

■ Last updated: October 2019

■ Principal: Mr Scott Frazier



Junee High School

Senior Curriculum

2019 – 2020



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To Dream. To Create. To Succeed.

Junee High School

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Junee NSW 2663



Education

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Your 2019-2020 HSC

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A message to Year 10 students

Welcome to the next stage of YOUR future! It is up to YOU to make the most of the challenges you will face and the opportunities you are given.

Take the time to read this booklet carefully, to learn about the HSC and what it means for you. Junee High School offers a broad selection of both traditional subjects and vocational subjects and for some of you this will make your choice of subjects quite difficult.

In the senior school, you are expected to take an increasingly active role in your own learning. You must commit yourself to the hard work necessary to gain a worthwhile HSC, with this hard work beginning on Day 1 Year 11.

Successful students think ahead, stay on task in class, study effectively and prepare well for assessment tasks and exams. They have clear goals, are positive about themselves, their school and their studies and are enthusiastic about their future.

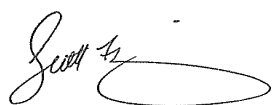
You will find as a senior student you will have more rights, independence and opportunities than previously and that you will be treated as a mature young adult. However, as outlined above, this will bring a corresponding increase in your responsibilities.

Are YOU ready for the challenge of senior school? If so, read on!

When selecting your courses for 2019-2020, you should:

- ensure that you satisfy the requirements of the HSC and an ATAR if you are thinking of going to university
- be realistic about yourself and your abilities
- recognise your skills and limitations and build on your strengths and interests
- take into account your plans for the future
- be well informed - read this booklet carefully, ask questions if you are unsure

I wish you all the best in your senior studies. Years 11-12 can be the best years of your school life. They will certainly be more enjoyable for you if you have chosen your subjects wisely - make sure you do so!



Mr Scott Frazier
Principal

INFORMATION ABOUT THE HSC

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

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, the HSC offers you a full range of courses complementing individual abilities, interests and goals.
- Courses are linked to further education and training.
- Extension courses enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC includes Life Skills courses for students with special education needs.
- The HSC fairly assesses each student's knowledge and skills.
- For each course you will receive easy-to-understand reports which contain much more information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

What types of courses can I select?

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

Board Developed Courses

NESA develops these courses. There is a syllabus and support documents for each course which contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines

All students entered for the HSC who are studying Board Developed 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 Admission Rank (ATAR).

Board Endorsed Courses

- 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 to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design courses 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.
- Some Board Endorsed Courses are one-year only courses.
- There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

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

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 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 schools, while others will be delivered by TAFE or other providers.

Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate. The school's Learning Support team will make decisions about placements in Life Skills courses. Participation in a Special Program of Study will be based upon an individual Learning Support Plan which will occur for both the Preliminary and HSC years.

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

There is no ATAR available for students completing Life Skills courses.

Requirements for the award of the HSC

If you wish to be awarded the HSC:

- You must study a **minimum of 12 units in the Preliminary (Year 11) course** and a **minimum of 10 units in the HSC (Year 12) course**.

Both the Preliminary course (Year 11) and the HSC course (Year 12) must include the following:

- **at least 6 units from Board Developed Courses** including at least 2 units of a Board Developed Course in English
- **at least three courses** of 2 units value or greater
- **at least four subjects**
- You may study a maximum of six units of Science. Seven units of Science can contribute to Higher School Certificate eligibility (using 1 unit Science Extension course).
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional information:

- NESA publication, studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students, contains all the HSC rules and requirements you will need to know.
- NESA Website: educationstandards.nsw.edu.au contains information about courses and the HSC.
- **If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.** The booklet, University Entry Requirements 2020 Year 10 Booklet, published by UAC and available from the Careers Adviser, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Important terms used in the HSC

What are units?

All courses offered for the HSC have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (approximately 120 hours per year)

= 100 marks

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

2 Unit Courses

This is the basic structure for most courses.

Extension Courses

Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Science and VET.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the 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.

Extension courses are generally timetabled outside normal school hours, either before or after school. Students nominating to study a subject at an extension level need to be aware of the additional commitment of time required to succeed in these more challenging courses.

1 Unit Courses

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

Preliminary Course

Subjects in the senior years have been divided into the Preliminary course (Terms 1, 2 and 3 in 2019) and the HSC course (Term 4 in 2019 and Terms 1, 2 and 3 in 2020.)

A Preliminary course must be satisfactorily completed before students are able to begin the HSC course.

Australian Tertiary Admission Rank (ATAR)

Applications for each university course are ranked in order of merit using the ATAR. The ATAR is a scale between 0 and 99.95 which indicates your placing in the state, relative to all other candidates for the HSC.

Category A and Category B Courses

Universities determine which courses they believe are the most effective preparation for a tertiary education. Those courses that have been given a 'Category A' status are deemed to be more appropriate academic preparation for university study.

Those courses that have been allocated a 'Category B' status are not recognised as being as appropriate preparation for university study. Universities allow the study of only ONE Category B course that has been approved by NESA, for the calculation of an ATAR.

Ensure that you refer to the list of course titles on page 13 to clarify which courses are in Category and B before making your final course choices.

ATAR Rules

Rule 1 – Eligibility for an ATAR

To be eligible for an ATAR a student must complete at least ten units of Board Developed HSC courses (**including two units of English**) of ATAR courses including at least eight units of Category A courses. The Board Developed courses must include at least three courses of two units or greater and at least four subjects; see (a) below.

Rule 2 – Calculation of the ATAR

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
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included

Important notes:

- A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the course will include English Standard, English Advanced, HSC English Extension 1, etc.
- Students who are eligible for an ATAR under Rule 1 need to have completed at least eight units of Category A courses for their ATAR to be based on ten units.

Accumulation – Pathways

Under changes implemented by NESA in 1994, students may spread out their HSC studies over a number of years. Units may be accumulated over a total time span of up to five consecutive years.

Students who are accumulating the HSC will receive a Result Notice for each calendar year of study. These cumulative transcripts will record all Preliminary and HSC courses satisfactorily completed, including repeat attempts.

On completion of the accumulation, all HSC pattern of study requirements must have been met for both the Year 11 and Year 12 courses. They need not be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements. This is designed to cater for the needs of the growing numbers of mature age and accelerated students. It also enables students to repeat courses, where needed, as well as studying part-time, if desired.

What is 'Recognition of Prior Learning'?

A student's prior learning and experience, including study in other systems and life/work experience, may exempt a student from certain NESA course requirements and assessment tasks in Preliminary Courses. In such cases students should make an application to the Principal as early as possible.

Some advice on choosing your subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps. It is helpful if you have a few career ideas in mind before choosing subjects.

If you are uncertain about this at present then select subjects that will keep several career options open to you. You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested.

