



CAMDEN HAVEN HIGH SCHOOL

Integrating Face-to-face and Distance Learning

Senior Curriculum Single Course Distance Education

2020

Aboriginal Studies

General Course Description

Aboriginal Studies develops students’ knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of ‘shared histories’ with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

The Year 11 course focuses on pre-contact to 1960s history, examining how Aboriginal communities have been affected by the colonisation of Australia and they examine other Indigenous communities on a worldwide scale.

The Year 12 course focuses on the 1960s onwards and examines issues such as Human Rights and the land rights movement.

Students analyse and discuss issues important to contemporary Australia and develop community consultation skills

Assessment Strategies

- Research investigation
- Source analysis
- Oral and written extended responses
- Speech transcripts

Personal Requirements

- An interest in Aboriginal issues.
- An interest in Archaeology and History.
- Good study habits.

Stage 6

Year 11 Course

- Aboriginality on the Land Heritage and Identity
- International Indigenous Community
- Local Community case study

Year 12 Course

- Core Module
- Social Justice and Human Rights Issues
- Health
- Criminal Justice
- Heritage and Identity Major Project

Further Studies

Tertiary
TAFE

Career Pathways

- Tourism
- Health Services
- Social Work
- Community Work
- Education
- Artistic work

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire knowledge and understanding essential to an appreciation of Aboriginal and Indigenous People and cultures that have shaped Australia and the world.

Agriculture

General Course Description

Agriculture provides the community with food, fibre, shelter and fuel and makes a significant contribution to Australia’s growth through investment, employment and the consumption of products. This course is designed to develop students’ knowledge and understanding of the relationships between production, processing and consumption. There is an opportunity for students to study a farm and agricultural product that will develop a wide range of practical skills.

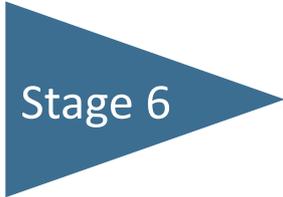
The dynamic nature of the subject and its depth, will challenge students academically. This course will also encourage the development of a responsible attitude, necessary to manage and market these products in a sustainable manner.

Assessment Strategies

- Research Task - Access to a local farm is required.
- Experimental activities
- Practical lessons
- Formal examinations

Personal Requirements

- A practical hands-on approach to learning.
- An interest in the natural environment, plants and animals.



Topics Studied

- **Agricultural Overview** - systems, history, social aspects
- **Farm Case Study** – management, marketing, technology, and workplace
- **Plant and Animal Production** – commercial, climate, pests, technology, design and research
- **Elective** - Agri-food, fibre and fuel technologies

Further Studies

Tertiary: Bachelor AgSc, Bachelor Agribusiness, Bachelor of Agriculture

Career Pathways

- Station or Production Manager
- Agribusiness Manager
- Secondary Agriculture teacher
- Rural Practice Surveyor
- Soil Scientist

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Practical lessons will have to be undertaken. Access to a local farm is required.

Ancient History

General Course Description

Ancient History is the study of ancient societies, events, key personalities and how people lived. The Year 11 course develops knowledge of how historians and archaeologists use evidence to make assumption on different time periods and personalities such as Tutankhamen and Boudicca. The Year 11 course centres on archaeological methods, case studies and the study of ancient societies.

The Year 12 (HSC) course will contain a mandatory core study (Pompeii and Herculaneum), the study of a well-known ancient society (usually Spartan Society) and the study of a time period (Greek World 500 - 440 BC). In addition, there is a focus on one personality from the Ancient World — Xerxes from Ancient Persia or Hatshepsut or Akhenaten from Egypt.

Assessment Strategies

Historical Investigation

Source analysis

Oral and written extended responses

Examinations

Surveys

Personal Requirements

An interest in Ancient Civilizations, Archaeology and History.
Must enjoy reading and detective work.

Stage 6

Topics Studied

Year 11 Course

- Historical Investigation
- The treatment and display of Human Remains e.g. Ice Man - OTZI, bog bodies
- Thera
- Roman Art and Architecture
- Persepolis
- Egypt, Death and Funerary Customs
- The investigation of ancient sites and sources

Year 12 Course

- Cities of Vesuvius - Pompeii & Herculaneum
- Spartan Society
- Greek World 500-440BC
- Xerxes

Further Studies

Tertiary: Various Bachelor degrees

Career Pathways

Archaeology

Museum/Library work

Teaching

Further Education

History

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire knowledge and understanding essential to an appreciation of forces that have shaped the ancient world. For any student with a love of the Ancient World.

Biology

General Course Description

Biology in Year 11 and Year 12 explores the diversity of life from a molecular to a biological systems level. This course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. This course provides the foundation knowledge and skills required to study biology after completing school and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on Earth and its habitats. Year 12 focuses on genetic technologies and its uses in the future. Infectious and non infectious diseases are also studied in Year 12.

Assessment Strategies

The assessment for Biology will include practical first-hand investigations, secondary source investigations, field research, examinations and a 15 hour depth study for both the Year 11 and Year 12 Courses.

Personal Requirements

Attributes such as curiosity, honesty, flexibility, persistence, critical thinking with a willingness to suspend judgment, tolerance of uncertainty and an acceptance of the status of scientific knowledge.

Commitment, tenacity, a willingness to take risks and make informed judgments.

Value and appreciate Biology.

Stage 6

Topics Studied

Year 11 Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics
- Depth Study

Year 12 Course

- Heredity
- Genetic change
- Infectious Disease
- Non-Infectious Disease and Disorders
- Depth Study

Further Studies

TAFE

Tertiary

Career Pathways

Biochemistry

Botany

Environmental Science

Health Professions

Conservation

Teaching

Environmental Protection

Teaching

Vertebrate Zoology

Wildlife Conservation

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Biology is a prerequisite for some tertiary courses.

Business Studies

Stage 6

General Course Description

Business Studies focuses on the nature and role of business, financial management (basic accounting), the responsibility of management and the skills required to investigate business information and issues.

