



FORBES HIGH SCHOOL

STAGE 6 HANDBOOK 2010

This booklet has been produced to give Students a brief overview of the subjects that may be available to study at Forbes High School in Year 11 and Year 12.



Students can obtain more information from:

All Head Teachers
All Classroom Teachers
Mr Sharpe: Careers Advisor
Mr Sharpe & Mr Sherritt: Curriculum Coordinator

Individual Subject “Fact Sheets” are available
from the
Curriculum Office
Apply directly to Mr Sharpe

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TERMS

Category A	Subjects that carry maximum weighting to Australian Tertiary Admission Rank (ATAR)
Category B	Subjects that carry a lower weighting to Australian Tertiary Admission Rank (ATAR). Only one course can be included in a pattern of study to be eligible for a ATAR rank.
BDC	Board Developed Courses. These are the traditional courses that generally lead into tertiary studies at University or TAFE.
BEC	Board Endorsed Course. Such courses DO NOT count towards ATAR rank and do not have a HSC examination.
Units	Each course has been assigned a number. Most courses are worth 2 units. Students must select at least 12 units for the Preliminary HSC (Year 11).
VET	Vocational Education & Training. These are competency based courses that provide dual accreditation (HSC and TAFE). They are all classed as Category B courses. All have an optional HSC Examination. Students that have no use for a ATAR should not sit for this examination. The examination does <u>NOT COUNT</u> in any way towards the achievement of competencies.

FOREWORD FROM THE PRINCIPAL

Congratulations!

If you are reading this, it is because you have almost completed your School Certificate and you are about to make the significant transition from junior school to senior study.

This is a time when your teachers will expect you to be more mature, more independent, to work harder and to take more responsibility for your own learning.

It is also a time when you will be treated more as a young adult and where you will enjoy certain privileges and freedoms. Some of you will begin to explore leadership opportunities both within the school and within your local community.

This is a momentous time in your life and decisions you make now need to be well-informed and considered. You are about to make some important 'life choices' and you need to think carefully about your interests, abilities and career goals.

To succeed in the senior school you must choose your subjects for the right reasons. You need to talk to your teachers, as well as your family and friends, as you ask yourself some serious questions:

- Do I like school, and am I willing to work? Would I be better off doing something else?
- What subjects am I good at and what do I enjoy doing at school?
- What subjects do I struggle with?
- What do I want to do when I leave school – enter a traineeship, join the workforce, go to university, raise a family, travel? What do I need to do achieve these goals?
- How am I able to juggle the demands of school, sport, social life, family commitments and part-time work?
- What am I willing to sacrifice to achieve my goals?

Do not choose subjects because your friends are studying them or you like (or dislike) a particular teacher. Choose your subjects because they are right for you. Every year there are students who experience difficulty completing their courses because they made poor choices at this stage. Learn from their experience.

In this handbook you will find information about the courses offered in Stage 6 at Forbes High School. You may be interested in obtaining university entrance. You might prefer to follow a more vocational pattern of study. Be sure to investigate if you need to study particular courses to achieve your goals, and be sure to listen to the advice offered by your teachers – they know your capabilities best.

Whatever your preferences, the staff at Forbes High School are committed to helping you to achieve your goals. However, remember that for success, attitude is as important as ability.

Good luck!

Mr C Petersen
Principal

VERY BRIEFLY: THE MAIN RULES

(For additional details, turn to pages 37-39. Here our Curriculum Coordinators, Mr Sharpe or Mr Sherritt, have detailed the rules and procedures that students must follow to successfully complete their HSC years).

- Students must select subjects worth a total of **at least 12 units for the Preliminary HSC year (Year 11)**. For most students this means selecting 6 subjects of 2 Units each, equaling 12 units.
 - You must select at least 2 units of English
 - You must select at least 4 subjects
 - At least 6 units must be Board Developed Courses (BDC)
 - At least 3 courses must be 2 unit or greater
 - No more than 6 units of “Science” subjects
- Failure to successfully complete a subject means that the student is unable to continue with that subject into the HSC year, endangering their overall success.
- **In the HSC Year (Year 12)**, students are only required to study **10 units**. This gives students the opportunity to drop a subject and concentrate on the remaining ones or continue with 12 or more units giving them a broader HSC with the advantage of a “safety net” should they really mess up one subject in the actual HSC exam!
- If you want to stay in contention to receive a **ATAR** (entry into a University based on your HSC results at end of Year 12), then you must:
 - ⇒ Choose at least **10 units of Board Developed Courses, preferably 12 units of such courses**. Only **2** units of a Category B subject will be allowed in the calculation of a ATAR.
 - ⇒ Avoid choosing BEC subjects because then you will be “locked in” to all the other subjects with no opportunity to alter your course in the HSC year.

If you have no interest or desire in attending University, then you have virtually complete freedom in the way you build your HSC course of study. Just make sure that you have followed the rules outlined above in the first point.

- Take note that some subjects may be taught “off-line”. This means lessons are held either on a Wednesday, or in rare cases, of a night. Students in Years 11 and 12 do not normally attend school on a Wednesday. This day is actually a VET / TAFE / Study Day! TAFE subjects are taught on a Wednesday (either 9am - 1pm or 1pm to 5 pm approx.) Retail Operations is taught at school on a Wednesday 10 - 1 pm (approx) as well. Students not studying these subjects have a “Study Day”. A great opportunity to complete homework, assignments etc. Students at TAFE therefore do not miss classes at school meaning that they do not have to catch up on missed work etc. If used correctly, Wednesday is a real bonus!
- Finally, check out the costs involved in selecting subjects. As well as these, subjects that require a “Major Project” to be completed in Year 12 (Visual Arts, Textiles & Design, Industrial Technology) may require significant student cost.

SOME EXTRA INFO ABOUT VET COURSES & TAFE

Vocational Education and Training (VET) courses have been developed by TAFE and Industry to provide entry level training in specific industry areas for students.

- They are nation wide courses. Students studying a VET course in NSW study exactly the same course as students anywhere in Australia. Thus this qualification is portable.
- Students gain two credentials from a VET course:
 1. It can form part of their HSC and ATAR (under special circumstances)
 2. TAFE Accreditation up to Certificate Two.

- VET courses are competency based. Students are required to demonstrate the ability to perform various tasks both in training situations and on the job.

Workplacement is compulsory. Students must complete a minimum 70 hours of workplacement over a two year course.

- Teachers of VET have received special training and have accumulated mandatory hours working in their area of expertise. All are qualified Certificate Four Assessors.
- VET courses have an **optional** HSC examination. This is for students wishing to have their VET subject included in the calculation of their ATAR. The exam **DOES NOT** have any effect on their competency achievement whatsoever. So, most students choose not to sit for this examination.

