home (and earn a healthy commission doing so) and this course offers a foot in the agency door. Using a simulated agency environment, students will graduate with the people skills and property market insights to apply for a Certificate of Registration Assistant Agent in Real Estate.

+3k
more NSW jobs over the next 3 years[1]

- Join the *Azure Realty Group*, our simulated real estate agency
- Get the skills to be part of the booming real estate industry
- Learn both the business acumen and the people skills needed



Robotics

UEE22020 Certificate II in Electrotechnology (Career Start)

Robotics are everywhere: from remote controls for TVs and toy cars through to vacuum cleaners and drones. In this course students will learn fundamental electrical principles, as well as how to safely use tools to build their own automated device. This is a great introduction to a dynamic industry.

+9.5%
projected job growth in 5 years[2]

- Robotics is crucial in many industries, like manufacturing, logistics and medical services, and will become more so
- Learn about sustainable energy solutions
- An essential first step to becoming a mechatronics, robotics or systems engineer

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Entrepreneurship

BSB30120 Certificate III in Business

For students who want to start a business that could provide a lifelong income, this course will provide the business savvy to go along with their creative skills. Students who come with a business idea could be launching by graduation, and on their way to becoming the next Mark Zuckerberg or Canva's Melanie Perkins.

+797k small businesses in New South Wales[2]

- Get the why, how and when of running a business
- Learn how to approach angel investors
- Combine creative ideas with strategic business thinking

Web Design & Development

ICT30120 Certificate III in Information Technology

Knowing how to create and maintain a website is essential in today's business world, so those that do will always be in demand. This course will teach students how to design and develop a website using industry standard software, such as Adobe Dreamweaver, Photoshop and Python.

+6k more NSW jobs over the next 3 years[1]

- Learn coding to build, style and format a website using industry-standard methods
- Use social media to build a presence for a simulated business
- Learn to take a client brief and deliver a website to client specifications

EXTERNAL PROVIDER COURSES

AT MOUNT VIEW HIGH SCHOOL

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CONDUCTED AT MOUNT VIEW HIGH SCHOOL

UAVAIR unmanned systems training

BASAIR AVIATION COLLEGE

RTO ID: 1327

AVI30419 CERTIFICATE III IN AVIATION (REMOTE PILOT)

COURSE DESCRIPTION CODE: AVI30419	**AVI30419 Certificate III Aviation (Remote Pilot)**
Available as: 4 Units X 1 year/240 indicative hours **2 Units X 2 year/240 indicative hours**	*Statement of attainment will be issued for partial completions*
Board Endorsed Course: YES	
AVI30419 Certificate III in Aviation (Remote Pilot - Visual Line of Sight) is a Board Endorsed course contributing credit for the HSC but not towards an Australian Tertiary Admission Rank (ATAR).	
Course description: Students participate in a range of theoretical and practical flying activities.	
Student Outcomes: **AVI30419 Certificate III Aviation (Remote Pilot)** *Students will also achieve the following CASA licensed outcomes:* **Remote Pilot Licence (RePL)** **Aeronautical Radio Operators Certificate (AROC)**	

UNITS OF COMPETENCY

Code	Title	Essential
AVIF0021	Manage human factors in remote pilot aircraft systems operations	Core
AVIH0006	Navigate remote pilot aircraft systems	Core
AVIW0028	Operate and manage remote pilot aircraft systems	Core
AVIW0004	Perform operational inspections on remote operated systems	Core
AVIY0052	Control remote pilot aircraft systems on the ground	Core
AVIY0023	Launch, control and recover a remotely piloted aircraft	Core
AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations	Core
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations.	Core
AVIE0003	Operate aeronautical radio	Elective
AVIZ0004	Maintain security awareness and vigilance in an aviation workplace	Elective
AVIY0027	Operate multi-rotor remote pilot aircraft systems	Elective
AVIW0008	Conduct aerial search using remote piloted aircraft	Elective
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)	Elective