Students will study values and attitudinal objectives concerning ethical and responsible business behaviours. This course also has a focus on key business functions, business case studies and analysing business problems.

This course can equip students with the skills required to set up their own small business.

Assessment Strategies

Class activities

Half Yearly and yearly examinations

Research assignments

Presentations

Personal Requirements

To achieve success in this course students need to have an interest in the many activities required for a business to be successful. Students need to have an understanding of business current affairs and sound literacy skills as they will be required to read a variety of materials and write extended responses.

Topics Studied

- Nature of Business
- Business Management
- Business Planning
- Business Operations
- Marketing
- Finance
- Human Resources

Further Studies

Tertiary studies in Commerce, Business, Finance, Accounting, Investment and Economics

Career Pathways

Small business ownership
Accounting
Office Management
Finance Industry Jobs
Real Estate Agent
Teacher

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is one of the most popular in NSW and has just been revised to make it more enjoyable for students.

Chemistry

General Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes, are central to human progress and our ability to develop future industries and sustainability.

This course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, the understanding of theories and laws, and the examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

Assessment Strategies

Formal exam, depth study, research and practical tasks.

Personal Requirements

Attributes such as curiosity, honesty, flexibility, persistence, critical thinking with a willingness to suspend judgement.

Tolerance of uncertainty and an acceptance of the status of scientific knowledge.

Commitment, tenacity, a willingness to take risks and make informed judgments.

Stage 6

Topics Studied

Year 11 Course

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions
- Depth Study

Year 12 Course

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas
- Depth Study

Further Studies

Links into first year study of most science based courses.

Career Pathways

Science / Teaching
Health / Nursing
Engineering / Mining
Lab Technician
Environmental Management Pharmacy
Medical Sport

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Chemistry is a prerequisite for some tertiary courses.

Chinese Beginners

General Course Description

This course is designed for students with little or no prior knowledge of the Chinese language. The prescribed topics are studied from two interdependent perspectives;

The personal world: This topic will enable students to use Chinese to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

The Chinese speaking communities: This topic will enable students to make enquiries and express ideas appropriately in order to undertake activities in communities where Chinese is spoken.

Assessment Strategies

Reading

Writing

Listening

Speaking

Formal examinations

Personal Requirements

Good communication skills.

Self motivation.

Stage 6

Topics Studied

- Home, family and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays, travel & tourism
- Future plans & aspirations

Further Studies

The study of Chinese Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions

Career Pathways

The study of Chinese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Chinese is an advantage in areas such as public relations, commerce, hospitality, education, marketing, industrial relations, media and tourism.

Link Program	Tertiary, Employment– Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

Community and Family Studies

General Course Description

This course is designed for students who display an interest in the contributions that individuals, groups, families and communities make in society. Students will study the community groups that make up our society. They will learn how they operate and how they assist the individual.

This course emphasises effective decision making and communication skills when dealing with community groups and individuals in the community.

Assessment Strategies

Critical Enquiry

Research Tasks

Individual Research Task

Formal Semester Examinations

Personal Requirements

An interest in current affairs in our community.

A sound knowledge and understanding of various community groups.

Solid organizational skills.

A keen interest and willingness to learn.

Stage 6

Topics Studied

- Resource management
- Individuals and groups
- Families & communities
- Research methodology
- Groups in context
- Parenting & caring
- Social impact of technology

Further Studies

Tertiary

TAFE

Career Pathways

Social Worker

Nurse

Teaching

Counselling

Health Industry

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This is a good course for those students wishing to learn about the various types of services available to families.

Dance

General Course Description

Dance in Stage 6 is designed for students to experience, understand and value dance as an art form through the study of the performance, composition and appreciation of dance.

Students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgments about dance. Students are then able to select a major from any of the core areas in addition to film, video and choreographing for the virtual body (animation).

Assessment Strategies

Practical performances

Interviews in relation to practical performances

Written examinations

Personal Requirements

The Stage 6 Dance course is a highly practical course and as such prior dance knowledge is recommended. Students should also be motivated to work independently and within a group context. Students should be willing and able to perform in front of the class, teachers and a wider audience, in addition to articulating their knowledge in both verbal and written forms.

Students must continue or start attending regular classes at their local dance school to support their learning.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Access to an external tutor is essential.

Stage 6

Topics Studied

- Safe dance practice
- Performance quality
- Generating movement
- Organising movement
- Organising the dance
- Development of dance
- Dance analysis
- Writing and criticism
- Choreographers & works

Further Studies

Tertiary study at University, industry courses and private colleges

Career Pathways

Dancer
 Performer
 Choreographer
 Critic
 Teacher
 Film Director
 Historian
 Animation / virtual choreographer.

Design and Technology

General Course Description

This course is suited to students interested in the skills and processes needed to design and manufacture products in a wide range of areas.

The subject encourages critical and abstract thinking and design theory practical projects.

In Year 11 students are required to design a unique table lamp and complete a focus study on designers.

In Year 12, students propose, research, design, document and produce a major work.

Students are encouraged to become independent, creative thinkers who produce innovative and high quality work.

Assessment Strategies

Theory and practical skills exercises

Formal written examinations

A major work externally assessed for the HSC

Personal Requirements

Students may require long sleeved shirts, long pants and enclosed leather shoes.

Students may also be required to purchase materials for their major work in Year 12.

Stage 6

Topics Studied

- Design processes
- Design theory
- Researching skills
- Material applications
- Communication
- Practical skills

Further Studies

Tertiary: Bachelor degrees in Design and Artistic fields

TAFE: Cert III, Diploma

Career Pathways

Pathways into Architecture, Industrial design, Fashion Design, Sculpture and other artistic areas and fields at University or TAFE.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students do not need to have studied Design and Technology in Stage 5.

Earth and Environmental Science

General Course Description

The Earth and Environmental Science Stage 6 Syllabus explores the Earth’s renewable and non-renewable resources and environmental issues. An understanding of the Earth’s resources and the ability to live sustainably on the planet is central to the purpose of the study of Earth and Environmental Science.