- VET courses offered for study in 2009 may include (**all Board Developed Courses**):

- ⇒ Automotive Studies (TAFE : Time to be advised in 2009)
- ⇒ Business Services (TAFE : Time to be advised in 2009)
- ⇒ Hospitality
- ⇒ Information Technology
- ⇒ Metals and Engineering
- ⇒ Primary Industries
- ⇒ Retail Operations

- All are worth **2 Units** and all are **Category B** graded subjects

- TAFE may also be able to offer the following subjects in 2009 (**all BEC's**):

- ⇒ Aged Care Work
- ⇒ Signcraft
- ⇒ Beauty Therapy Yr 11 (alternates to Nail technology in Yr 12)
- ⇒ Hairdressing ***** (One year course only) compulsory prac in Orange at student expense and organisation

- These are all 2 Unit, BEC graded subjects usually held at TAFE. Times to be advised in 2009

- For more details on these subjects, see Mr Sharpe or Mr Sheritt.

Course Commencement Package

Information to students undertaking a School Delivered VET Course

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1. General Information

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their HSC and will receive a nationally recognised industry based qualification. Information regarding courses can be obtained from the school's prospectus or subject selection booklet, or talk to your teacher.

VET courses are generally broken into two groups, Framework and Non-Framework courses. Both groups will provide units of credit towards the students' HSC. Similarly both groups will give students access to a nationally recognised qualification. Frameworks course are category B subjects and one Frameworks course may be used towards the student's ATAR. Non-Frameworks courses can not be used towards the ATAR.

VET courses are available to all students in years 11 and 12. VET courses may also be available to students in Stage 5 where approved by the Board of Studies.

Students can access information about VET courses from this document, the school's VET Coordinator or Careers Adviser.

1. General Information cont.

VET courses are available to all students in years 11 and 12. VET courses may also be available to students in Stage 5 where approved by the Board of Studies.

Students can access information about VET courses from this document, the school's VET Coordinator or Careers Adviser.

Flexible learning is a method of delivery that does not rely solely on traditional classroom based or face to face teaching and learning. Some VET courses may use flexible learning strategies in the delivery of the course.

In special circumstances students may be able to access a VET course not available at the school through some form of **distance education**. Students can gain more information about this form of delivery by contacting the school's flexible delivery/distance education coordinator.

This mode of delivery is also a useful way of delivering the formal training component to school based part time trainees where students cannot access the course at the school.

Students' rights to privacy and access to information are outlined in the RTO's Freedom of Information and Privacy Policy.

2. RTO Code of Practice

a. Access and Equity

Western NSW Region RTO is committed to ensuring that our training and support services, curriculum materials and facilities are provided in a manner which removes cultural, language, physical and other barriers maximising the access of students, parents and carers to our services. We are also committed to putting in place practical measures that help students, parents and carers find out about and use our services.

You can expect that students, parents and carers will be provided with equal opportunity to access our services regardless of race, religion, language, culture, gender or disability and that our staff will carry out their duties with respect for the cultural diversity of our communities and to the highest professional standards. As such students, parents and carers can expect that they will not be discriminated against, victimised, harassed or bullied.

You can also expect that decisions will be made based on factual information in accordance with established procedures with honesty, integrity and without bias.

We aim to ensure that our services, resources and facilities are fairly distributed and that well publicised programs are in place to address issues of access to quality outcomes for indigenous students, those students with disabilities or for students who face barriers of language, learning difficulty, literacy, numeracy, rural isolation or other socio economic disadvantage.

2. RTO Code of Practice cont.

a. Access and Equity cont.

We provide support services to help you achieve your educational goals and improve your employment prospects. These include:

- Careers Advisers
- Libraries, which provide a range of resources and services
- Qualified counsellors, who are available for personal counselling
- Staff who can organise support services for students with special needs

Our policies recognise your right to learn in an environment that is free from discrimination and harassment. We also provide you with a safe learning environment by meeting occupational health and safety standards.

b. Privacy and Personal Information Protection

Western NSW Region RTO is required to ensure that the personal information you provide is protected under the Privacy and Personal Information Protection Act 1998. This Act imposes obligations on public sector agencies such as Western NSW Region RTO regarding the collection, storage, use and disclosure of your personal information.

Western NSW Region RTO is obliged to tell you the purpose of collecting personal information, who receives this information and where it is held. We must also provide for your ongoing rights to access this information about yourself and make corrections if necessary. We are also obliged to protect your personal and private information and not disclose it without your knowledge and approval.

Western NSW Region RTO as part of NSW DET operates under the NSW DET Privacy Code of Practice. This code outlines the way NSW DET operates in relation to the Privacy and Personal Information Protection Act of 1998.

c. Freedom of Information

Under the Freedom of Information (FOI) Act, 1989, you have the right to access documents held by NSW DET upon application. Under the Act, you are also able to ensure that records held concerning your personal affairs are not incomplete, incorrect, out of date or misleading. Before making an FOI application, you should ask a staff member, whether the document or information you are seeking is available through normal enquiries or publications. You can find out more about Freedom of Information by visiting www.nswombudsman.nsw.gov.au and follow the "complaints" link.

d. Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, gathered by an assessor, usually the teacher of the course, and judged against agreed industry standards.

Generally assessments are practical in nature and reflect the type of tasks that would be required to be performed in the workplace, however written assessments may be used to assess knowledge and understanding of concepts related to the course.

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Note: only one VET Frameworks course can be counted in the calculation of the ATAR.

2. **RTO Code of Practice cont.**

d. **Assessment Procedures**

Evidence of competence can be gathered by the assessor in a variety of ways. Like all other HSC courses some of the evidence gathered will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tests. This is called **summative assessment**.

However unlike other HSC courses there is also an ongoing informal assessment component where the assessor gathers evidence using such strategies as classroom observation, student self assessment and reports from others such as work placement reports. This is called **formative assessment**.

Provision for Language, Literacy and Numeracy assessment is available for each course.

e. **Discipline Procedures**

Students are expected to adhere to the rules and regulations of the school. Where a student is studying a course at another site besides their home school the student is expected to comply with the rules and regulations at the site where the course is delivered.

Staff delivering to students who are not part of the school will provide a copy of the school's rules and regulations to these students as part of the course commencement package.

Where a student is travelling from one school to another site to access a course, the disciplinary policies and procedures of the home school will apply whilst the student is travelling.

f. **Fees, Charges and Refunds**

Some VET courses attract a course cost. Where a course cost exists, this will be indicated in the course description. Some courses may have additional charges such as work placement and excursions. Fee charges and refund policies will be provided in the course commencement package.

Students having difficulty in making payments may be able to access the Student Assistance Scheme. (See the student adviser for details as to how this fund can be accessed).

Course fees may consist of the following components

- ⇒ Consumables
- ⇒ Hire of equipment/uniform or contribution to equipment/uniform depreciation (including Personal Protective Equipment)
- ⇒ Purchase of equipment/uniform (including Personal Protective Equipment)
- ⇒ Contribution to the cost of teaching and learning resources
- ⇒ A deposit on equipment/uniform allocated for individual use during the course
- ⇒ Contribution to travel costs
- ⇒ Compulsory excursions and activities
- ⇒ Cost of, or contribution to external fees and charges such as
- ⇒ Workcover charges for students undertaking the Construction OH&S Induction course

2. RTO Code of Practice cont.

f. Fees, Charges and Refunds cont.

Refunds may be available in special circumstances. Information regarding refunds can be found in the school's policies and procedures booklet.

g. Suggestions, Complaints and Allegations

Suggestions

Your feedback is welcome whether it favourable or unfavourable and will be used to help improve our services.