Once you know about the different pathways you can select the most appropriate one for you. Discuss your options with Mrs Bunyan, the Careers Adviser and/or the Principal, Mr Frazier. You may also wish to access Australia's National Career Information Service, called myfuture, at: www.myfuture.edu.au

Golden Rules for Choosing Your Subjects Wisely:

- A** BILITY – choose subjects you are good at
- I** NTEREST – choose the subjects that you are interested in studying
- M** OTIVATION – choose the subjects that you really want to learn so that you can meet your future goals

There is no benefit in selecting courses which are beyond your capabilities. Listen to your teachers' advice.

Do Not:

1. Choose subjects based on your friends' choices or on whom you think the teacher might be.
2. Approach your subject selection with the attitude that you can "try" subjects and change them if you don't like them. Find out as much as you can before you select. Next year all subject changes should be made by Week 4 of Term 1.
3. Play the scaling game. You will not be "scaled up" just for choosing a "hard" subject. Your scaled mark for any course relates to your performance in that course and the quality of the other candidates in that course. The scaling process will not advantage you.
4. Choose subjects based on 'rumours', because of excursions, you believe that the course is a 'bludge' subject or you thought it was a girls or boys' only course.

How to choose subjects for the Preliminary Course

To use this course information book successfully students should use the following steps as a Checklist:

1. Talk to your parents – to clarify what you are aiming to do and to help you find information about possible courses and career paths.
2. Identify your career requirements with the Careers Adviser, Mrs Bunyan.
3. Read this book carefully.
4. Decide the most appropriate course of study ("pathway") for your interests and requirements.
5. Choose the subjects needed to satisfy your needs/interests.
6. Check that your choices satisfy the HSC requirements.
7. Use all the experts (Year Adviser, Deputy Principal, Head Teachers, and class teachers) to ensure you have chosen the appropriate subject and level.
8. Check that you meet all the pre-requisites for your desired course.
9. Be prepared to change your choices at this stage. Be realistic in considering your study commitments, time availability and other responsibilities.
10. Talk to students already studying the courses you are considering.
11. Discuss possible career paths using networks such as industry personnel.
12. Consider extra-curricular commitments such as sport and part-time work, especially if you elect to study a EVET course which may be run on Thursday afternoon

EMPOWER 6

Empower 6 is a whole school teaching and learning initiative that progresses students through a series of skills that prepares them to become independent and resilient learners. It is a supervised independent study program that operates for 6 periods per fortnight. During this time, students are instructed in the skills of time management, goal setting, note taking and examination techniques.

Assessment and Reporting

- The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale will be used to describe your level of achievement.
- School-based assessment tasks contribute to 50% of your HSC mark.
- 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. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding.
- For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

Reporting Model

Students successfully completing their Higher School Certificate will receive a Higher School Certificate testamur. A Summary of Results, and course result sheet for each course/subject completed is available from NSW Students Online. If students complete a VET course they are issued with additional certification of their achievements with an indication of the competencies that they have achieved. Working examples follow.

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

HSC minimum standard

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

Important changes to the HSC minimum standard

From 2018, Year 9 NAPLAN tests will no longer be available as an early way for students to demonstrate the standard. This change has been made to ensure NAPLAN remains focused on its diagnostic purpose and to reduce unnecessary stress on young people.

2018 Year 10 students who achieved a Band 8 or above in a 2017 Year 9 NAPLAN reading, writing or numeracy test are recognised as having met the HSC minimum standard in that particular area and will not need to sit the corresponding online test. If students did not get Band 8s or above they will need to take the corresponding online test.

Disability provisions and exemptions

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 will be eligible for disability provisions in the online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC.

Provisions for students with disabilities

NESA has developed a Disability Provisions, Exemptions and Appeals policy for the minimum standard literacy and numeracy tests in consultation with stakeholders.

The policy sets out the suite of provisions and conditions for students sitting the online tests, including disability provisions, exemptions, and appeals and credentialing.

The policy is aligned, where possible, to policies for the current HSC examinations, and also takes into account the distinctive features of the minimum standard online tests. The policy minimises the administrative burden for schools and acknowledges that the minimum standard online tests are unlike other HSC assessments in nature and purpose.

The policy allows:

- all students to change the font size and screen colour
- students with a learning, sensory or physical disability to access disability provisions to provide a fair opportunity to respond to the minimum standard literacy and numeracy tests
- students with a permanent or temporary disability to speak to their teachers to determine whether they are eligible for provisions
- Principals to approve and implement some practical arrangements that would, for HSC examinations, require NESA approval.

Exemptions:

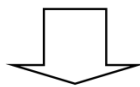
Life Skills courses are designed to provide an equitable pathway to the HSC credential for students with an intellectual disability. To maintain this provision, students taking the Life Skills courses outlined below can be exempt from meeting the HSC minimum standard:

- Students taking an English Life Skills course in Year 12 can be exempt from meeting the HSC minimum literacy standard.
- Students taking a Mathematics Life Skills course in Year 12 can be exempt from meeting the HSC minimum numeracy standard.
- Students who do not take a Stage 6 Mathematics course but who are enrolled in four or more Life Skills subjects can be exempt from meeting the HSC minimum numeracy standard.

Exempt students will still have the option to sit for the online reading, writing and numeracy tests if they want to. The decision for a student to be exempt should be made as part of the collaborative planning process, based on the personalised needs of the student.

Junee High School for Full-Time and Part-Time Students

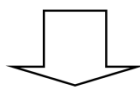
I am staying on for the senior years



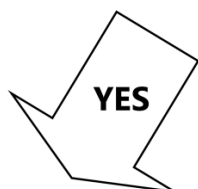
Study Program

Choose:

- At least 12 units in Year 11
- At least 10 units in Year 12
- At least 2 units of English
- At least 6 units from Board Developed Courses
- At least 3 courses of 2 unit value or greater
- At least 4 subjects

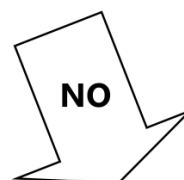


Do I want to go directly into tertiary education?