This course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore their knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth’s features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

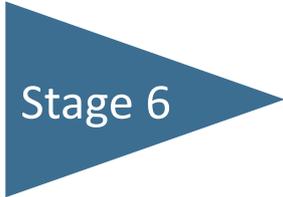
This course provides the foundation knowledge and skills required to study earth and environmental science after completing school and supports participation in careers in a range of related industries. The application of Earth and Environmental Science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia’s sustainable future.

Assessment Strategies

- Formal exam
- Depth study
- Research and practical tasks

Personal Requirements

- An interest in environmental issues.
- Good study habits.



Topics Studied

Year 11 Course

- Earth’s Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts
- Depth Study

Year 12 Course

- Earth’s Processes
- Hazards
- Climate Science
- Resource Management
- Depth Study

Further Studies

- TAFE
- University: Environmental Sciences

Career Pathways

- Environmental Science
- Environmental Engineer
- Geology
- Local government
- National Parks
- Forestry
- Teaching
- Management

Link program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	An excellent course for those students interested in environmental issues.

Economics

General Course Description

As a subject, Economics is distinctive because of the range of problems and issues that it investigates and the skills that it develops.

A student who has completed the Year 11 and Year 12 courses should have the knowledge and skills enabling them to: Comprehend the background and implications of contemporary economic issues; Discuss appropriate policies to solve economic problems and issues; Understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy.

Assessment Strategies

Research assignments

Formal exams

Personal Requirements

Students will benefit from the study of Economics if they enjoy engaging in studies that include business, government management of the economy, accounting and finance, media, law, marketing, employment relations and financial current affairs.

Stage 6

Topics Studied

- Introduction to Economics
- Consumers and Business Markets
- Labour Markets
- Financial Markets
- Government & the Economy
- The Global Economy
- Economic Management & Issues

Further Studies

Bachelor of Commerce

Business or Economics

Arts Degree

Actuarial Studies

Journalism

Law

Career Pathways

Share & finance industry, journalism, economic forecasting, banking, insurance, tourism, resource, environmental and property management, law, international relations, accounting, business management, tourism, foreign diplomacy, insurance, health.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is an academic course in which Camden Haven High School students have enjoyed success over many years.

Engineering Studies

General Course Description

Engineering Studies caters for those students wishing to study an Engineering discipline at University.

This course consists of various modules that look at different engineering areas such as bio engineering, household appliances, civic structures and aeronautics.

Across Year 11 and 12, eight different modules are studied. This subject combines well with the study of Physics and Mathematics.

Assessment Strategies

Assessment Tasks - report based tasks including research and practical experimentation

Formal written examinations

Personal Requirements

The ability to study independently.

An ability to present work in a clear and concise manner.

Show responsibility and independence to communicate regularly with teaching staff.

Good year 10 grades in Science and Mathematics are necessary.

Stage 6

Topics Studied

- Bio engineering
- Household appliances
- Braking systems
- Landscape products
- Personal and Public Transport
- Civic Structures Transport
- Aeronautics
- Telecommunications

Further Studies

Tertiary: Engineering, Design, Architecture and Science degrees

TAFE: Diploma in Engineering

Career Pathways

Pathways into Architecture

Industrial Design

Engineering and Scientific fields at University or TAFE.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students require good grades from the Year 10 Mathematics and Science courses.

English Advanced

General Course Description

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

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

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

Assessment Strategies

In Year 11 students must complete THREE assessment tasks which could include the following modes: reading, writing, listening, speaking, and viewing/representing.

ONE task must be a multimodal presentation.

Personal Requirements

Students who are above average in English and have a particular interest in literary and multimedia texts should undertake this course. Students should enjoy discussing and exploring issues that are raised in these texts. Students need to possess competent reading and writing skills and be confident to articulate considered opinions in class discussions.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / hours	2 years / 240 hours
Unit Value	2 units
ATAR cat.	Category A
General Information	Students who have a strong interest and ability in English should also undertake the Extension course.

Stage 6

Topics Studied in Year 11:

- Common Module: Reading to Write: Transition to Senior English
- Module A : Narratives that Shape our World.
- Module B : Critical Study of Literature

There are no prescribed texts for Year 11. However, a range of types of texts will be drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Further Studies

TAFE
Tertiary

Career Pathways

Journalist
Publisher
Teacher
Advertising Specialist
Desktop Publisher
Writer
Lecturer (University, TAFE)

English Standard

General Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

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

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

Assessment Strategies

In Year 11 students must complete THREE assessment tasks which could include the following modes: reading, writing, listening, speaking, and viewing/representing.

ONE task must be a multimodal presentation.

Personal Requirements

Students who study the Standard course will be given opportunities to become proficient in English to enhance their personal, social and vocational lives. They will be equipped for employment, TAFE and tertiary study.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is suitable for students who have a strong interest in English Literature.

Stage 6

Topics Studied in Year 11

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

There are no prescribed texts for Year 11. However, they must study:

- ONE complex multimodal or digital text in Module A
- ONE substantial literary print text in Module B, for example prose fiction, drama or poetry.
- A range of types of texts will be drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Further Studies

University

TAFE

Career Pathways

All careers require the effective use of English.

English Studies (Category B)

Stage 6

General Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

Assessment Strategies

Students must complete THREE assessment tasks which could include the following: reading, writing, listening, speaking, viewing and representing.

However: ONE task must be a portfolio based on all modules studied and ONE task must be a multimodal presentation applied to a real world scenario.

Personal Requirements

This course addresses the needs of a specific group of students who wish to complete and be awarded a HSC but who are seeking an alternative to Standard English.

Topics Studied

Mandatory Module in Year 11

- Achieving Through English - English and the worlds of education, careers and community

Electives:

- An additional 2-4 modules will be studied from a selection of elective modules.