Because we value feedback, students, parents or caregivers, employers and community members will be asked from time to time to complete written or oral surveys. Students, parents or caregivers, employers or community members may wish to formalise their suggestions by completing a Suggestion and Complaints form or they may choose to provide their feedback orally. Suggestion and Complaint Forms are available from each school office or any School Education Area Office of the NSW DET including the Western NSW Region head office.

Complaints

Reporting a problem or complaint

If you have a problem or complaint, you may report it to any staff member including school executive or principal and expect that it will be dealt with discreetly, promptly and in accordance with guidelines set out by the Department of Education and Training.

What will happen if the complaint is about child protection concerns?

Complaints about child protection issues would include complaints related to sexual misconduct, assault and behaviour that cause psychological harm by a staff member.

When you make such a complaint about a staff member the person you made the complaint to must report the matter to the school principal.

The school principal must then immediately inform the Employee Performance and Conduct unit (EPAC) and will also make a notification to the Department of Community Services.

Who can help you resolve a problem or lodge a complaint?

The following people can assist you in solving your problems or in making a complaint; school counsellor, school principal, classroom teacher, year adviser, head teacher or VET coordinator.

If the complaint is regarding discrimination the school may have an Anti Discrimination Contact Officer or if the complaint is regarding a racially based matter, the school will have an Anti Racism Contact Officer with whom you may discuss your problem.

When should you report your problem or complaint?

Report the problem or complaint as soon as possible so we will have a better chance of helping you.

What will happen next?

We will try to solve the problem in consultation with you immediately, but if we cannot, we will make arrangement for you to speak to the most appropriate person.

2. RTO Code of Practice cont.

g. Suggestions, Complaints and Allegations cont

We will get back to you as quickly as possible - usually within five working days - to let you know what action has been taken. If you are still dissatisfied you may wish to talk to a more senior member of staff. Whatever the problem or complaint, you can feel confident that we will do our best to solve it.

h. Recognition of Prior Learning

You can claim advanced standing if you have previously completed a similar course and it has not already been counted towards a school-based qualification.

You can also claim advanced standing if you have already developed skills in the industry area covered by this course – either through employment within the industry or through other life experiences.

If you have completed a whole course elsewhere

If you have previously studied a course equivalent to a complete HSC course you cannot get advanced standing for that HSC course. In that case you should be applying to the Board of Studies for Credit Transfer for the whole course. You use a different form. The Board of Studies assesses those applications.

Credit Transfer is also available for other formal courses of at least 120 hours duration even though there may not be an equivalent HSC course.

You should talk to your school's careers adviser about your right to Credit Transfer.

How will my Advanced Standing Application be assessed?

This depends on the evidence you provide. You are entitled to meet with your teacher to discuss your evidence. The application will then be passed onto the principal. The principal and VET teacher will check your documentary evidence. They will then meet with you to discuss the likely result of your application.

What might be the outcome of my application?

Where your evidence is validated and it is agreed that you have completed units of competency you will be given recognition of those units of competency.

Where your evidence on its own is not judged sufficient to grant recognition of a particular unit of competency you may be offered an opportunity to undergo an assessment task to validate your claim or submit additional evidence.

Where your evidence is weak you may be refused recognition of a particular unit of competency.

You might have some of your application granted, some refused and be offered assessment in other units.

2. RTO Code of Practice cont.

h. Recognition of Prior Learning cont

Assessment Tasks

Where some or all of your evidence is not strong enough to support recognition of some or all units of competency it may be possible for you to undertake an assessment task in which you can demonstrate your competency.

The teacher will suggest the type of assessment task that should be undertaken. Teachers are required to identify task(s) that will allow valid judgments of your competence to be made at minimum cost to the student.

At the meeting at which the decisions on your application are provided to you, you are able to suggest alternative assessment arrangements. The principal may or may not accept your suggestions.

Costs

There is no cost for making an application for advanced standing. However, you will be required to pay the reasonable costs of any required assessment activities.

At meeting(s) at which decisions on your application are provided to you, you will be told the cost of any required assessment activities.

You will have to pay this amount to the school before the assessment task happens. If you believe that the cost is not fair you should appeal to the principal.

You can appeal against recognition decisions.

The principal will organise a time for you to meet with your teacher and the principal to discuss your application.

At this meeting you can:

- accept their decision;
- indicate that you will want a review of their decision.

You may amend your application by providing additional documentary evidence and / or a written statement supporting your case.

If you indicate that you want a review of their decision, your amended application for advanced standing will be considered by the school principal. The principal may use an alternative assessor to review your application.

The principal (and / or the alternative assessor) will meet with you to explain the results of that review. At this meeting you can:

- accept the review decision;
- indicate that you will want a further review of the decision.

You may amend your application by providing additional documentary evidence and / or a written statement supporting your case.

2. **RTO Code of Practice cont.**

h. Recognition of Prior Learning cont

If you indicate that you want a further review of the decision, your amended application for advanced standing will be passed to the Regional Vocational Education Consultant for review. The Regional Vocational Education Consultant will appoint an alternative assessor to review your application.

The appointed assessor will meet with you to explain the results of that review. There is no further avenue of appeal within the region.

Awarding recognition i.e., if you are successful in gaining credit

You will be given a copy, the school will retain a copy and a copy will be sent to the Regional Office.

Your Competency Record book and the teacher's record of competencies will be signed off to indicate recognition of those competencies.

i. Appeals

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process.

Students have the right to lodge an appeal against the assessment of a competency on the following grounds:

- The assessment process did not provide the student with a fair and reasonable opportunity to demonstrate competency.
- The student was not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- The student was ill at the time of assessment (must be supported by a medical certificate).

Difficulties over the assessment process should be approached informally at first with a view to resolving them through discussion between student and assessor(s). If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated.

Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result.

The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal (see attached Student Assessment Appeal Submission).

Appeals must be lodged within **five working days** from the date of assessment.

All appeal submissions must be recorded by the school.

2. RTO Code of Practice cont.

i. Appeals

At the request of the school an RTO appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal.

The RTO panel will be appointed by the Chief Executive of the RTO and will comprise:

- a qualified VET teacher from another school
- the Regional VET Consultant and
- community representative

The panel may call for the student and the assessor to present their views in person before reaching a decision.

If the student's appeal is upheld, the RTO may arrange a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with the Chief Executive of the Western NSW Region RTO. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist in its deliberations.

j. Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" award for the subject and as a result may be ineligible for the award of the HSC.

Work placement will be organised and coordinated by a Local Community Partnership. Students will be provided with additional work placement information in the course induction/orientation.

3. School Based Apprenticeships and Traineeships

The School Based Traineeship and Apprenticeship in NSW Program provides students with increased opportunities to gain experience and qualifications in a particular industry whilst still at school and to enhance future employment and training after the HSC. Part-time traineeships in schools provide students with the opportunity to include a recognised VET qualification within their Higher School Certificate and to combine this with paid work.