YES

HSC with an ATAR



NO

Non – ATAR HSC

<p>Choose:</p> <ul style="list-style-type: none"> • At least 10 units from Board Developed courses • At least 8 units from Category A courses • At least 2 units of English • At least 3 BDC courses of 2 unit value or greater • At least 4 subjects 	<p>Choose:</p> <ul style="list-style-type: none"> • At least 6 units of Board Developed courses • At least 2 units of English • Or other Board Endorsed courses
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Vocational Education and Training courses for both pathways

List of Courses – Junee High School

Course		Cost	Course		Cost
Board Developed Courses 2 Units Preliminary and HSC ATAR (Category A)	Agriculture	\$60	Board Endorsed Preliminary and/or HSC – Non-ATAR (Category B courses)	Visual Design (2 Unit)	\$50
	Business Studies			Work Studies	\$20
	Community and Family Studies			VET Cert II Sports Coaching	\$30
	Design and Technology	\$40			
	# ENGLISH - English Advanced				
	# ENGLISH - English Standard				
	Food Technology	\$95			
	Geography				
	HISTORY – Ancient History				
	HISTORY – Modern History				
	Industrial Technology - Timber	\$90			
	Legal Studies				
	# MATHEMATICS – Mathematics General		Board Developed VET Frameworks Courses ATAR (Category B courses)	Hospitality 'Kitchen Operations' JHS	Yr 11 - \$150 Yr 12 - \$80
	# MATHEMATICS - Mathematics			Metal & Engineering JHS	Yr 11 \$90 Yr 12 \$90
	MATHEMATICS – Extension			Primary Industries JHS	\$60
	Music				
	PD/Health/PE				
	SCIENCE – Biology			There are a range of TVET options that can be studied either online or at TAFE in Wagga. See Mrs Bunyan for more information.	
	SCIENCE – Chemistry				
	SCIENCE – Physics				
	SCIENCE – Investigating Science				
	SCIENCE – Extension (HSC only)				
	Society and Culture				
	Textiles and Design	\$50			
	Visual Arts	\$50			

NB: Only ONE of these courses from each subject may be studied

COURSE: Agriculture

Contact: Mr Anderson/Miss Turvey

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

There are no prerequisites. Having studied Agriculture in the junior school would be useful.

Course Outline

This course studies plant and animal enterprises in the local area. It integrates many aspects from other disciplines including biology, soils, economics, geography, environment, history and research. The course content complements other subject areas including science, biology, economics, design and technology, geography and business studies. Practical experiences occupy a minimum of 30% of both Preliminary and HSC course time. Studying Agriculture may lead to careers such as an Agricultural Scientist, Agricultural Consultant, Research Adviser, Agricultural Marketing Adviser, and Agricultural Sales rep, Station Manager, Horticulturist, Park Ranger, Rural Journalism, Agronomist, Dairy Technologist, Winemaker and Tree Surgeon.

Course Description

Students study the following enterprises in Agriculture throughout the course:

Year 11

- Animal production
- Plant production
- Farm study

Year 12

- Plant/Animal production
- Farm/Product Study
- Option Electives or Research Project

Assessment Procedures

In the Year 11 course, assessment is based on a farm case-study, a plant trial and a final exam.

In Year 12 course, assessment is based on a product study, exams and either two electives or a research project.

Course Costs

There is a \$60 course fee each year for Agriculture.

COURSE: Business Studies

Contact: Ms Pocock

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

Students should have an interest in developing strategies for successful business operation. There are no formal prerequisites for this course. Commerce is not a prerequisite although topics studied in Years 9/10 are related to Business Studies.

Course Description

In the Preliminary year Business Studies investigates the role, operation and management of business in society. Students learn about planning, establishing and operating any small business for success in the Australian business environment.

In the HSC year, students learn about business management and managing change. The course covers financial interpretation, marketing and employment relations in the Australian and global business environment. It provides the basis for many career paths relating to corporate and small business.

Year 11:

- the role and nature of business
- responsibilities of management in the business environment
- issues and steps in establishing and maintaining a business
- the role and importance of planning for success in business
- business case studies

Year 12:

- the nature and responsibilities of management in large businesses
- developing and implementing successful marketing strategies
- financial management for success in business
- the contribution of human resource management to business performance

Course Requirements

In the Preliminary year students will investigate the operation of a small business and develop a plan for the establishment of a small business as a research project.

In the HSC year students research McDonalds as a major case study through all topics of the course and need to keep up to date with business developments through the media.

Assessment Procedures

Students develop research, independent learning skills, analytical and problem solving competencies through ongoing assessment for learning. Assessment tasks include the writing of business reports, researching case studies, writing business and marketing plans and financial analysis.

COURSE: Community and Family Studies

Contact: Mr Stokes/Miss Hounsell

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

While this course builds on PDHPE and Work Education courses in Stage 4 and 5, particularly Child Studies, it also caters for students with an interest in family and community issues. You need to be self-motivated with an open mind to challenge your current values, knowledge and understandings.

Exclusions

Projects developed for assessment in this course may not be used either in full or in part for assessment in another course.

Course Description

This course is designed to develop in each student an understanding of the diverse nature of families and communities within Australian Society. It looks at our society which is characterised by social and technological change, cultural diversity, conflicting values and many social issues. This course offers a comprehensive approach to the study of relationships in society and investigates its interdependent nature. It allows students to explore all aspects of our communities in Australia and provides opportunities to apply their knowledge.

Year 11:

- the resource management process
- individuals and groups
- the family's contribution to the community.

Year 12:

- research methodology
- parenting and caring
- Groups in context
- with the option of "Social impact of technology"

Assessment Procedures

The assessment for this course is school-based in the Preliminary year and a mix of school based assessment and the external HSC examination in the HSC course. Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The focus of the IRP is student selected and should be related to the course content of one or more of the following areas; individuals, groups, families, communities, resource management. Other tasks include developing various management strategies, examining groups in society and caring for a "newborn baby" through virtual parenting.

COURSE: Design and Technology

Contact: Miss Turvey

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

There are no prerequisites for this course.

Exclusions

This course does not conflict with any other course offered at Junee High School.

Course Outline

In the Preliminary course students study the design process and design theory through the construction of both group and individual projects.

The HSC course is based around the development and production of a Major Design Project of the student's choice. Students are able to learn about and integrate a range of materials, tools and technologies, such as timber, metal, food, textiles, electronics, plastics and graphics in the production of practical projects and associated folios.

Design and Technology links well with courses, such as Construction, Hospitality, Metals and Engineering, Agriculture, Food Technology, Textiles and Design and Information Technology.

Course Description

Senior Design and Technology students study innovation and design through the production of practical projects and associated design folios.

Design and Technology can lead to careers such as architecture, interior design, graphic design, various engineering based careers, landscaping, information technology, building and metal trades as well as TAS teaching and agronomy.

Assessment

Assessment in the Preliminary course is based on individual design projects and a theory based exam.

In the HSC year assessment is spread between school based assessment, the Major Design Project and a final HSC exam.

Course Cost

There is a \$40 course fee each year for Design and Technology.

Please note

Students are responsible for meeting their own expenses for any and all practical and project design work. School resources used in the construction of the project may be accessed but at the cost of replacement.

SUBJECT: English COURSE: English Advanced

Contact: Miss Asmus

2 Units for Preliminary and HSC – Board Developed Course

2 Units of English **must** count towards your ATAR

This course may count towards your ATAR as it is a **Category A** course

Course Description

English Advanced is designed for students who have a particular interest and ability in this subject. The course offers students challenging opportunities to develop a critical and sophisticated understanding of the texts and issues studied.

A common module is set for both Advanced and Standard English. Students are expected to read widely and make connections between the set class text and texts of their own choosing.