Further Studies

TAFE

University (Optional)

Career Pathways

All careers require English usage

Link Program	Tertiary, Employment - Career, Job, Fast
Type of course	Counts as a Board Developed (Category B) Course
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	ATAR (Category B) or NON ATAR
General Information	Students have the choice to undertake an optional HSC examination that will contribute to the Australian Tertiary Admission Rank (ATAR). Students who DO NOT sit for the English Studies HSC Examination are not eligible for the calculation of an ATAR.

Food Technology

Stage 6

General Course Description

This course is designed to assist students understand the importance of food to the well-being of the individual and to the social and economic future of Australia. It provides students with an understanding of the production and processing of food. Food Technology has a practical food preparation and a research component which aims to enhance skills and knowledge in these areas and in food presentation.

Assessment Strategies

Food preparation tasks

Practical experiments and research

Observations

Written tasks

Examinations

Personal Requirements

Covered-in leather shoes.

Apron and a hat.

Access to a kitchen.

Topics Studied

- Food Availability & Selection
- Food Quality
- Nutrition
- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

Further Studies

TAFE: Diploma in Hospitality, Cert III Nutrition & Dietetic Assistance.

University: Bachelor of Business (Hospitality), Bachelor of Health Science, Bachelor of Nutrition & Dietetics.

Bachelor Science – Nutrition & Food Sciences.

Career Pathways

Food Technologist

Dietician, Diet Supervisor, Food Writer and Photographer, Nutritionist, Dietary Aid Hospital catering, Bio chemist, Food Processing Technician, Nursing, Personal Trainer, Fitness Instructor.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is available to all students. It is NOT necessary to have studied Food Technology in Stage 5 to study this subject. Practical lessons will have to be undertaken.

French Beginners

General Course Description

This course is designed for students with little or no prior knowledge of the French language. The prescribed topics are studied from two interdependent perspectives:

The personal world: This topic will enable students to use French to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

The French speaking communities: This topic will enable students to make enquiries and express ideas appropriately in order to undertake activities in communities where French is spoken.

Assessment Strategies

Reading

Writing

Listening

Speaking

Formal examinations

Personal Requirements

Good communication skills.

Self motivation.

Stage 6

Topics Studied

- Home, family and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays, travel & tourism
- Future plans & aspirations

Further Studies

The study of French can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

Career Pathways

French is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

French Continuers

General Course Description

This course is designed for students who have already studied French in Stage 5. Students will improve their ability to conduct business, exchange information and express their own opinions in French.

They will gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

In addition, students will have the opportunity to develop their technology skills, by interacting with others via communications technology.

In Year 12 there is also the opportunity to enrol in the French Extension course.

Assessment Strategies

Reading
Writing
Listening
Speaking
Formal examinations

Personal Requirements

Good communication skills.
Self motivation.

Stage 6

Topics Studied

- The individual
- The French-speaking communities
- The changing world

Further Studies

The study of French can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

Career Pathways

French is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment– Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for continuing students only.

Geography



Stage 6

General Course Description

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a course in which students develop the ability to recognise and understand environmental change and the interactions which takes place in our world.

Geography students investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The course investigates a number of modern case studies looking at traditional and modern environmental management methods.

Assessment Strategies

Research assignments

Formal exams

Personal Requirements

To enjoy and achieve success in this course, students need to have an interest and curiosity about why the world's people and their environments are so varied. Students need to have sound literacy skills as students need to write extended responses in the HSC.

Topics Studied

- Biophysical interactions
- Global Challenges
- Development Geography
- Natural resource use
- Population Geography
- Ecosystems at Risk
- Urban Places
- People and Economic activity

Further Studies

Bachelor of Earth and Environmental Science
 Education
 Arts
 Town Planning
 Law
 Police

Career Pathways

National Parks
 Wildlife officer
 Eco-tourism operator
 Teacher
 Police Officer
 Journalist
 Scientist
 Engineer
 Vet
 Town Planner
 Meteorologist

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Camden Haven High School students have achieved great success in HSC Geography.

German Beginners

General Course Description

This course is designed for students with little or no prior knowledge of the German language. The prescribed topics are studied from two interdependent perspectives;

The personal world: This topic will enable students to use German to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

The German speaking communities: This topic will enable students to make enquiries and express ideas appropriately in order to undertake activities in communities where German is spoken.

Assessment Strategies

Reading

Writing

Listening

Speaking

Formal examinations

Personal Requirements

Good communication skills.

Self motivation.

Stage 6

Topics Studied

- Home, family and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays, travel & tourism
- Future plans & aspirations

Further Studies

The study of German can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

Career Pathways

German is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism, education and engineering.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

German Continuers



General Course Description

This course is designed for students who have already studied German in Stage 5 or have equivalent skills due to a family background. Students will improve their ability to conduct business, exchange information and express their own opinions in German.

They will gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

In addition, students will have the opportunity to develop their technology skills by interacting with others via communications technology.

Assessment Strategies

- Reading
- Writing
- Listening
- Speaking
- Formal examinations

Personal Requirements

- Good communication skills.
- Self motivation.

Topics Studied

- The individual
- The German-speaking communities
- The changing world

Further Studies

The study of German can be combined with many university courses & TAFE courses such as Hospitality, Tourism and STEM subjects.

Career Pathways

German is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism, education and engineering.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for continuing students only.

Indonesian Beginners

Stage 6

General Course Description

This course is designed for students with little or no prior knowledge of the Indonesian language. The prescribed topics are studied from two interdependent perspectives;

The personal world: This topic will enable students to use Indonesian to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

The Indonesian speaking communities: This topic will enable students to make enquiries and express ideas appropriately in order to undertake activities in communities where Indonesian is spoken.

Assessment Strategies

Reading
Writing
Listening
Speaking
Formal examinations

Personal Requirements

Good communication skills.
Self motivation.

Topics Studied

- Home, family and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays, travel & tourism
- Future plans & aspirations

Further Studies

The study of Indonesian can be combined with many university courses & TAFE courses such as Hospitality and Tourism.