JOB OPPORTUNITIES

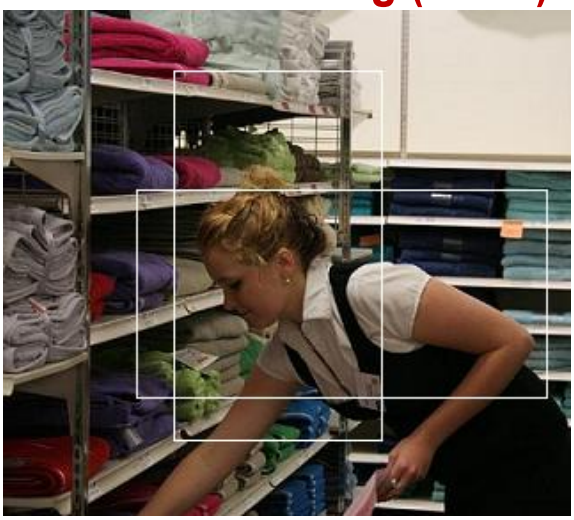
- Real Estate Photography
- Wedding & Event Photography
- News images
- Asset Inspection
- Powerline Inspection & Monitoring
- Surveying & Mapping
- Environmental Surveying
- Environment Assessment & Monitoring
- Agricultural Measurement & Monitoring
- Photogrammetry
- 3D Imaging
- Bushfire Monitoring & Risk Assessment
- Occupational Health & Safety Monitoring
- First Response Emergency Deployment

Our students graduate with a comprehensive understanding of the UAV industry and how it can be part of their career opportunities. Developed by leaders in the industry, UAVAIR's professional course has been designed to give students the skills needed to operate multi-rotor UAVs to the highest standards. UAVAIR specializes in preparing students for the use of Unmanned Aerial Vehicles in an industry environment.

Nationally Recognised Training

Australian Qualifications Framework

TAFE NSW delivered Vocational Education and Training (TVET)



TVET courses give Year 11 and 12 students the opportunity to study TAFE courses as HSC subjects. These courses contribute to your HSC and usually count as 2 units of study.

The school's online registration for TAFE enrolments opens Monday 31st May and closes at the end of Term 3. No TAFE enrolments will be accepted after the closing date.

Offers will be made available in Term 4.

Students are required to complete the form located at the end of this booklet to register their interest in studying at TAFE.

Courses available this year:

Course Name	Course Type	Delivery Pattern	Qualification Name	ATAR Eligible	Location
Early Childhood Education and Care (41824)	BEC	2u x 2yrs (240hrs)	Certificate III in Early Childhood Education and Care (Statement of Attainment)	No	Cessnock
Community Services (58256)	BEC	2u x 2yrs (240hrs)	Certificate III in Community Services	No	Cessnock
Animal Care: Certificate II (58158)	BEC	4u x 1yrs (240hrs)	Certificate II in Animal Care	No	Kurri Kurri
Plumbing - Introduction (52205)	BEC	2u x 2yrs (240hrs)	Certificate II in Drainage	No	Maitland
Tourism, Travel and Events: Events (27412)	ICF	4u x 1yrs (240hrs)	Certificate III in Events	Yes	Maitland
Electrotechnology (26321)	ICF	2u x 2yrs (240hrs)	Certificate II in Electrotechnology (Career Start)	Yes	Glendale
Beauty Services (Make-Up) (43883)	BEC	4u x 1yrs (240hrs)	Certificate III in Make-Up	No	Newcastle

FURTHER INFORMATION

LIFE READY

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Life Ready is a mandatory personal development and health education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education (PDHPE) from Years 7 to 10.

Life Ready reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence and their changing responsibilities with the focus on the areas of relationships and drug use.

What do students get out of the course?
Life Ready aims to support senior students as they address issues related to identity, independence and the changing responsibilities they face. Students have the opportunity to develop knowledge, understanding and skills to enable them to make informed decisions about issues that are pertinent to them. For some senior students, the school context may be the only forum for them to explore and discuss these issues.

This course will be conducted as a 3-day camp in Term 3. Students will be given specific information at the beginning of the year with a payment plan/schedule.

UNIVERSITY ACCELERATION PROGRAMS FOR GIFTED & TALENTED STUDENTS

Background
This program, which provides access to undergraduate courses for secondary students, will encourage ongoing links between our most talented secondary students and the University of Newcastle.