Year 11:

- Common Module – Reading to Write
- Module A: Narratives that Shape Our World
- Module B: Critical Study of Literature

Year 12:

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing – this module may be studied concurrently with the other modules or with the Common Module

Course Requirements

In the Preliminary and HSC English Advanced Course students are required to experience:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

SUBJECT: English COURSE: English Standard

Contact: Miss Asmus

2 Units for Preliminary and HSC – Board Developed Course

2 Units of English **must** count towards your ATAR

This course may count towards your ATAR as it is a **Category A** course

Exclusions

English Advanced

Course Description

English Standard is designed for all students to increase their expertise in English and consolidate their literacy skills in order to enhance their personal, social, educational and vocational lives. 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.

A common module is set for both Advanced and Standard English. Students are expected to read widely and make connections between the set class text and texts of their own choosing.

Year 11:

- Common Module – Reading to Write – Transition to Senior English
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

Year 12:

- Common Module: Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing – this module may be studied concurrently with the other modules or with the Common Module

Course Requirements

In the Preliminary and HSC English Standard Course students are required to experience:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

COURSE: Food Technology

Contact: Miss Turvey

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

There are no prerequisites for this course.

Exclusions

This course does not conflict with any other course offered at JHS.

Course Description

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

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

Assessment Procedures

Assessment in the preliminary course is based on knowledge and understanding about food availability and selection, quality and nutrition of food.

Assessment in the HSC is based on the Australian Food Industry, food manufacture, food development and contemporary food issues. This may include research assignment, debates, case studies and industry reports.

Course Cost

Students are responsible for meeting their own expenses for practical work.

There is a \$95 course fee each year for Food Technology.

COURSE: Geography

Contact: Ms Pocock/Ms Hoy

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

The completion of Geography in Years 9/10 provides knowledge and skills to investigate interesting studies of people in the world environment in senior Geography. Students work individually and in teams to investigate environments and communities both within and outside the local area through practical and hands on field studies.

Course Description

In the Preliminary year Geography studies the variety of the world's physical environments and how people adapt to develop their communities. Students investigate the unique characteristics of the world through visiting relevant field sites to collect data, using geographical skills and investigating current issues through various media.

In the HSC years, students study ecosystems at risk, cities and how people earn a living in a specific environment using field studies to consolidate learning. Geography provides the basis for careers in environmental planning and management, oceanography, ecotourism, international affairs, town planning and computerised geographic information systems.

Year 11:

- Biophysical processes that contribute to sustainable management.
- Challenges facing the global community in sustainable environmental management
- A senior Geography Project

Year 12:

- The management and protection of an ecosystem at risk
- The urban dynamics of large cities and urban localities
- An economic activity integrating the local and global context

Course Requirements

In the Preliminary year students will complete a Senior Geography Project in a topic of their interest. They undertake 10 hours of field study to be completed locally.

In the HSC year students are required to undertake field studies which may include overnight excursions. Students need to be prepared to cover these costs as they are a course requirement.

Assessment Procedures

Students develop research, independent learning, geographical and fieldwork skills through ongoing assessment for learning. Assessment tasks include oral and written geographic reports, fieldwork reports, research case studies and interpretation of geographical data and examinations.

SUBJECT: History COURSE: Ancient History

Contact: Miss Asmus

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course

Recommended assumed knowledge

An interest in the stories of the past, exploring a variety of ancient societies, events and personalities in depth, developing and applying skills in the use of different types of evidence and the desire to understand more clearly the structure of our world and lessons we can learn if we are not to repeat the mistakes of the past. The most successful History students independently read widely, explore historical websites and enjoy watching historical films, documentaries and following historical issues in the media.

Course Description

"Ancient History" is the period from about 3000 BC to the fall of the Roman Empire in AD 476.

Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History including 'The Nature of Ancient History' and 'Case Studies'
- Features of Ancient Societies
- Historical Investigation

Students undertake at least two case studies: One case study must be from Egypt, Greece, Rome or Celtic Europe, and the other case study must be from Australia, Asia, the Near East or the Americas.

Year 12

The Year 12 course comprises four sections

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One 'Ancient Societies' topic
- One 'Personalities in their Times' topic
- One 'Historical Periods' topic

The course requires study from at least two of the following areas: Egypt, Near East, China, Greece, and Rome.

Assessment addition:

Year 11:

The Historical Investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course.

Year 12:

The Historical Analysis may be presented in written, oral or multimodal form, and must:

- be completed individually
- be a maximum of 1200 words, 6 minutes duration or equivalent in multimodal form
- address relevant syllabus outcomes
- relate to a Year 12 topic or topics studied in the Ancient History Stage 6 Syllabus

HSC Internal Assessment: This course assesses knowledge and understanding of content, research communicated in different forms, including an oral component and essay, source analysis tasks (70%) and an examination (30%).

HSC External Assessment: 3 hour written examination. There are four equally weighted sections; Core Study is examined through source based short answer questions, Ancient Society is four short answer questions, a two part question response about the personality studied and an extended essay response for the Historical Period.

SUBJECT: History COURSE: Modern History

Contact: Miss Asmus

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course

Recommended assumed knowledge

An interest in the stories of the past, exploring a variety of modern events and personalities in depth, developing and applying skills in the use of different types of evidence, and the desire to understand more clearly the structure of our world and lessons we can learn if we are not to repeat the mistakes of the past. The most successful History students independently read widely, explore historical websites and enjoy watching historical films, documentaries and following historical issues in the media.

Course Description

"Modern History" is the period from about the French Revolution (1789) to today.

Year 11

- Investigating Modern History - 'The Nature of Modern History' and 'Case Studies'
- Historical Investigation
- The Shaping of the Modern World (40 indicative hours)

Students undertake at least two case studies.

One case study must be from Europe, North America or Australia. The other case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 12

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

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

Assessment Procedures

Year 11

Students will complete 3 assessment tasks. One task must be a Historical Investigation.

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest.

Year 12

Students will complete 3 assessment tasks. One task must be a Historical Analysis

The Historical Analysis may be presented in written, oral or multimodal form, and must:

- be completed individually
- be a maximum of 1200 words, 6 minutes duration or equivalent in multimodal form
- address relevant syllabus outcomes
- relate to a Year 12 topic or topics studied in the Modern History Stage 6 Syllabus.

HSC Internal Assessment: This course assesses knowledge and understanding of content, source based skills, historical inquiry and research and communication skills. Essays, research presented in various forms and role play (70%) and an examination (30%) are used to do this.

HSC External Assessment: 3 hour written examination. There are four equally weighted sections. The Core Study World War I is examined through student analysis of source material; the National Study question requires students to write an essay about key features and issues; the third section requires students to write structured responses about the Personality they have studied; and an essay question is posed for the International Study in Peace and Conflict.