Career Pathways

Indonesian is an advantage in areas such as public relations, commerce, education, marketing, international relations, media and tourism, foreign aid and military.

Link Program	Tertiary, Employment– Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

Information Processes and Technology

General Course Description

This course teaches students about information-based systems and the role they play in society. The theoretical components of this course look at how to plan and create computer solutions in a variety of areas of study. Students also develop an understanding of the technologies used when creating and using computer solutions. Software used during this course includes Microsoft Office, including databases and spreadsheets, Adobe Creative suite - especially Dreamweaver, Photoshop, movie and audio editing software.

Assessment Strategies

Project work as individuals

Presentations

Research activities

Examinations

Personal Requirements

Students should have a desire to learn and use a variety of different technologies and software applications. They should seek to expand their ideas of technology to become creators instead of simply users.

Access to a computer with internet.

Preference for Windows operating systems.

Stage 6

Topics Studied

Year 11 Course

- Introduction to information skills and systems
- Tools for information processes
- Developing information systems

Year 12 Course

- Project management
- Information systems and databases
- Communication systems
- Decision support systems
- Multimedia systems

Further Studies

TAFE

University

On the job training

Career Pathways

Business Equipment, Cabling & Equipment, Installation, Communications Design, Computer Engineering, Network Administration, Computer Technical support, Graphic Design, Printing and Publishing, Telecommunications, Website design, Computer/Data Entry Operator, Security Systems Installations, Computer Technician, Office Administration

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Stage 5 Information and Software Technology is a good foundation but not a requirement for the study of this subject.

Investigating Science

Stage 6

General Course Description

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with the ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, this course aims to enhance students' analytical and problem-solving skills in order to make evidence-based decisions and engage with and positively participate in, an ever-changing, interconnected technological world.

Year 11 students:

Develop knowledge and understanding of cause and effect.
Develop knowledge and understanding of models, theories and laws.

Year 12 students:

Develop knowledge and understanding of science and technology.
Develop knowledge and understanding of contemporary issues involving science.

Assessment Strategies

Practical investigation field studies.
In-depth research studies.
Examinations.

Personal Requirements

An inquisitive mind. Sound organisational skills and an interest in the scientific world. Seeing science in the everyday world around them.

Topics Studied

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
- * 30 hours must be allocated to depth studies within the 120 indicative course hours.**

Year 12

- Module 5: Scientific Investigations
 - Module 6: Technologies
 - Module 7: Fact or Fallacy?
 - Module 8: Science and Society
- * 30 hours must be allocated to depth studies within the 120 indicative course hours.**

Further Studies

Develops investigative and research skills that will benefit further study.

Career Pathways

Science Journalism
Communication Studies
Humanities
Teaching

Link Program	Tertiary, Employment - Career, Job
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This can be combined with any other HSC Science course.

Italian Beginners

Stage 6

General Course Description

This course is designed for students with little or no prior knowledge of the Italian language. The prescribed topics are studied from two interdependent perspectives;

The personal world: This topic will enable students to use Italian to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

The Italian speaking communities: This topic will enable students to make enquiries and express ideas appropriately in order to undertake activities in communities where Italian is spoken.

Assessment Strategies

Reading
Writing
Listening
Speaking
Formal examinations

Personal Requirements

Good communication skills.
Self motivation.

Topics Studied

- Home, family and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays, travel & tourism
- Future plans & aspirations

Further Studies

The study of Italian Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions

Career Pathways

Italian is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment - Career, Job
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

Japanese Beginners

General Course Description

This course is designed for students with little or no prior knowledge of the Japanese language. The prescribed topics are studied from two interdependent perspectives;

The personal world: This topic will enable students to use Japanese to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

The Japanese speaking communities: This topic will enable students to make enquiries and express ideas appropriately in order to undertake activities in communities where Japanese is spoken.

Assessment Strategies

Reading
Writing
Listening
Speaking
Formal examinations

Personal Requirements

Good communication skills.
Self motivation.

Stage 6

Topics Studied

- Home, family and neighbourhood
- People, places & communities
- Education & work
- Friends, recreation & pastimes
- Holidays, travel & tourism
- Future plans & aspirations

Further Studies

The study of Japanese Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions

Career Pathways

Japanese is an advantage in areas such as public relations, commerce, hospitality, education, marketing, international relations, media, tourism, linguistics and teaching English in Japan.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

Japanese Continuers

General Course Description

This course is designed for students who have already studied Japanese in Stage 5. Students will improve their ability to conduct business, exchange information and express their own opinions in Japanese.

They will gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

In addition, students will have the opportunity to develop their technology skills by interacting with others via communications technology.

Assessment Strategies

Reading

Writing

Listening

Speaking

Formal examinations

Personal Requirements

Good communication skills.

Self motivation.

Stage 6

Topics Studied

- The individual
- The Japanese-speaking communities
- The changing world

Further Studies

The study of Japanese can be combined with many university courses & TAFE courses such as Hospitality and Tourism

Career Pathways

Japanese is an advantage in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for continuing students only.

Legal Studies

General Course Description

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students will develop an understanding of legal concepts and the way the law functions in our society.

Students will also develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all of us.

Assessment Strategies

Research investigation

Source analysis

Written extended responses

Examinations

Personal Requirements

Interest in the Law.

Interest in Human Rights.

Interest in the Court System.

Good study habits.

Stage 6

Topics Studied

Year 11 Course

The legal system:

- Basic legal concepts
- Sources of contemporary Australian law
- Classification of law
- The individual and the law
- Your rights and responsibilities
- Resolving disputes
- Contemporary issue: the individual and technology

Year 12 Course

Crime:

- The nature of crime
- The criminal investigation process
- The criminal trial process
- Sentencing and punishment
- Young offenders
- International crime human rights
- The nature and development of human rights
- Promoting and enforcing human rights
- Family

Further Studies

TAFE, Tertiary

Career Pathways

Solicitor, Barrister and Judge Police Officer, Medicine, Teacher, Youth/ Social Worker.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire knowledge and understanding essential to develop an appreciation of legal issues and requirements that have shaped the modern world.