Students successfully completing a school based part-time traineeship will receive the following qualifications:

- A nationally recognised VET qualification under the Australian Qualifications Framework
- A Certificate of Proficiency
- Credit toward the HSC

3. School Based Apprenticeships and Traineeships cont.:

School based apprentices and trainees must complete formal training that is delivered by a registered training organisation (RTO). The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification.

The formal training component of school based apprenticeships and traineeships will contribute unit credit towards the HSC.

School based apprentices and trainees must undertake a minimum of 100 days on-the-job training (unless otherwise stated in the relevant VTO) by 31 December of the year they will complete their HSC. This on-the-job training must be in the form of paid employment as an apprentice or trainee under an appropriate industrial arrangement See Section 6 Employment under Appropriate Industrial Arrangements.

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 by the relevant VTO) by 31 December of the year they will complete their HSC
- enrol in a minimum Certificate III AQF qualification level as specified in the Vocational Training Order (VTO).

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 term for a school based traineeship is 18 months.
- enrol in a minimum Certificate II AQF qualification level as specified in the Vocational Training Order (VTO).

Note: Teachers attach their course outline and assessment schedule to this document.

CONSTRUCTION

INDUSTRY CURRICULUM FRAMEWORK

Why study Construction?

Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

Working in the construction industry involves:

- constructing buildings
- modifying buildings
- contracting
- designing buildings
- measuring materials and sites
- communicating with clients
- managing personnel and sites

Samples of occupations students can aim for in the construction industry:

- ☐ building
- ☐ bricklaying
- ☐ carpentry
- ☐ concreting
- ☐ consulting
- ☐ contracting
- ☐ glazing
- ☐ joinery
- ☐ plastering
- ☐ roofing
- ☐ shop fitting
- ☐ sign writing
- ☐ steel reinforcing
- ☐ structural engineering

Course description:

This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry.

The course incorporates core units plus a range of elective units from the General Construction sector. A mandatory WorkCover NSW approved general OH&S induction-training program, as well as a work activity OH&S training and site-specific OH&S training must be completed before students are allowed onto a worksite.

Depending on competencies chosen, full or part qualifications from the General Construction Training Package (BSG03) are available in general construction; bricklaying/ blocklaying; carpentry; concreting; painting and decorating; and wall and floor tiling.

For more information on possible outcomes please visit the Board of Studies NSW website:

<http://www.boardofstudies.nsw.edu.au>

A school-based traineeship is available in this course, for more information:

<http://apprenticeship.det.nsw.edu.au>

HOSPITALITY

INDUSTRY CURRICULUM FRAMEWORK

Why study Hospitality?

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing food and beverage service in a range of settings
- providing house keeping and front office services in hotels, motels, resorts and other hospitality establishments
- planning and organising events and managing services.

Samples of occupations students can aim for in the hospitality industry:

- ☐ bar assistant
- ☐ bar manager
- ☐ chef
- ☐ conference manager
- ☐ events coordinator
- ☐ food & beverage manager
- ☐ housekeeper
- ☐ publicity and sales manager
- ☐ reservations clerk
- ☐ front office receptionist
- ☐ guest service coordinator
- ☐ hotel/motel manager
- ☐ manager/owner of a small business

Course description:

This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry.

The course incorporates core units of competency plus units from various functional areas such as: kitchen attending, commercial cookery, commercial catering, food and beverage, front office, housekeeping and sales/office operations.

Depending on competencies chosen, full or part qualifications from the Hospitality Training Package

(THH02) are available in commercial cookery; food and beverage; and accommodation services.

For more information on possible outcomes please visit the NSW Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

A School-based traineeship is available in this course, for more information:

<http://apprenticeship.det.nsw.edu.au>

INFORMATION TECHNOLOGY INDUSTRY CURRICULUM FRAMEWORK

Why study Information Technology (IT)?

IT offers training opportunities to students who are interested in designing web pages, software and games, creating programs, systems and databases, networking computers and finding solutions to technical and software problems.

Working in the information technology industry involves:

- designing web pages
- networking computers
- supporting computer users
- communicating with clients
- finding solutions to software problems

Samples of occupations students can aim for in the information technology industry:

- ☐ desktop publisher
- ☐ e-business development manager
- ☐ help desk officer
- ☐ internet specialist
- ☐ IT consultant
- ☐ IT marketing manager
- ☐ IT project manager
- ☐ multimedia developer
- ☐ network administrator
- ☐ on-line service support officer
- ☐ programmer
- ☐ service technician
- ☐ software developer
- ☐ systems engineer
- ☐ systems analyst
- ☐ IT teacher/trainer
- ☐ technical support officer
- ☐ web designer

Course description:

This course is based on units of competency, which have been developed by the information technology industry to describe the competencies, skills and knowledge required by workers in the industry.

Students concentrate on developing a range of fundamental skills required to prepare them to work effectively in an environment where information technology is used. These include oral and written communication skills, teamwork skills, efficient use of a range of software application packages, essential computer hardware management and occupational health and safety competencies.

Depending on competencies chosen, full or part qualifications from the Information and Communication Technology Training Package (ICA05) are available in general information technology; software applications; and network administration.

For more information on possible outcomes please visit the NSW Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>. A school-based traineeship is available in this course, for more information: <http://apprenticeship.det.nsw.edu.au>

METAL AND ENGINEERING INDUSTRY CURRICULUM FRAMEWORK

Why study Metal and Engineering?

The manufacturing, engineering and related service industries include a wide range of industry sectors. The major industry activities and sectors are metal fabrication, metal manufacturing, aeroskills, metal machining, transport equipment manufacturing, electrical equipment and appliance manufacturing, and industrial machinery and equipment manufacturing. Most occupations within the industry have been subject to significant change within the last decade. In some areas career paths are converging with those in computer programming.

Working in the metal and engineering industry involves:

- constructing, assembling, installing, modifying, repairing and maintaining machines
- assembling, making parts, equipment, machines, instruments and tools
- designing machinery, parts, computer hardware and electronic circuits, using 3D graphics and drafting skills
- managing clients and staff, overseeing quotas and information, leading projects

Samples of occupations students can aim for in the metal and engineering industry:

- ☐ engineering drafts person
- ☐ engraver
- ☐ engineer (automotive, fabrications, production, plastics, marine, mechanical)
- ☐ fitter
- ☐ instrument maker
- ☐ locksmith
- ☐ machinist
- ☐ maintenance fitter
- ☐ plumber
- ☐ jeweller
- ☐ refrigeration and air conditioning mechanic robotics specialist
- ☐ structural steel and welding supervisor
- ☐ toolmaker
- ☐ manager/owner of a small business
- ☐ boat builder/ repairer
- ☐ marina/ slipway operator
- ☐ boat charter operator
- ☐ boat sales representative
- ☐ sailmaker

Course description:

This course is based on units of competency, which have been developed by the metal, engineering and related service industries to describe the competencies, skills and knowledge required by workers in the industry.

Depending on competencies chosen, full or part qualifications from the Metal and Engineering Industry Training Package (MEM05) are available in mechanical, fabrication and electrical/electronic trade; production technology and systems; jewellery manufacture; boating services; and marine craft construction.

For more information on possible outcomes please visit the NSW Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

A school-based traineeship is available in this course, for more information:

<http://apprenticeship.det.nsw.edu.au>

PRIMARY INDUSTRIES

INDUSTRY CURRICULUM FRAMEWORK

Why study Primary Industries?