SUBJECT: Industrial Technology Course: Timber & Furniture Products

Contact: Mr Anderson/Miss Turvey

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

There are no prerequisites for this course, however an interest in woodwork is desirable.

Exclusions

This course does not conflict with any other course offered at JHS.

Course Outline

The Preliminary course consists of project work and an industry study that provides a broad range of skills and knowledge related to timber products and furniture technologies and an introduction to the processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development and knowledge, skills and understanding related to the focus area of study.

Both the Preliminary and HSC course are organised around four sections:

- Industry study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

Assessment

The marks for this course are eligible for inclusion in the ATAR and is a Category A course.

Industrial Technology gives students knowledge and skills in the timber industry and increases job opportunities in a range of practical occupations.

Course Costs

There is a \$90 course fee each year for Industrial Technology Timber. Students will need to provide their own timber for the Major Project.

COURSE: Legal Studies

Contact: Miss Asmus/ Ms Hoy

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

Students should have an interest in learning how the law affects individuals and society in everyday life and how it aims to provide justice and fairness to all people. There are no formal prerequisites for this course.

Course Description

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

The HSC course investigates the 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:

Year 11:

- The Legal System
- The Individual and the Law
- Law in Practice
-

Year 12:

- Crime
- Human Rights
- Options
-

Two options are chosen from Consumers, Global Environment Protection, Family, Indigenous Peoples, Shelter, Workplace and World Order.

Course Requirements

An ability to write higher order extended responses, incorporating evidence-based research is highly important.

Students will also visit the courts and gain insight into real world cases.

Assessment Procedures

Assessment tasks include oral and written reports, group work, research and examinations.

SUBJECT: Mathematics COURSE: Mathematics Standard

Contact: Mrs S Heffernan

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course

Recommended assumed knowledge

This course assumes that students have achieved the outcomes of the RoSA Mathematics 5.1 & 5.2 course. A sound understanding of Trigonometry and Further Algebra is highly recommended.

Exclusions

Students cannot study any other Stage 6 Mathematics course.

Course Description

Areas of Study include:

Year 11:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12:

- Further Algebra
- Further Measurement
- Further Financial Mathematics
- Further Statistical Analysis
- Networks and Paths

Course Requirements

A scientific calculator is essential for any student studying a Mathematics course in the senior school.

Assessment

A number of tasks will be used to determine a student's school-based assessment. There are two components of this course: Concepts, skills and techniques and Reasoning and communication. Both are weighted equally at 50%.

Year 12: In Year 12, students will select to either study the Mathematics Standard 2 pathway which is an ATAR course requiring a final HSC examination, or the Mathematics Standard 1 pathway, which is a non-ATAR course where students do not sit a final HSC examination. More information will be provided to students during Year 11.

SUBJECT: Mathematics COURSE: Mathematics Advanced

Contact: Mrs S Heffernan

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course

Recommended assumed knowledge

This course assumes that students have studied the content and achieved the outcomes of the Stage 5.3 course.

Students must be competent in Algebraic techniques, Surds and indices, solving Algebraic Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis, Non-linear relationships and Properties of Geometrical Shapes.

The Mathematics Faculty will look at Year 10 results and determine the suitability of the candidate to this course.

Exclusions

Mathematics Standard

Course Description

Year 11:

- Functions
- Trigonometric functions
- Calculus
- Exponential and Logarithmic functions
- Statistical Analysis

Year 12:

- Functions
- Trigonometric functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Course Requirements

A scientific calculator is essential for any student studying a Mathematics course in the senior school.

Assessment

In **Year 11** a number of tasks will be used to determine a student's school-based assessment. There are two components of this course: Concepts, skills and techniques and Reasoning and communication. Both are weighted equally at 50%.

In **Year 12** assessment tasks across all of the content of the course will cover both components in equal weighting. Students must sit a single written examination paper of three hours duration, consisting of ten objective response questions and six longer response questions each of equal value. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course.

SUBJECT: Mathematics COURSE: Extension 1

Contact: Mrs S Heffernan

1 Unit for each of Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

Mathematics in Years 11 and 12. The Extension 1 course assumes that students have achieved the outcomes of the Stage 5.3 course and the recommended option topics of polynomials, logarithms, functions and other graphs and circle geometry.

Students must understand the commitment needed to ensure success in this course, as lessons are often held before and after normal school hours.

Exclusions

Mathematics Standard

Course Description

Year 11

- | | |
|---------------------------|-----------------|
| • Functions | • Calculus |
| • Trigonometric Functions | • Combinatorics |

Year 12:

- | | |
|---------------------------|------------------------|
| • Proof | • Calculus |
| • Vectors | • Statistical Analysis |
| • Trigonometric Functions | |

Course Requirements

A scientific calculator is essential for any student studying a Mathematics course in the senior school.

Assessment

In **Year 11** a number of tasks will be used to determine a student's school-based assessment. There are two components of this course: Concepts, skills and techniques and Reasoning and communication. Both are weighted equally at 50%.

In **Year 12** in addition to the assessment tasks across all of the content of the course there are two written examination papers. One paper is identical to the paper of three hours duration for the Mathematics course. The other paper, of two hours duration, is based on the Mathematics Extension course and consists of ten objective response questions and then four questions of equal value.

SUBJECT: Music

Course: Music 1

Contact: Miss Hyland/ Ms Hoy

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

While the course builds on Music courses in Stages 4 and 5, it also caters for students with more limited experience in Music. Students must be willing to perform/able to play an instrument/or willing to develop vocal skills.

Exclusions

Music 2

Course Description

This course examines 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.

Students study three topics in each year of the course. Topics are chosen from a list of 21. Examples of the topics include: Australian music, Jazz, Popular music, Rock music, Music of a culture, Technology and its influence on music. Topics selected are based on the expertise of the teacher and the interests of students.

Course Requirements

HSC Course

In addition to core studies in performance, composition, musicology and aural skills, 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.

Assessment

Assessment in the Preliminary course is based on the components listed above.

In the HSC students will do a Core Performance and three electives, these are assessed both within the school and externally through a HSC examination.

SUBJECT: Personal Development, Health and Physical Education

Contact: Mr Stokes/Miss Hounsell

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course

Recommended assumed knowledge

While this course builds on PDHPE courses in Stage 4 and 5, it is an academic course with many complex components to be explored. It has very limited practical experiences. Students will need to be prepared to think critically about key issues related to health and human movement.

Exclusions

Projects developed for assessment in this course may not be used either in full or in part for assessment in another course.

Course Description

The course examines a range of areas that underpin health and human movement in Australia. The health status of Australia is studied in detail along with the factors that affect physical performance in sport and physical activity. This is a highly demanding course with many theoretical concepts requiring depth of understanding.