Mathematics Extension 1

General Course Description

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

Introductory concepts and techniques of differential and integral calculus form a strong basis of the courses and are developed and used across the courses through a range of applications.

This course gives students a thorough understanding of and competency in, aspects of mathematics including many that are applicable to the real world.

It is a recommended basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the physical and engineering sciences.

Assessment Strategies

Written tasks

Tests and Examinations

Practical Tasks

Personal Requirements

Equipment: Students must provide a scientific calculator (available through the school or by private purchase).



Stage 6

Topics Studied

Year 11

- Further work with functions
- Polynomials
- Inverse trigonometric functions
- Further trigonometric identities
- Rates of change
- Working with combinatorics

Year 12

- Proof by mathematical induction
- Introduction to vectors
- Trigonometric equations
- Further calculus skills
- Applications of calculus
- The binomial distribution

Further Studies

Tertiary

Career Pathways

Careers with a tertiary qualification with a major in Mathematics require a working knowledge of this course.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 120 hours
Unit Value	1 unit in each Year 11 and Year 12
ATAR category	Category A
General Information	This course must be studied concurrently with Mathematics Advanced. It is a prerequisite for Mathematics Extension 2 in Year 12.

Mathematics Advanced

General Course Description

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

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

Assessment Strategies

Written tasks

Tests and Examinations

Practical Tasks

Personal Requirements

Equipment: Students must provide a scientific calculator (available through the school or by private purchase).

Stage 6

Topics Studied

Year 11

- Working with Functions
- Trigonometry and measure of angles
- Trigonometric functions and identities
- Introduction to differentiation
- Logarithms and exponentials
- Probability and discrete probability distributions

Year 12

- Graphing techniques
- Trigonometric functions and graphs
- Differential calculus
- Applications of differentiation
- Integral calculus
- Modelling financial situations
- Descriptive statistics and bivariate Data analysis
- Random variables

Further Studies

TAFE, Tertiary

Career Pathways

Careers with a tertiary qualification that require a working knowledge of Mathematics in their course. For example, Engineering and Science subjects.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / hours	2 years / 240 hours
Unit Value	2 units
ATAR cat.	Category A
General Information	Students who do not have a solid grasp of the Stage 5 5.3 course may experience difficulties with the content of this course.

Mathematics Standard

General Course Description

The Mathematics Standard courses are focussed on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Year 12 (HSC) subjects.

At the completion of the Year 11 course, students continue their Year 12 studies in either the Mathematics Standard 1 or Mathematics Standard 2 pathway.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training.

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

Assessment Strategies

Written tasks
Tests and examinations
Practical tasks

Personal Requirements

Students require a scientific calculator.
It is recommended that students wishing to study Mathematics Standard 1 in Year 12 have a solid grasp of the Stage 5, 5.1 course. For those students wishing to attempt Mathematics Standard 2 in Year 12, having a solid grasp of the Stage 5, 5.2 course is recommended.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / hours	2 years / 240 hours
Unit Value	2 units
ATAR cat.	Category A
General Information	Mathematics Standard 1 and 2, Year 12 are Board developed externally examined courses. Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre to contribute to the student's ATAR as a Category B course.

Stage 6

Topics Studied

- Algebra
- Formulae and equations
- Linear relationships
- Measurement
- Applications of measurement
- Working with time
- Financial mathematics
- Money matters
- Statistical analysis
- Data analysis
- Relative frequency and probability

Further Studies

TAFE
Tertiary

Career Pathways

Numerous - many careers with a tertiary qualification require a working knowledge of the mathematics in this course.

Modern History

General Course Description

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources.

It offers students the opportunity to investigate the possible motivations and actions of individuals and groups and how they have shaped the world politically, culturally, economically and socially.

Modern History enables students to trace the historical background of contemporary issues. It equips students with the knowledge, understanding and skills to help them examine and make sense of the world around them.

Assessment Strategies

Research investigation

Source analysis

Written extended responses

Examination

Personal Requirements

An interest in historical sources.

An interest in world history.

Good study habits.

Stage 6

Topics Studied

Year 11 Course

- The decline and fall of The Romanovs
- The investigation of historic sites and sources
- Indo China
- The contestability of the past
- The Making of the Modern World: WW1 1914 - 1919

Year 12 Course

- Russia and the Soviet Union (1917 - 1941)
- Conflict in Indochina (1954 - 1979)
- Civil rights in the USA (1945 - 1968)
- Power and Authority in the Modern World (1919 - 1946)

Link Program	Tertiary, Career, Employment
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire the knowledge and understanding essential in developing an appreciation of forces that have shaped the modern world.

Further Studies

Tertiary

TAFE

Career Pathways

Politics

Museum / Library work

Teaching

Further Education

Journalism

Music 1

Stage 6

General Course Description

In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of Performance, Composition, Musicology and Aural, within the context of a range of styles, periods and genres.

Assessment Strategies

Performance as a soloist or in a group on instrument or voice.
 The composition of student’s own work based on topics of study.
 A musicology “Viva Voce” discussion with the teacher about the topic. Aural skills are also formally examined by listening to recordings and responding to questions about the concepts of music.

Personal Requirements

An ability to play an instrument or sing, or the determination to learn how.
 Personal discipline to practise your instrumental or vocal skill.
 An open attitude to musical styles and the desire to learn about different types of music.

Topics Studied

Most common topics studied are:

- Australian Music
- Music of the 20th & 21st Centuries
- Rock
- Jazz
- Popular Music
- Music for radio, film, TV and multimedia

Further Studies

Music
 Music education
 Creative industries
 Sound engineering
 Entertainment

Career Pathways

Musician
 Music Teacher
 Composer
 Audio Engineer

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	There is no prerequisite for this subject.

Personal Development, Health, Physical Education

General Course Description

This course provides opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active lifestyle.

It also includes a major focus on key issues relating to Australia's health status and factors that affect physical performance.