This program highlights the level of academic excellence offered by the University of Newcastle by encouraging our best and brightest students to undertake tertiary studies at their University.

The University of Newcastle and Hunter Central Coast Region will encourage strong links with industry partners who wish to contribute to the program.

Secondary students participating in this program will do so over and above any NESA program.

Our goal is to accelerate the ***School to Work*** transition of our most talented students.

All regional gifted and talented school students are eligible to apply.

Selection
Application form should be sent to Merewether High School.

Students must present most recent report indicating their exceptional ability.

Students must be secure in their ability to complete the course in addition to their program of HSC studies.

Students must be committed to complete the course and participate as required by the University.

An interview will be conducted with each applicant to assess their career planning in the chosen field, demonstrated by portfolio.

At interview the student must demonstrate:
- time management skills
- ability to work independently
- reliability and punctuality
- communication and technology skills
- problem solving skills

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATS)

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

Key feature of School Based Apprenticeships and Traineeships – SBATs

School Based Apprentices are required to:

- Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years full time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in the Vocational Training Order (VTO) by 31 December of the year they will complete their HSC.
- Enrol in a minimum Certificate III AQF qualification.

School Based Trainees are required to:

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
- The minimum training term nominated on the training contract for a school based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

School based apprentices and school based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school based apprentices will undertake 144 days of work based training over two years while at school. For the plumbing trades, school based apprentices will undertake 180 days of work based training over two years while at school. For the electrotechnology trades, school based apprentices will undertake 180 days of work based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school based apprentices will undertake a minimum of 100 days of work based training over two years while at school. For other trades updated information will be available as Industry Training Advisory Bodies (ITAB's) release new guidelines.

HSC School Based Apprenticeships Available

School Based Apprenticeships are currently being undertaken in the following industry areas. More information on each of the traineeships can be found at:
http://www.sbatinnsw.info/apprenticeships.php?apg=available&t=student

- Automotive
- Beauty Therapy
- Carpentry & Joinery
- Electrotechnology
- Hairdressing
- Horticulture
- Hospitality
- Metal & Engineering
- Plumbing

There are many other trade qualifications that may be available while attending school. If you want to enquire further about a School Based Apprenticeships or Traineeships that are not listed speak to the Futures Advisor.

School Based Traineeships Available
School Based Traineeships are available in a range of industry areas, see industry areas below. More information on each of the traineeships can be found at:
http://www.sbatinnsw.info/traineeships.php?trpg=travailable&t=student

	School Based Traineeship	School Based Apprenticeship
ATAR	ATAR option available in some industry areas	ATAR attainment is difficult
CERTIFICATION ACHIEVED POST HSC	Cert II	Student is working towards a Cert III
ARTICULATION	STAGE II articulation both on and off the job into Cert III Trade course	Transcript of competencies achieved towards Trade Cert III
CONTRACT	Two-year part time	Indentured under a 5 year contract the first two years part time and then 3 years full time
PROGRESSION	Students and employers make an informed decision regarding the students' progression into Stage II of the Apprenticeship course	The apprenticeship Training Plan outlines all of the aspects of the SBAT. The completion date is defined in the Training Plan and generally falls after the student has completed their HSC

FREQUENTLY ASKED QUESTIONS ABOUT SBATS

How to apply to become a School Based Trainee?
Speak to the school careers advisor or Local Community Partnership representative. Make sure you discuss this with the school careers advisor immediately as this may affect your choice of subjects for Years 11 and 12.

How are School Based Trainees selected?
By competitive application, (involving an industry representative), interview with potential employer and a trial work experience in Term 3 or 4 of Year 10.

How does the School Based Trainee travel to the workplace and TAFE?
Students are required to ensure they can make their own way to both the workplace and TAFE (if required).

What happens if an SBAT misses classes at School?
Students must ensure they communicate regularly with their school VET coordinator and teachers to manage their school work load. Each school will provide mentoring support as required.