Year 11:

- Better health for individuals
- The body in motion
- Two options are also covered and may include – first aid, composition and performance, fitness choices; outdoor recreation

Year 12:

- Health priorities in Australia
- Factors affecting performance
- Two options are also covered and may include- sports medicine; improving performance; sport and physical activity in Australian society; the health of young people; equity and health

Assessment

The assessment for this course is school-based in the Preliminary year and a mix of school-based assessment and the external HSC examination in the HSC course. The school assessment for this course can include practical based workshops, such as anatomy and physiology, research investigations and detailed analysis of individuals and group health related topics.

SUBJECT: Science COURSE: Biology

Contact: Mrs S Heffernan

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** 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.

Content

Year 11:

Module 1 Cells as the Basis of Life
Module 2 Organisation of Living Things
Module 3 Biological Diversity
Module 4 Ecosystem Dynamics

Year 12:

Module 5 Heredity
Module 6 Genetic Change
Module 7 Infectious Disease
Module 8 Non-infectious Disease and Disorders

Course Requirements

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

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

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

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

SUBJECT: Science COURSE: Chemistry

Contact: Mrs S Heffernan

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** 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.

Content

Year 11:

Module 1 Properties and Structure of Matter
Module 2 Introduction to Quantitative Chemistry
Module 3 Reactive Chemistry
Module 4 Drivers of Reactions

Year 12:

Module 5 Equilibrium and Acid Reactions
Module 6 Acid/base Reactions
Module 7 Organic Chemistry
Module 8 Applying Chemical Ideas

Course Requirements

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

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

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

SUBJECT: Science COURSE: Physics

Contact: Mrs S Heffernan

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** 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.

Content

Year 11:

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12:

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

Course Requirements

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

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

SUBJECT: Science COURSE: Investigating Science

Contact: Mrs S Heffernan

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR as it is a **Category A** course

Exclusions

Nil

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

Content

Year 11:

Module 1 Cause and Effect – Observing
Module 2 Cause and Effect – Inferences and Generalisations
Module 3 Scientific Models
Module 4 Theories and Laws

Year 12:

Module 5 Scientific Investigations
Module 6 Technologies
Module 7 Fact or Fallacy?
Module 8 Science and Society

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.

COURSE: Society & Culture

Contact: Ms Pocock/Ms Hoy

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

Students should have an interest in studying human behaviour, as individuals and as groups in Australian society and in other cultures. Students need to be prepared to combine personal experience with knowledge from research to learn and better understand their own behaviour and that of people around them.

Course Description

In the Preliminary year Society and Culture investigates the social and cultural world, intercultural communication and the development of personal and social identity.

In the HSC year students learn about social continuity and change and two depth studies chosen from Popular Culture, Belief Systems, Social Inclusion and Exclusion, Social Conformity and Non-Conformity. They will also be required to complete a Personal Interest Project (PIP).

The Preliminary year investigates:

- The interaction between aspects of society and cultures
- Socialisation and coming of age in a variety of social and cultural settings
- How people in different cultures interact and communicate

The HSC year investigates:

- The nature, continuity and change, research and study of a selected country
- An individual research project
- The interconnection between individuals and popular culture

Course Requirements

In the Preliminary year students will complete studies to investigate society, cultures and personal identity to develop an understanding of research methods

In the HSC year students are required to complete a Personal Interest Project that must be presented for external assessment.

Assessment Procedures

Students develop research and independent learning skills, analytical and problem solving competencies through ongoing assessment for learning. Assessment tasks include research and investigation of other cultures, personal reflection, examinations, oral presentations and a mini Personal Interest Project (in Preliminary Year).

COURSE: Textiles & Design

Contact: Miss Turvey

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

In the Preliminary course students study: Design; Properties and Performance of Textiles; Communication Techniques; Manufacturing Methods; and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influences of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a major Textiles project, which is specific to a selected focus area and which includes supporting documentation and textile item/s. These focus areas are: Apparel, Furnishings, Costume, Textile Arts and Non-apparel.

Textile and Design links well with others courses, such as Design and Technology, IT Graphics and Information Technology. The course has links to graphic design, footwear design, clothing and fashion design, retail sales and costume design for theatre and film.

Assessment

Assessment in the Preliminary course is based on individual design projects. Practical experiences will be integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work.

In the HSC year assessment is spread between school based assessment, the Major Design Project and a final HSC exam. The Major Textiles 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 Australian Textiles Clothing, footwear and Allied Industries (TCFAI) developed in the Preliminary course.

Course Cost

Students are responsible for meeting their own expenses for practical work.

There is a \$50 course fee each year for Textiles and Design

COURSE: Visual Arts

Contact: Miss Turvey

2 Units for Preliminary and HSC – Board Developed Course

This may count towards your ATAR as it is a **Category A** course.

Recommended assumed knowledge

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. You need to be self-motivated, and an active learner, you will also need to be prepared to read, visit galleries and engage in art making beyond the classroom.

Exclusions

Projects developed for assessment in one course cannot be used either in full or in part for assessment for another subject.

Year 11:

- The nature of practice in art making, art criticism and art history
- 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 point of view
- How students may develop meaning, focus and interest in their work.

Year 12:

- Students developing their own informed points of view in increasingly more independent ways using the frames (ways of looking at your subject matter)
- Students developing their own practice of art making, art criticism and art history
- Examining the relationship between artist, artwork, world, audience within the art world
- Strengthening and refining their skills and concept within a body of work

Course Requirements

Year 11:

- A Visual Diary to document the art making process
- Three artworks in at least 2 forms and use of a visual art diary
- Through a broad range of activities, investigate ideas in art criticism and art history

Year 12:

- Development of a body of work and use of a visual art diary
- A minimum of 5 Case Studies
- Deeper and more complex investigations of ideas in art criticism and art history

Assessment

The components of this course are equally weighted: 50% art making and 50% art criticism and history. These weightings apply to both internal and external assessment

Course Cost

There is a \$50 course fee each year to cover the cost of some materials associated with this course. HSC students will need to pay for art materials toward the completed body of work.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

You will be able to study Vocational Education and Training (VET) courses as part of your Higher School Certificate (HSC). These count towards your HSC and are also recognised by industry as part of the Australian Qualifications Framework (AQF). These courses can lead directly to employment or fast track you to further study at TAFE or university.

- HSC VET courses are designed to enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace.
- Students will acquire skills and knowledge related to an area within any industry context that can be used in making informed career decisions.
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.
- ONE examination mark from a single Industry Curriculum Framework VET course may be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

There are two types of VET courses, Framework and Non-Framework.

Framework courses

These are all NESA developed courses which can count towards your Australian Tertiary Admission Rank (ATAR). Frameworks course have been classified as Category B meaning that only one VET course may be used in the calculation of your ATAR.