Assessment Strategies

Research projects

Critical enquiry in tasks

Semester examinations

Personal Requirements

An interest and appreciation for personal health and physical activity.

A capacity to think critically about a range of health and sports performance issues.

Well organised.

Sound study habits.

Stage 6

Topics Studied

- Better health for individuals
- The body in motion
- First Aid
- Composition and performance
- Fitness choices
- Outdoor Recreation
- Health priorities in Australia
- Factors effecting performance
- Sports medicine
- Improving performance
- The health of young people
- Equity and Health

Further Studies

TAFE

Tertiary

Career Pathways

Health & Physical Education

Teaching Health Sciences (physio, nursing, sports medicine)

Sports Administration

Sports Management

Sports Coaching

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This is a theoretically based subject.

Physics

General Course Description

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. Physics challenges our imaginations with concepts, like relativity and it leads to great discoveries, like computers and lasers, which lead to technologies that can change our lives - from healing joints, to curing cancer, to developing sustainable energy solutions. Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles.

Year 11 and Year 12 Physics Courses offer an exciting opportunity to engage with Physics, develop problem-solving skills and gain a better understanding of the world around us. The content is designed to be relevant to day to day life with emphasis placed on real world situations.

Assessment Strategies

Achievement is assessed through a range of challenging, but engaging, investigations and research tasks, as well as formal examinations in preparation for the HSC

You will complete an in-depth study of your choosing that is related to the topics you will be studying

Personal Requirements

Excellent mathematical skills with ongoing study in this area.

Attention to detail.

The pursuit of excellence.

A willingness to learn.

An interest in how things work.

Stage 6

Topics Studied

Year 11 Course

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism
- Depth study

Year 12 Course

- Advanced mechanics
- Electromagnetism
- The nature of light
- From the universe to the atom
- Depth study

Further Studies

University: Sciences, Engineering, Mathematics, Design and Health.

Career Pathways

Engineering

Radiologist

Nuclear Scientist

Geophysicist

Astronomer

Materials Scientist

Designer

Beneficial in most career paths and highly valued in areas such as programming, economics, analysis, banking, business, health, insurance etc.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Recommended for students who have selected a career pathway in this field.

Society and Culture

General Course Description

The goal of Society and Culture is the development of social and cultural literacy through an understanding of the interaction of persons, societies, cultures, environments and time. It draws on cross-disciplinary concepts and social research methods from: anthropology, communication, cultural and media studies, philosophy, social psychology and sociology.

This course has direct relevance to the immediate needs of students, their interests and to their future lives by enabling them to develop an understanding of themselves, their own society and culture and the societies and cultures of others leading to cultural literacy.

Society and Culture is a conceptually based course that promotes an awareness of the cultural continuities and changes within societies and cultures. It provides students with the skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. This course promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

Assessment Strategies

Research projects

Multiple choice and short answer questions

Written extended responses (Essays)

Examinations

Personal Requirements

An interest in cultures, societies and people.

An interest in communication and research skills.

An interest in learning about yourself.

Stage 6

Topics Studied

Year 11 Course

- The social and cultural world
- Personal and social identity
- Intercultural communication

Year 12 Course

- Personal Interest Project (core)
- Social and cultural continuity and change (Core)

Two Depth Studies from:

- Popular culture
- Belief systems and ideologies

Further Studies

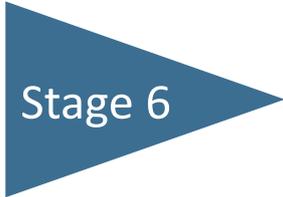
Tertiary - various bachelor degrees
TAFE

Career Pathways

All jobs working with people - especially media, communications, the arts, teaching, nursing, social work, psychology, police force, higher education.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students acquire the knowledge and understanding essential in developing an appreciation of societies, cultures, people, environments and events that have shaped the modern world.

Software Design and Development



General Course Description

The focus of Software Design and Development is the creation of computer based solutions that require the design of computer software. This includes website development at code level and multimedia programming of games and animations. Students will gain programming skills and the knowledge of the underlying principles of software design and development. Emphasis is placed on project management.

Assessment Strategies

- Completion of theory and practical work
- Creating programming solutions
- Written exams

Personal Requirements

- Interested in learning programming languages.
- The ability to be creative and spend time solving programming problems.
- Access to a computer with internet.
- This course will be delivered under the Windows operating system.

Topics Studied

- Concepts & issues in the design & development of software
- Introduction to software development
- Developing software solutions
- Programming languages may include:
 - UNITY
 - Python
 - Pygame
 - C++

Further Studies

TAFE: Certificates, Diploma University: IT, Computer Engineering

Career Pathways

- Computer engineering
- Website design & development
- Project management
- Content management
- Communication systems
- Education

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is available to all students. It is NOT necessary to have studied Information Software and Technology to study this subject.

Spanish Beginners

General Course Description

This course is designed for students with little or no prior knowledge of the Spanish language. The prescribed topics are studied from two interdependent perspectives:

The personal world: This topic will enable students to use Spanish to express and share ideas about experiences and activities in relation to daily life and transactions in their own world.

The Spanish speaking communities: This topic will enable students to make enquiries and express ideas appropriately in order to undertake activities in communities where Spanish is spoken.

Assessment Strategies

Reading
Writing
Listening
Speaking
Formal examinations

Personal Requirements

Good communication skills.
Self motivation.

Stage 6

Topics Studied

- Home, family and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Further Studies

The study of Spanish Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions

Career Pathways

Spanish is an advantage in areas such as public relations, commerce, hospitality, marketing, international relations, media and tourism.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students will need to meet an eligibility criterion for this course. It is for beginners only.

Textiles and Design

General Course Description

This course is designed to enable students to understand and appreciate the nature and significant role that textiles play in society. It has a major practical component that develops confidence and skills in the selection, design, manufacture and application of textile items.