INDUSTRY BASED LEARNING STAGE 6 COURSE

NESA has approved a Board Endorsed Course in Industry based Learning to give HSC unit credit for the 'on-the-job' component of school-based apprenticeships and traineeships. This HSC unit credit would be in addition to the unit credit for the formal 'off-the-job' training that students already receive through their HSC VET courses. The Industry-based Learning Stage 6 Course is available to students with an approved school-based apprenticeship or traineeship training contract and who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship. The new Industry-based Learning course may be credited for a minimum of 2 units and a maximum of 4 units out of the 22 units required for the HSC. The unit credit from this course may be counted in either the Preliminary and/or HSC pattern of study.

Why Study Industry Based Learning?
The Industry Based Learning course is available to students that have a School Based Traineeship or Apprenticeship. The course supports student by providing recognition for the time they spend in the workplace as a part of their traineeship/apprenticeship. Students are able to undertake the course in Year 11 for the Preliminary and HSC years to contribute 4 units towards their HSC or start the course in Year 12 to gain 2 units credit towards their HSC.

Pre-Requisites for Industry Based Learning
Students must be engaged in a:
· School Based Traineeship
· School Based Apprenticeship

Course Description
Students are required to maintain a log and journal of their experiences in the workplace. Both the log and journal will need to be submitted to the school supervisor at regular intervals.

<u>The Log</u>
The log of workplace tasks and activities undertaken must be maintained on a regular basis and include:
· a brief description by the student of the tasks and activities undertaken, and
· verification that these tasks and activities have been undertaken.

<u>The Journal</u>
The journal of learning will complement the log by providing, on a regular basis, a record of what has been learned from the workplace related to the course outcomes. This record will be different from the record of competencies achieved which is required by the RTO. The journal will not only describe what has been learned but its usefulness and applicability to the apprentice or trainee in the workplace. The journal will be in the apprentice or trainees' own words and comprise:
· a reflection on the tasks and activities undertaken
· an evaluation of the experiences gained in workplace, and
· synthesis of what has been learned related to the course outcomes.

Course Costs: Nil
Course Requirements: A workbook folder (eg A4 38mm insert binder)

REFERENCE GUIDE

Address:	**106 Mount View Road, Cessnock NSW 2325**
Telephone number	**02 4990 2566**
Email	**mountview-h.school@det.nsw.edu.au**
Facebook	**MountViewHighSchoolCessnock**
Website	**mountview-h.schools.nsw.gov.au**
Office Hours:	8.00am – 3.30pm (Mon to Fri)
School Times:	8.55am – 3.00pm (Mon, Wed, Thur, Fri) 8.55am – 2.30pm (Tues)

P & C Association meets the 2nd Wednesday of each month at 6.30pm in the Library.

School Newsletter – *'The View'* is uploaded to our school website www.mountview-h.schools.nsw.edu.au at the end of Week 5 and Week 10 each term. A message will be posted on the school Facebook site advising when *'The View'* is available and an email link sent to parent emails.

EVET Expression of Interest Form 2023

Personal details *

First Name:		Last Name:		DOB (dd/mm/yy)	
Circle the year you will be enrolled in during 2023		Year 9	Year 10	Year 11	Year 12
NESA Student Number[1]		School Identification Number[2] (ERN number for DoE Schools)			

Course preferences[3]

Preference	Course Name	Delivery Pattern^	Provider	Location	Delivery mode
1					☐ Face to face ☐ Online ☐ Blended ☐ Block release ☐ Launchpad
2					☐ Face to face ☐ Online ☐ Blended ☐ Block release ☐ Launchpad

^ Delivery pattern examples: 2U x 1yr, 2U x 2yr, 4U x 1yr etc.