Primary Industries provide products and services in response to the demand not only for food and fibre products but also for recreational and leisure activities. These products and services influence the daily lives of all members of society.

Working in the primary industries involves:

- dealing with and caring for animals
- breeding and growing livestock (dairy, beef, sheep, goats, pigs, chickens) crops and grains
- maintaining and using equipment such as tractors, harvesters, bailers and ploughs
- overseeing and managing farming operations
- developing and producing new products and technologies

Samples of occupations students can aim for in primary industries:

- ☐ animal attending
- ☐ beef production
- ☐ crop production
- ☐ dairy farming
- ☐ farm management
- ☐ horse care
- ☐ livestock rearing and breeding
- ☐ nursery management
- ☐ pest and disease control
- ☐ poultry production
- ☐ horticulture
- ☐ shearing
- ☐ sheep and wool production
- ☐ rural conservation and land management

Course description:

The courses are based on units of competency, which have been developed by the agriculture, horticulture, land management and conservation and other primary industries to describe the competencies, skills and knowledge required by workers in the industry.

Depending on competencies chosen, full or part qualifications are available from the Conservation and Land Management (RTD02), Amenity Horticulture (RTF03), Rural Production (RTE03), and Food Processing (FDF03) Training Packages.

These qualifications are available in conservation and land management; rural operations; agriculture; horticulture; irrigation; crutching; shearing; and wool handling.

For more information on possible outcomes please visit the NSW Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

A school-based traineeship is available in this course, for more information:

<http://apprenticeship.det.nsw.edu.au>

RETAIL

INDUSTRY CURRICULUM FRAMEWORK

Why study Retail?

The retail industry can provide students with a career path that leads to higher executive levels within the retail industry.

Students can gain skills in operating retail equipment, stock control, customer service and selling skills.

Working in the retail industry involves:

- customer service
- stock control
- teamwork
- designing and creating displays
- using cash registers, scanners, computers, telephones

Samples of occupations students can aim for in the retail industry:

- ☐ buyer
- ☐ customer service assistant
- ☐ department manager
- ☐ human resource manager
- ☐ marketing manager
- ☐ merchandise
- ☐ sales manager
- ☐ sales person
- ☐ small business owner/manager
- ☐ stock controller
- ☐ visual merchandiser
- ☐ manager/owner of a small business

Course description:

This course is based on units of competency, which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in the industry.

The course is for students who wish to work in the retail industry, either as a long-term career or in part-time or temporary retail jobs.

Depending on competencies chosen, full or part qualifications from the Retail Training Package (WRR02) are available in clerical administration; general selling; and general food selling.

For more information on possible outcomes please visit the NSW Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

A school-based traineeship is available in this course, for more information:

<http://apprenticeship.det.nsw.edu.au>

ENGLISH

(All Board Developed Courses: All Category A)

English is the only compulsory subject that you must do in Years 11 and 12. You must choose between 2 courses: *Advanced or Standard*.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	English Advanced	SC Band 4,5,6	\$0.00

Unit Description: In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. In the HSC English (Advanced) course students analyse and evaluate texts, and the ways that they are valued in their contexts.

Assessment: Assessment instruments may include written and oral presentations, in-class essays, representations, portfolio construction and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	English Standard	SC English	\$0.00

Unit Description: In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts. In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Assessment: Assessment instruments may include written and oral presentations, in-class essays, representations, portfolio construction and the half yearly and yearly examination.

Students who consider themselves well above average may select an extra unit of English in Year 11, called Extension One. This will be taught “off line”, meaning after school or at another time negotiated between the teacher and students. Students should consult with Mrs Cunningham before selecting this option.

Unit Value	Unit Title	Recommended Prerequisite	Fees
1 unit Cat. A	English Extension One	English Advanced	\$0.00

Unit Description: In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In the HSC year Extension 2 is also available. In this course students will develop a sustained composition, and document their reflection on this process.

Assessment: Assessment instruments include written and oral presentations, in-class essays and the half yearly and yearly examination.

The following course can only be studied in the HSC year (Year 12)

Unit Value	Unit Title	Recommended Prerequisite	Fees
1 unit Cat. A	English Extension Two	English Extension One (Prelim & HSC)	\$0.00

Assessment: Oral Presentation and major work in medium of choice, Journal and reflection statement.

MATHEMATICS COURSES

(All Board Developed Courses. All Category A in Year 11 & 2 Unit)

Mathematics, like English, is divided into courses based on difficulty & need. The courses are:

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Mathematics General	SC Performance Band C5-B8	\$0.00

Unit Description: This course is suitable for those students who want some mathematics to form part of their HSC studies. It has many practical aspects and uses real situations and examples. It is best suited to students who intend going to TAFE, vocational or trade courses or who are going directly from school into the workforce. Students who select this course as a “*soft option*” are mistaken. It requires regular participation & study and it has an exam based assessment schedule to pass.

Assessment: Assessment instruments may include class tests and assignments and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Mathematics	SC Performance Band B7-A10	\$0.00

Unit Description: Students who like and enjoy mathematics should consider this course. It complements subjects such as Physics, Chemistry, Business Studies and Computing courses. If your career options have a substantial mathematical content (eg. Engineering, sciences, commerce and business, computers, insurance etc) then you should be attempting this course. Mathematics is best suited to students who studied Mathematics to a Stage 5.2 or 5.3 level in the School Certificate.

Assessment: Assessment instruments may include class tests and assignments and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
1 unit Cat. A	Mathematics Extension One	SC Performance Band A9-A10	\$0.00

Unit Description: Only capable students who want to extend themselves mathematically or intend to pursue a career that requires a mathematical content, should consider attempting this extension option. This course must be taken with Mathematics 2 unit.

Assessment: Assessment instruments may include class tests and assignments and the half yearly and yearly examination.

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MATHEMATICS COURSES

(All Board Developed Courses. All Category A in Year 11 & 2 Unit)

The following courses can only be studied in the HSC year (Year 12)

Unit Value	Unit Title	Recommended Prerequisite	Fees
1 unit Cat. A	Mathematics Extension Two	SC Performance Band A9-A10	\$0.00

Unit Description: This course is suited to the mathematically gifted student. You will need to be doing Mathematics 2 Unit, Extension 1 Mathematics concurrently with Extension 2. Choosing this course should be done in consultation with your Mathematics teacher.

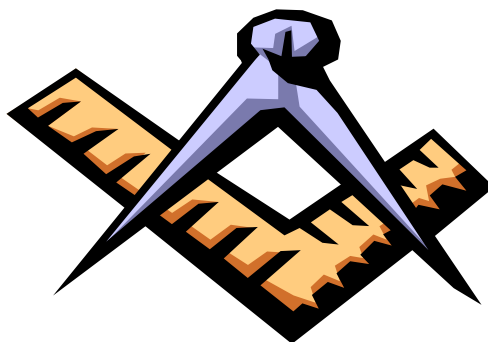
Assessment: Assessment instruments may include class tests and assignments and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. BEC	Applied Mathematics	Preliminary HSC	\$0.00

Unit Description: For those that find the General Mathematics course too difficult to take on to the HSC year, there is an opportunity to opt into this course. You will need a preliminary pass in General Mathematics before you can participate in this course. This course is a watered down version of the HSC General Mathematics course. It covers most of the topics in General Mathematics but deals with them in a less formal approach. Applied Mathematics will give students, who do not require mathematics for further study, an opportunity to learn mathematical skills that are relevant to survival after leaving school.