These courses include:

- | | |
|------------------------------------------------------|-------------------------------------------------------------------|
| • Accounts Administration (EVET) | • Human Services – Health Services Assistance (EVET) |
| • Automotive – Vehicle Mechanical (EVET) | • Information & Digital Technology – Networking & Hardware (EVET) |
| • Automotive – Paint and Panel (EVET) | • Metal and Engineering (JHS) |
| • Business Services (EVET - online) | • Primary Industries - Agriculture (JHS) |
| • Construction (JHS) | • Retail Services (EVET) |
| • Electrotechnology – Career Start (EVET) | |
| • Electrotechnology Career Start Mechatronics (EVET) | |
| • Hospitality (JHS) | |

Non-Framework Courses

Some of these courses end at the completion of the Year 11 Preliminary course. These courses are NOT able to be used to attain an ATAR.

These courses include:

- | | |
|-----------------------------|-------------------------------------|
| • Animal Studies | • Salon Assistant |
| • Sports Coaching (School) | • Plumbing |
| • Screen & Media | • Visual Arts – Digital Photography |
| • Beauty Services – make up | • Early Childhood Education & Care |
| • Community Services | • Laboratory Skills |
| • Warehousing Services | |

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course. **(Refer to the specific course assessment summary for more detailed information).**

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary AHC20116 Certificate II in Agriculture								
Requirements for HSC purposes								
Work Placement (compulsory for the HSC) - 70 hours in total.								
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.								
Evidence gathering techniques								
Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units								
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Role play, oral presentation	Third party report	Self-assessment	HSC examinable
Cluster 1 – Participate in WHS Processes								
AHCWHS201	Participate in WHS processes	✓		✓	✓	✓		✓
Cluster 2 – Working in the Industry								
AHCWRK209 AHCWRK204 ACHWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓		✓ ✓
Cluster 3 – Weather								
AHCWRK201	Observe and report on weather	✓			✓	✓		✓
Cluster 4 - Chemicals								
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓		✓
Cluster 5 – Healthy Animals								
AHCLSK202 AHCLSK205 AHCLSK206 AHCLSK204	Care for health and welfare of livestock Handle livestock using basic techniques Identify and mark livestock Carry out regular livestock observations	✓	✓		✓		✓	✓
Cluster 7 - Tractors								
AHCMOM202 AHCMOM304 AHCBO201	Operate tractors Operate machinery and equipment Inspect and clean machinery for plant, animal and soil	✓		✓	✓			
Cluster 8 – Feed and Water Livestock								
AHCLSK211 ACHLSK209	Provide feed for livestock Monitor water supplies	✓		✓	✓			
Cluster 9 - Fencing								
AHCINF202 AHCINF201	Install, maintain and repair farm fencing Carry out basic electric fencing operations	✓	✓		✓			

Depending on the achievement of units of competency; the possible AQF qualification outcome is **AHC20116 Certificate II in Agriculture** or a Statement of Attainment towards **AHC20116 Certificate II in Agriculture**



Education
Public Schools
Wagga Wagga RTO 90333

MEM10105 Certificate I in Engineering

Course: Metal and Engineering (240 indicative hours) 4 Preliminary and/or HSC units in total
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet HSC requirements

Course Description

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

Core Units of Competency

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

Elective Units of Competency (Compulsory in TAS)

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

Additional single unit of competency to qualify for Certificate 1

- MEM16008A Interact with computing technology

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

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

Qualifications

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

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

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

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course

will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Resources costs: \$90.00 Preliminary Course and \$90.00 HSC Course. Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Metal Workshop, Junee High School

Exclusions: Industrial Technology (Metal and Engineering Technologies).

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

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



Education

Public Schools Wagga Wagga RTO 90333

SIT20316 Certificate II in Hospitality

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

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

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

Core Units of Competency

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

Elective Units of Competency (Compulsory in TAS)

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

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

Qualifications

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

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

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

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an N Determination (course not satisfactorily completed). The course

will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Resources costs: \$150 in Year 11. \$80 in Year 12. Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: On school site. Lessons will occur in 53 minutes over 8 periods per fortnight

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

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

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

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BOARD (BEC) AND CONTENT (CEC) ENDORSED COURSES

These courses can be used to attain a HSC.

These courses cannot be used in the calculation of an ATAR.

There are two types of Board Endorsed Courses:

1. Content Endorsed Contents
2. School Developed Courses
 - Content Endorsed Courses have syllabuses endorsed by NESA (BOS) 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 BOS.
 - Schools may also develop special courses in order to meet student needs. The BOS must approve these courses.
 - 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 students' Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as Preliminary and HSC courses.

COURSE: Visual Design

Contacts: Miss Turvey

2 units for each of Preliminary and HSC – Content Endorsed Course

Board Endorsed Courses **cannot be used in the calculation of the ATAR**

Prerequisites

Visual Design builds on related studies in Visual Arts, Visual Design and Photography and Digital Imaging studied in years 7-10. This course provides for a more extensive and in-depth study in keeping with the central role of design applications in the community.

Course Description

Visual Design is a 2 unit Board Endorsed course which involves study of the theory and practice of design from an artistic point of view. Students who are interested in future pathways in related fields (such as graphics, photography, fashion and interior design) would benefit from material covered in this course. Furthermore the subject would enable students to develop a folio of work which is often necessary for further training or employment in the design industry.

Students will study 4 modules which explore of the world of the artist/designer; the world of design; and the applications of design in the community. Some modules may include Graphic Design, Fashion, Interior/Exterior Design and Multimedia. The course contains a mandatory WH&S module

This course would suit students who are interested in the design process and are looking to develop a portfolio for further study or employment. Students would be expected to participate in and investigate a range of design practices. A significant portion of the course is focused on critical and historical studies of design.

Assessment

Component Weighting (%)

Designing and Making - 70

Critical and Historical Studies - 30

Course Cost

There is a \$50 course fee each year to cover the cost of some materials is associated with this course.

COURSE: Work Studies

Contact: Mrs Bunyan

2 units for preliminary and HSC – Board Developed Course

This course does NOT count towards your ATAR as it is a Category B course.

Recommended Assumed Knowledge

There are no prerequisites for this subject.

Course Outline

Work Studies helps students to understand the rights and responsibilities of people in the work place. It helps prepare students for taking their place in the world of work.

Course Description

The modular structure comprises a compulsory common core and optional course modules. Schools are able to select from the course modules provided, or develop their own modules to meet the identified local needs of their student group.

Core (30 indicative hours)

My Working Life – this core topic is mandatory for all students.

Modules (15-30 indicative hours each)

1. In the Workplace
2. Preparing job Applications
3. Workplace Communication
4. Teamwork and Enterprise Skills
5. Managing Work and Life Commitments
6. Personal Finance
7. Workplace Issues
8. Self-Employment
9. Team Enterprise Project
10. Experiencing Work
11. School Developed Module

Assessment Procedures

Students will be assessed using a variety of methods including; observation, report writing, portfolio work and examination.

Course Costs

There is a \$20 course fee for each year of study.