Parent/Carer Declaration[4] *

☐	I give permission for the school/school sector to provide only that personal information held by the school/school sector to the Registered Training Organisation (RTO) offering the course, that is essential to allow my child to be enrolled in any variation of the courses named above or enrolled in any course that NESA endorses to replace an above mentioned course and to support their wellbeing and protect the health and safety of others. Personal information held by the school/school sector will be provided to the RTO in accordance with the Privacy Notice attached and the relevant school/school sector's privacy policy.
☐	I give permission for my child, where they are under the age of 18 to provide any personal information that is required to create or verify the Unique Student Identifier, complete their enrolment in accordance with the RTO's enrolment processes and update their personal information directly with the RTO delivering the course.
☐	I understand that RTOs may provide students with access to the internet and an email account to facilitate their learning. If I **DO NOT** want my child to have access to the RTO's internet or email facilities, I will notify the RTO in writing.
☐	I understand that I may need to arrange travel to and from the location where the course is delivered.
☐	I understand that this form does not guarantee a place in the externally delivered vocational education course.

Parent/Carer Name ***Parent/Carer Signature*** ***Date***

Student Declaration[4] (to be completed by a student without a parent/carer)[5] *

☐	I give permission for the school/school sector to provide only that personal information held by the school/school sector to the Registered Training Organisation (RTO) offering the course that is essential to allow me to be enrolled to support my wellbeing and to protect the health and safety of others. Personal information held by the school/school sector will be provided to the RTO, in accordance with the Privacy Notice attached and the relevant school/school sector's privacy policy
☐	I understand that I may need to arrange travel to and from the location where the course is delivered.
☐	I understand that this form does not guarantee a place in the externally delivered vocational education course.

Student Name ***Student Signature*** ***Date***

School use only

☐ ***This EOI has been entered into EVET site and filed with the student's school record:***

Name ***Signature*** ***Date***

[1] Students currently in Years 8 and 9 do not need to supply a NESA student number during EOI time, this must be entered into EVET Tool no later than 4 weeks after commencing an EVET course.
[2] Department of Education Schools must use the student's ERN number. The provision of the student identification number for non-government schools is optional.
[3] Please refer to the list of EVET courses available to students from your school.
[4] All boxes must be ticked, and the declaration signed before the offer can be accepted on the EVET website.
[5] Schools will need to verify on the EVET website that the student does not have a parent/carer, has the capacity to understand what they are consenting to and the consequences of that consent.

PRIVACY NOTICE*
Information supplied to and collected by Registered Training Organisations (RTO) offering courses under the Externally Delivered VET program is for the purpose of enrolling the student in a course that contributes to the student's RoSA or HSC and may be used to create or verify a student's Unique Student Identifier (USI).
Where a student has a Health Care Plan this information is provided to the RTO to support the student's well-being and protect the health and safety of other students and staff.
Where a student requires additional support to participate in the course, information supplied to the RTO is used to make reasonable adjustments to the delivery and assessment of the course, allowing the student to engage more effectively in the learning.
Where a student has a history of violence, information supplied to the RTO is used to undertake a risk assessment in order to mitigate risks to the student themselves, other students and staff.
Collecting, storing, using and disclosing student personal information by the RTO must be done in accordance with this statement, the RTO's own Privacy Statement and applicable privacy legislation. RTOs must supply students with a copy of their own privacy notice at enrolment. The Privacy Statement should advise the following:

(i) The RTO is required to supply information about the student's enrolment to the NSW Education Standards Authority (NESA) and the relevant school or school sector authority
(ii) Under the Commonwealth's *Data Provision Requirements 2012*, the RTO is required to collect personal information about the student and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).
(iii) Student enrolment information collected and held by RTOs may be disclosed to Commonwealth, State or Territory Government departments, authorised agencies and NCVER for statistical, administrative, regulatory and research purposes.
(iv) NCVER may use or disclose student enrolment information obtained from RTOs for the following purposes"
  (a) populating authenticated VET transcripts
  (b) facilitating statistics and research relating to education including surveys and data linkage
  (c) pre-populating RTO student enrolment forms
  (d) understanding how the VET market operates, for policy, workforce, planning and consumer information
  (e) administering VET, including program administration, regulation, monitoring and evaluation.

NCVER will collect, hold, use and disclose the student's personal information in accordance with the *Privacy Act 1988* (Commonwealth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).
For more information about NCVER's Privacy Policy go to https://www.ncver.edu.au/privacy
Failure to supply the information required will result in the student not being able to enrol in the intended course and may affect the student's eligibility for the HSC.