This is a Board Endorsed Course (BEC) and is studied in Year 12 only.

Assessment: Assessment instruments may include class tests and assignments and the half yearly and yearly examination.



SCIENCE COURSES

(All Board Developed Courses: All Category A 2 Unit)

In Years 7 - 10 you have studied a subject called Science. You may have noticed that you studied many different parts of what is known as “Science”. In Years 11 and 12 you are now able to continue a general science course or specialise in a specific area. All science courses are worth **2 Units**. The courses available to choose from are:

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Chemistry	SC Band 5-6 Mathematics 2 Unit	\$0.00

Unit Description: Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. You should be doing Mathematics 2 Unit to be successful in Chemistry.

Assessment: Assessment instruments may include written and oral presentations, research assignments, practical tasks and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Physics	SC Band 5-6 Mathematics 2 Unit	\$0.00

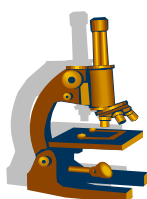
Unit Description: Physics investigates natural phenomena, identifies patterns and applies, in a wide range of interesting contexts, models, principles and laws to explain their behaviour. You need to also be doing Mathematics 2 Unit to be successful in Physics.

Assessment: Assessment instruments may include written and oral presentations, research assignments, practical tasks and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Biology	SC Band 3-6	\$0.00

Unit Description: Biology is the study of living organisms, life processes and interactions between organisms and their environment.

Assessment: Assessment instruments may include written and oral presentations, research assignments, practical tasks and the half yearly and yearly examination.



SCIENCE COURSES (Cont)

(All Board Developed Courses: All Category A 2 Unit)

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Senior Science	SC Band 3-6	\$0.00

Unit Description: This course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens.

Assessment: Assessment instruments may include written and oral presentations, research assignments, practical tasks and the half yearly and yearly examination.

You cannot select Senior Science with any other Science subject.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Earth & Environmental Science	SC Band 3-6	\$0.00

Unit Description: This course is the study of the earth and its processes. The course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during Earth's history. Students planning to complete this course would be expected to have completed Stage Five Science to the overall level of excellent achievement or better.

Assessment: Assessment instruments may include written and oral presentations, research assignments, practical tasks and the half yearly and yearly examination.



HSIE COURSES

(All Board Developed Courses: 2 Unit)

You have all studied Geography in Years 7 - 10 and many of you have also studied Commerce. Geography continues; while Commerce breaks up into Business Studies and Legal Studies.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Geography	SC Band 3-6	\$0.00

Unit Description: This course provides students with pathways into university or other tertiary studies as well as opportunity to gain skills for employment in environmental sectors. In Year 11 students study 2 topics: Biophysical Interactions & Global Challenges introducing both physical and human geography. Students also have a major assignment called the Senior Geography Project. This preliminary course is extended in year 12 through topic such as Ecosystems at Risk, Urban Places & People & Economic Activity.

Assessment: Assessment instruments may include written and oral presentations, in-class essays, the Senior Geography Project and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Business Studies	SC Band 3-6	\$0.00

Unit 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.

Assessment: Assessment instruments will involve in-class essays and tests, the Business Research Project and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Legal Studies	SC Band 3-6	\$0.00

Unit Description: This course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

Assessment: Assessment instruments may include written and oral presentations, in-class essays and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. B VET Course	Retail Operations	SC Band 2-6	\$0.00

Unit Description: This course is for students who wish to work in the retail industry, either as a long-term career or in part-time or temporary retail jobs. It is based on units of competency which have been developed by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry.

Assessment: Assessment is continuous at both in-school training and at the workplace.

HISTORY COURSES

You have all studied History in Years 7 - 10. In the senior school, History breaks up into Ancient and Modern. Both these subjects are worth **2 Units** and you can select both if you wish.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Ancient History	SC Band 2-6	\$0.00

Unit Description: This course involves the study of ancient people and societies around the world. In Year 12 students study topics from at least two of the following areas: Egypt, Near East, Greece and Rome. Murder, mayhem, war and great movements of people characterize the study of the ancients. This course is suitable for all students with a passion for discovering the ancient world and is completely different from junior History courses.

Assessment: Assessment instruments may include written and oral presentations, representations, in-class essays and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Modern History	SC Band 2-6	\$0.00

Unit Description: This course provides students with the opportunity to investigate individuals, groups, events, institutions, societies and ideas that have shaped the history of the 19th and 20th centuries. The Preliminary course prepares students with the skills and background knowledge needed for their more specialized HSC course. In Year 12 possible options for study include 20th century United States, Japan, Indochina, Russia, Germany, Australia and many others alongside a core study on World War One. This course is suitable for students keen to discover the forces that have contributed to the modern world.

Assessment: Assessment instruments may include written and oral presentations, in-class essays and the half yearly and yearly examination.

DRAMA COURSE

Students study the practices of Making, Performing and Critically Studying. Students study these ideas through group and individual experiences. **Note that there is a compulsory performance element in Drama.**

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Drama	N.A.	\$10.00

Unit Description: This course is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre. In the Preliminary course students study through theory and practical: improvisation, play building, acting; elements of production in performance; and theatrical traditions and performance and performance styles. In the HSC course students study through theory and practical: Australia drama and theatre and studies in drama and theatre. Also in the HSC students create: individual project and group performance.

Assessment: Assessment modes may include written and oral presentations, participation in workshops, performance, essays and the half yearly and yearly examination.

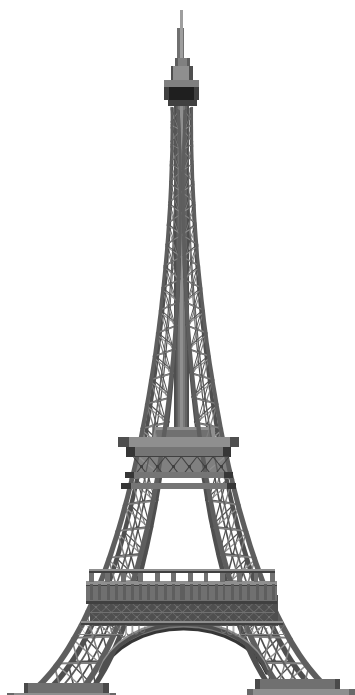
LANGUAGE COURSE

You have all had a taste of learning a language other than English in years 7 or 8. In the senior school you have the opportunity to rediscover the enjoyment and challenge of learning the French language and culture.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 Unit	FRENCH BEGINNERS	Not applicable	\$0.00

Unit Description: This course aims to enable students to develop skills in effective communication, knowledge of the nature of language and an understanding of the relationship between language and culture. With a focus on the topics of the Personal World and French speaking communities, students learn to interact, understand texts and produce texts of their own covering family life, communities, education, work, friends, recreation, holidays and more. Throughout the Preliminary and HSC courses students will develop and refine their knowledge of the French language gaining invaluable skills for future career and travel opportunities.