Education

Public Schools Wagga Wagga RTO 90333

SIS20513 Certificate II Sport Coaching

Course: Sports Coaching (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Endorsed Course

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

Course Description

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

Core Units of Competency

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide first aid
- SISSSCO101 Develop and update knowledge of coaching practices
- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skill
- SISSSDE201 Communicate effectively with others in a sport environment
- SIXXCA1102A Assist in preparing and conducting sport and recreation sessions
- SIXXIND211 Develop and update sport, fitness and recreation industry knowledge
- SIXXWHS101 Follow work health and safety policies

Mandated Units of Competency

- ICPDMT263 Access and use the Internet
- ICTICT203 Operate application software packages
- SIXXCA1101A Provide equipment for activities
- SISSSPT303A Conduct basic warmup and cool down programs
- SISXATH201A Teach the fundamental skills of Athletics
- Sport specific electives may include: athletics, rugby league, fitness
- This course contains 2 additional units above the qualification to meet New South Wales Education Standards Authority (NESA) requirements.

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

Qualifications

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

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

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

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

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

<p>External Assessment There is NO External Assessment (optional HSC examination) for this course and the course DOES NOT contribute to the calculation of an ATAR</p> <p>Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.</p>
<p>Resources costs: \$30 Discuss payment options with your trainer</p> <p>Refund Arrangements: on a pro – rata basis</p>
<p>Delivery Arrangements: On school site. Lessons will occur in 53 minutes over 8 periods per fortnight</p>
<p>Exclusions :Students undertaking both this Sport Coaching course and another course based on the SIS10 Sport Fitness and Recreation Training Package should choose different elective units of competency to meet the requirements each HSC course and qualification</p>
<p>A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/</p>
<p>For more information on possible outcomes please visit the NESA website: http://www.boardofstudies.nsw.edu.au</p>

HSC LIFE SKILLS COURSES

Contact: Mrs R Heffernan

What are Life Skills Courses?

Life Skills courses are provided for students who have experienced significant difficulty in learning. Students study their HSC through an individual flexible course structure. Each Life Skills course comprises 2 Unit Preliminary and 2 Unit HSC course. Students who study Life Skills courses do not receive an ATAR.

Who is eligible to study a Life Skills course?

Students who access Life Skills courses have been assessed by the School Counsellor and have a Personalised Learning Plan negotiated with their teacher and parent or caregiver. Most students who enrolled in Life Skills Courses have already completed some Life Skills courses for their Record of School Achievement.

At Junee High School 2 Unit Higher School Certificate Life Skills courses are offered in:

- English
- Mathematics
- Science
- Work and the Community
- Personal Development, Health and Physical Education
- Creative Arts: Drama, Music, Dance, Visual Arts
- Technology: Agriculture, Design and Technology, Food Technology, Industrial Technology, Information Processes and Technology, and Textiles and Design

Selecting Subjects

Students who are eligible to study Life Skills courses may combine these with Board Developed or Board Endorsed courses to study as part of their HSC. Students are also able to access the Industry Curriculum Framework Access Program Courses (VET Frameworks) that are offered by either TAFE or school. A Life Skills student attempting a VET course, must participate in the compulsory work placement component. As with all HSC programs, students must study a minimum of 12 Units in Preliminary and 10 Units for the HSC.

What do Life Skills students receive on successfully completing the HSC?

- The Higher School Certificate Testamur. This shows the name of the student, the school and a statement that the student has successfully completed the HSC.
- Record of Achievement. This lists all courses satisfactorily completed and the result of each course.
- Profile of Student Achievement. This is a list of the learning outcomes achieved by the individual student in each Life Skills course studied. The profile is a report prepared by the school.

Further information about Life Skills courses

Log onto NESA and follow the prompts to Life Skills.

Distance Education – Karabar High School

About the School

The Karabar Distance Education Centre is a NSW Government school. They provide for the education of students who are unable to fulfil their educational requirements at their own school. Students need to meet specific guidelines to be eligible for enrolment in distance education. Single course students can study one (or more) courses through the Distance Education Centre while continuing to study the rest of their courses at their home school.

Who can apply?

Any student who cannot study the course they want in their government or non-government school can apply through their home school. Approval is subject to the conditions described in the Distance Education Enrolment Guidelines issued by NSW Department of Education.

When can students apply?

Single course applications should be completed by the **late November 2018** for most categories of student. **All enrolments must be finalised by mid February 2019.**

How do students apply?

Applications are made by the Principal of the home school. The Principal will determine if the student meets the guidelines for provision of a single course through Karabar Distance Education Centre before sending the application.

What are the benefits?

Studying by distance education enables students to:

- select courses of interest or necessity which may be unavailable in the home school.
- fit their study into existing school timetables and work at their own pace in their own time.
- have direct contact with teachers by email, phone and post.
- have teachers visit students in their school where possible.
- attend study days, seminars and excursions to provide contact with other students across the cohort.
- borrow excellent resources from an extensive library which includes: books, videos, CD ROMs, music CDs, audio books and pamphlets.

Single Course Enrolment Enquiries

Sueanne Matthews - Head Teacher Administration (02) 6210 5200 karabar-d.school@det.nsw.edu.au

Please refer to the website for the latest version of this document:

<http://www.karabardec.com.au/Enrolment-Information/Procedures- Single-Course-Students/Single-Course-Information.aspx>

The application fee is \$95 per year per subject and paid by the student. Some subjects also have compulsory course fees

Distance Education – Aurora College

About the school

Aurora College is the NSW Department of Education's virtual selective high school. Established in 2015, Aurora is providing innovative, flexible learning in a whole new context, by allowing students to connect locally and to learn globally.

Who can apply?

Any student who cannot study an available course at their school can apply through their home school

For information on how to enrol, please visit <http://www.aurora.nsw.edu.au/learn/enrol/>.

Aurora gives Stage 6 government high school students in rural and remote communities the opportunity to study subjects not available in their own school.

Please contact the Principal to discuss possible subjects to study if needed through Aurora College

Applications for enrolment in:

- Year 11 open Wednesday 18 July 2018 & close on Friday 26 October 2018
- Year 12 open Wednesday 18 July 2018 & close on Friday 24 August 2018.

STUDENT NOTES

1. List the **goals** you have for work and career after school
2. Do you need an **ATAR**?
3. What **careers** have you considered? Do you need help thinking of answer to this question?
4. What subjects do you need to do for your future career choices?
5. What subjects are you **good** or better at?
6. Which subjects do you **enjoy** the most?
7. Are you aware of the **costs** and/or additional **time** constraints (such as work placement) required for your course choices?
8. Do you have a support network to help you manage the demands of senior school?
9. Have you considered School-Based Apprenticeships or Traineeships? If 'yes, in what area?
10. Have you considered pathways?
11. Do you have **back-up plans**?

Use the space below to write some notes responding to the questions above:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