Assessment: Assessment modes may include written and oral presentations, reading and responding exercises, listening tasks and the half yearly and yearly examinations.



TECHNOLOGY & APPLIED STUDIES COURSES

The Technology and Applied Studies area has 4 subjects for you to select from. Again, all are worth **2 Units** and you can choose as many of them as you like. Not all however are suitable for students wanting a high ATAR rank, so ask the teachers for more information. The courses are:

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Community & Family Studies	SC Band 2-6	\$0.00

Unit Description: Community & Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society.

Assessment: Assessment instruments may include written and oral presentations, major research work, in-class essays and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. B VET Course	Hospitality	SC Band 2-6	\$60.00

Unit Description: This course provides students with the opportunity to gain a range of skills and knowledge suitable for employment in a hospitality environment and to provide pathways for university and other tertiary study. The course is based on units of competency which have been developed by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry. This is both a practical and theory course.

Assessment: Assessment is continuous at both in school training and 70 hours of work placement.

Uniform: Uniforms are an essential part of the industry and will need to be worn in practical lessons. Uniforms are available for hire or to buy. Prices may vary due to industry changes. Uniform hire for Yr 11 and Yr 12 will cost \$35 per year. To buy uniform, arrangements can be made through the school for a cost of \$75. Students should have uniforms organized by Week 4, Term 1.

Tool Kits: Tool Kits may also be purchased for your own convenience, through school, although all tools will be supplied. Tool kit A \$85, Tool kit B \$71.50. Each kit contains knives and basic industry kitchen tools. An information pack will be supplied upon enquiry of course.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit BEC	Exploring Early Childhood	SC Band 2-6	\$0.00

Unit Description: This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. It provides a wide opportunity to gain a range of childcare skills & knowledge suitable for employment in the childcare industry.

Assessment: Assessment instruments may include written and oral presentations, major research work, in-class essays and the half yearly and yearly examination.

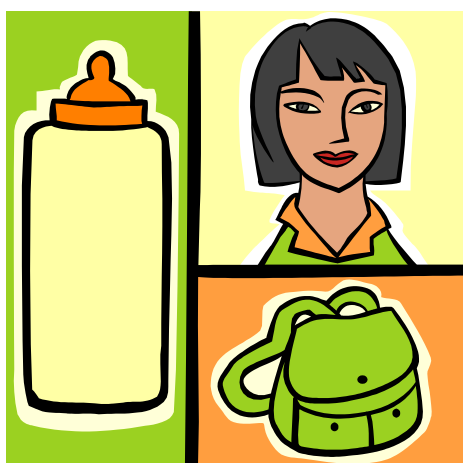
TECHNOLOGY & APPLIED STUDIES COURSES

(Cont)

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Food Technology	SC Band 2-6	\$60.00

Unit Description: This course provides students with a broad knowledge of Food Technology and involves the study of food availability and selection, food quality, nutrition, the Australian Food Industry, food product development, and an optional in-depth study of either nutrition or the marketplace. This is a heavily theory based course with some practical content.

Assessment: Assessment instruments may include written and oral presentations, in-class essays and practical assessments and the half yearly and yearly examination.



INDUSTRIAL ARTS COURSES

You have all spent time in the Industrial Arts area during Years 7 - 10, studying Technology, Industrial Technology Wood or Metal, and Graphics Technology. This area of the school offers you the following **2 Unit** subjects to choose from:

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Industrial Technology —Wood	SC Band 2-6	\$25.00

Unit Description: Industrial Technology Stage 6 consists of Project Work and an Industry Study. The Course develops a broad range of skills and knowledge related to Timber Products and Furniture Industries.

Assessment: Assessment instruments may include written and oral presentations, in-class essays, field study report and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. B VET Course	Metals & Engineering	SC Band 2-6	\$25.00

Unit Description: This course is for students who wish to work in the manufacturing, engineering and related service industries. It is based on units of competency developed by the manufacturing, engineering and related service industries to describe the competencies and skills and knowledge needed by workers in these industries.

Assessment: Assessment is continuous at both in school training and at the workplace.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. B VET Course	Construction	SC Band 2-6	\$30.00

Unit Description: This course is for students who wish to work in the construction industry. The purpose of this course is to provide students with the opportunity to gain a range of skills and knowledge suitable for employment in the general construction industry. This course comprises 10 compulsory units of competency and an elective pool containing 30 units of competency.

Assessment: Assessment is continuous at both in school training and at the workplace.



COMPUTING COURSE

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. B VET Course	Information Technology	SC Band 2-6	\$0.00

Unit Description: This course is for students wishing to achieve competencies leading to entry-level employment and/or further education and training in an industry where information technology is used and supported. The course is based on units of competency which have been developed by the information technology industry to describe the competencies and skills and knowledge needed by workers who use information technology.

Assessment: Assessment is continuous at both in school training and at the workplace.

MUSIC COURSES

All students have had some exposure to the world of music in the junior school. If this is your area of talent, then have a look at these options.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Music Course 1	SC Band 2-6	\$0.00

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

Assessment: Assessment instruments may include written and oral presentations, in-class essays, Viva Voce, and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Music Course 2	Teacher Approval	\$0.00

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

Assessment: Assessment instruments may include written and oral presentations, in-class essays, Viva Voce, and the half yearly and yearly examination.

NB. Entry into Music Course 2 is only available by application to Mr Ruttan. Students must have an exceptional background in Music to be accepted. Only ONE music course may be studied.

VISUAL ARTS COURSES

All students are eligible to study any Visual Arts Courses in the Senior School. Those who have studied Art courses in Yrs 9 & 10 should have received a broader preparation for senior studies. It should also be noted that the course fees outlined below are only a base fee and each course runs on a user pay system. The following courses are offered for you to choose from:

- **2 Unit Visual Arts (ATAR Course)**
- **1 unit each Ceramics/Photography** (Ceramics and Photography are linked due to timetabling constraints)

Depending on the numbers of students electing to do courses it may be possible to do all 3 subjects.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Visual Arts	SC Band 2-6	\$25.00

Unit Description: Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks for HSC presentation in any media such as digital, photography, ceramics, painting, drawing, sculpture, animation, film/video or textiles. It is a course for those who enjoy a challenge, love creating and using their imagination. Both Critical and Historical components account for 50% of the course.

Assessment: Assessment instruments may include written presentations, essays, research work, Visual Process Diary, examinations and Body of Work.

Unit Value	Unit Title	Recommended Prerequisite	Fees
1 unit BEC	Photography	Visual Arts SC Band 2-6	\$35.00

Unit Description: This course offers students the opportunity to explore contemporary and historical practices that make use of Photography, Video and Digital imaging. These fields of practice resonate within the student's experience and understanding of the world and are highly relevant to individual interpretation. They include the use of traditional SLR cameras, Darkroom and modern digital cameras/computer software. Both Critical and Historical components account for 40% of the course.

Assessment: Assessment instruments include written presentations, research work, Diary and presentations of practical work.

Unit Value	Unit Title	Recommended Prerequisite	Fees
1 unit BEC	Ceramics	Visual Arts SC Band 2-6	\$35.00

Unit Description: Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products such as plaques, bowls, platters, jewellery, sculpture and containers of all descriptions. Many techniques are encouraged with particular skills in coiling, slab construction, molding and electric wheel are taught. Both Critical and Historical components account for 40% of the course.

Assessment: Assessment instruments include written presentations, research work, Diary and presentations of practical work.



PD/H/PE COURSES

Everybody has done PE all their school life. Be warned, this course **IS NOT PRACTICAL**. It is a fully fledged academic course based on the science of sport / health. If you are after a more practical course, then the BEC course described below would be more suitable.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	PD/H/PE	SC Band 2-6	\$0.00

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

Assessment: Assessment instruments may include written and oral presentations, in-class essays and the half yearly and yearly examination.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit BEC	Sport, Lifestyle & Recreational Studies	SC Band 2-6	\$0.00

Unit Description: Students will learn about the importance of a healthy and active lifestyle and recognize the need to be responsible and informed decision makers. This course enable students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish lifelong commitment to being physically active and to achieving movement potential.

Assessment: Assessment instruments may include written and oral presentations, in-class essays, practical based assessment and the half yearly and yearly examination.



AGRICULTURE / PRIMARY INDUSTRIES

Many of our students are interested in the area of rural studies. We can offer two courses for such students. Both are worth **2 Units** and both subjects can be studied together. Agriculture is a more academic course while Primary Industries is a more “hands-on” course.

Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. A	Agriculture	SC Band 2-6	\$0.00

Unit Description: This course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course. The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production.

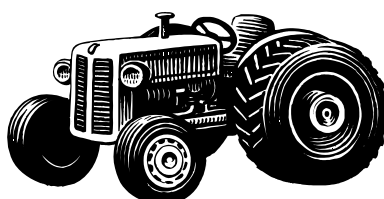
Assessment: Assessment instruments may include written and oral presentations, in-class essays and the half yearly and yearly examination.



Unit Value	Unit Title	Recommended Prerequisite	Fees
2 unit Cat. B VET Course	Primary Industries	SC Band 2-6	\$30.00

Unit Description: This course provides students with general skills and knowledge as part of their preparation for entry-level employment in a primary industries environment. It is based on units of competency which have been developed specifically for primary industries, and describes the competencies, skills and knowledge needed by workers in these industries.

Assessment: Assessment is continuous, both at school and in the workplace.



From the Curriculum Coordinator

The choice of courses at senior school is ultimately yours, but there are some requirements dictated by the Board of Studies and tertiary institutions including universities and colleges of Technical and Further Education (TAFE) that you must be aware of before you make your decisions.

Board of Studies Requirements

1. The required pattern of courses for full time students is a minimum of 12 units of Preliminary year courses and 10 units of HSC courses in Year 12. Some students may choose to study more than 12 units in Year 11. Your selection must include:
 - at least two units of English
 - at least four subjects
 - at least six units of Board Developed courses
 - at least three courses of 2 unit or greater, and
 - no more than six units of Science courses
2. Students must participate in experiences that are required by the syllabus.
3. Students must complete tasks required for the assessment program of each course including practical oral / aural or project works. Students who do not comply with the assessment requirements in any course will be in danger of not being accredited as having completed the course at the end of Term Three in Year 11.
4. Students must maintain a satisfactory record of their work and display an application to their studies. A minimum of 85 % level of attendance is also required for a student to achieve course outcomes in a satisfactory manner.
5. All preliminary course work must be completed to gain a Preliminary Record of Achievement issued by the Board of Studies. The Principal is required to certify satisfactory completion of each course by the end of Term Three in Year 11. Year 11 Preliminary courses are of 30 weeks duration.
6. Satisfactory completion of Preliminary courses or their equivalent is a prerequisite for entry into an HSC course. For HSC examination purposes the outcomes of Preliminary courses will be regarded as “assumed knowledge”.

Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board of Studies
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the course
- Achieved most or all of the course outcomes.

If at any time it appears that a student is at risk of being awarded an “N” determination in any course the Principal must warn the student as soon as possible and advise the parent or guardian in writing (if the student is under 18 years of age). This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal may then apply the “N” determination.

In the case of unsatisfactory completion, an “N” determination will be submitted to the Board of Studies. Courses which are not satisfactorily completed will not be printed on the Record of Achievement or Result Notices for Year 11 Preliminary courses from the Board of Studies.

Principals will be required to confirm, at the time of HSC entry that the student has satisfactorily completed Preliminary course requirements and that their entry for each HSC course is valid.

Students who have received an “N” determination have a right of appeal.

University Entry Requirements

1. To be eligible for a ATAR (Australian Tertiary Admission Rank) a student must satisfactorily complete at least 10 units of Board Developed courses including at least two units of English, including at least 8 units of Category A courses in Year 12. The Board Developed courses must include at least three courses of 2 units or greater, and at least 4 subjects.
2. The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:
 - The best two units of English, and
 - The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses are included.

Important Things to Know About the ATAR

- The ATAR is calculated by the universities of NSW and the ACT and is released by the Universities Admissions Centre (UAC)
- The NSW Board of Studies, an independent statutory body, awards the Higher School Certificate (HSC).
- The HSC serves many purposes but the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way across 60 000 - 70 000 students. The ATAR should not be used for any other purpose.
- The ATAR ranking of students depends solely on their performance in both school based assessment and HSC exams in Year 12 only.
- The ATAR is a rank. It is not a mark.

Optional Pathways to the HSC

There are various pathway provisions for students to accumulate their HSC. The most common way, however, will still be that students obtain their HSC in two years. Some students may elect to do Year 11 over two years and Year 12 in one year, or Year 11 in one year and Year 12 over two years. Some wish to study Year 11 Preliminary courses over two years and HSC courses over two years – a total of four years. Some students may elect to continue their subsequent studies at a TAFE college. You are not obliged to complete your part time studies in the one school campus.

Assessment and Reporting

- The HSC will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject
- The HSC report will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate for the tests in English-Literacy, Mathematics, Science and HSIE/Civics.
- School based assessment tasks will contribute 50 % of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks that 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 from 0 – 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 5 performance bands that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - **The HSC Testamur** (The official certificate conferring the award of the HSC)
 - **The Record of Achievement** (Lists subjects studied and the marks/bands achieved)
 - **Course Reports** (Reports on each individual course studied).

Standards – Referenced Approach

A HSC standards-referenced approach is characterised by the following:

- Student achievement is assessed and reported with reference to specified standards of performance
- Marks awarded to students reflect the standards they have achieved
- Comparisons can be made between students based on their achievement of the standards
- Final examination marks are determined by the proportions of students who achieve each performance standard. There is no predetermined pattern of marks. This means over time, while standards remain constant, the proportions of students achieving each standard may change from year to year.
- There are no limits on the number of students who can reach the top standard
- All students who meet the minimum standard receive a mark of 50. Students who perform above the minimum standard expected will receive higher marks.

Mr Duncan Sharpe
Curriculum Coordinator