Assessment Strategies

Major Textile Project (and accompanying documentation)

Practical experiments and research

Written tasks

Examinations

Personal Requirements

Access to a sewing machine and equipment is essential.

Materials for project.

Basic sewing skills are an advantage.

Stage 6

Topics Studied

- Design
- Properties and performance of textiles
- Australian textile, clothing, footwear & Allied Industries
- Major textile project

Further Studies

TAFE: Cert IV, Diploma, Advanced Diploma in Fashion Design and Technology.

University: Bachelor of Design in Fashion & Textiles, Bachelor of Design in Visual Communication, Bachelor of Design in Interior Architecture.

Career Pathways

Fashion designer
Retail buyer
Graphic designer
Textile researcher
Textile technologist
Theatre and stage

STEM Applications

Textile fibre, yarn and fabric innovations
E-Textiles and Smart Textiles
Technological change in Textile machinery
Environmental sustainability
E-commerce

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	This course is available to all students. It is NOT necessary to have studied Textiles Technology to study this subject. Practical lessons will have to be undertaken.

Visual Arts

Stage 6

General Course Description

The Visual Arts Stage 6 course involves students in art making, art criticism and art history. It is designed to foster the development of an informed appreciation of all forms of the visual arts. Students develop their own artwork culminating in a 'body of work'. They critically and historically investigate artists and artworks from Australia and those of other cultures, traditions and times. The Year 11 course is more broadly based while the Year 12 (HSC) course provides for deeper and more complex investigations.

Assessment Strategies

Assessment is based on a variety of performance strategies: Students verbally discuss their art making. Students investigate other artists and their works in written tasks both short answer and extended essays. Students create artworks culminating in a 'body of works'. Students critically analyse their own works and those of other artists, designers and architects.

Personal Requirements

Personal discipline to develop the skills required in their chosen media to produce an accomplished 'body of works'. The ability to verbally describe artworks and articulate concepts related to this study. An open attitude to artistic styles, including the contemporary, and the desire to learn about artists and their works.

Topics Studied

Year 11

- "Still Life" - An exploration of "objects"
- Conflict - Social and Political Issues; Picasso's 'Guernica' and other related works
- "The Archibald"- the modern portrait and contemporary practice

Year 12

- "Artists and their World"
- "Shock Horror": artworks which have shocked their audience
- "Cultured Comment"
- "Art Practice"
- "Responding to the Question"

Further Studies

Tertiary: Applied Arts, Design & Architecture

TAFE: Diploma courses

Career Pathways

Commercial artist
 Visual arts teacher
 Industrial designer
 Graphics (Publishing)
 Architect

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category A
General Information	Students do not need to have studied Visual Arts in Stage 5.



VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VOCATIONAL EDUCATION AND TRAINING COURSES - CATEGORY B

Business Services

Retail Services

***NOTE: Only one of these courses may be included in the calculation of your ATAR.
All have mandatory work placement.***

FREQUENTLY ASKED QUESTIONS

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

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

What is the Australian Quality Framework (AQF)?

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

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

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

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

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

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

How do foundation and employability skills relate to VET courses?

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

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

Business Services

Certificate II Business BSB20115

General Course Description

This course is designed for students who want to work in the business industry and provides an opportunity to obtain credit towards a national vocational qualification.

Students will be able to gain skills in office administration, business communication, safe work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries.

Assessment Strategies

Observation

Written tasks

Competency tests

Integrated practical tasks

Personal Requirements

Good communication skills.

Enjoy working with people.

Attention to detail.

Stage 6

Topics Studied

- Communication in the workplace
- Service delivery to customers
- Effective work practices in a business environment
- Process & maintain workplace information
- Contribute to the health & safety of self and others
- Participate in environmentally sustainable work practices
- Organise & complete daily work activities
- Work effectively with others
- Use business technology
- Handle mail
- Develop keyboard skills
- Produce simple word processed documents
- Create & use spreadsheets
- Communicate electronically

Further Studies

TAFE: Range of Certificate III qualifications, Diploma in Business,
University: Bachelor in Business

Career Pathways

Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior, Receptionist.

Link Program	Tertiary, Employment - Career
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category B (if sitting optional HSC exam)
General Information	This is a nationally recognised qualification. Certificate II Business BSB20115 A school based traineeship is available. 70 hours mandatory work placement (35 hours minimum per year).

BSB20115 Certificate II in Business (BSBv3)

Statement of Attainment towards BSB20115 Certificate II in Business (BSB - Business Services Training Package -Version 3)

2020 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES

This Course is available as	2Units x 1year/120 hours	2Units x 2years/240 hours	4Units x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient units below will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from Australian Apprenticeship Pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Elective Units	
BSBWHS201	Contribute to health and safety of self and others	BSBWOR202	Organise and complete daily work activities
BSBCUS201	Deliver a service to customers	BSBWOR203	Work effectively with others
BSBIND201	Work effectively in a business environment	BSBINM202	Handle mail
BSBINM201	Process and maintain workplace information	BSBITU211	Produce digital text documents
TLIP2029	Prepare and process financial documents	BSBITU212	Create and use spreadsheets
BSBSUS201	Participate in environmentally sustainable work practices	BSBWOR204	Use business technology
BSBINN201	Contribute to workplace innovation	BSBITU307	Develop keyboarding speed and accuracy

Course contribution (to be made directly to school): \$ NIL

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. *Please discuss with your school if you are unable to, or have difficulty meeting these requirements.*

- **NIL requirements**

Exclusions:

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

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

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

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESAs) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESAs requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://northernsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESAs).

Retail Services

Statement of Attainment towards Certificate III - Retail SIR30216

General Course Description

This course is designed for students to develop the skills and knowledge to become an effective employee in various retail store settings, such as speciality stores, supermarkets, department stores and retail fast food outlets. Sales assistants aim to encourage customers in retail businesses to buy and return to buy again. They advise customers on the price, location, selection, use and care of goods available in the store, as well as offering services such as laybys and delivery to provide good customer service.

Assessment Strategies

Observation

Written tasks

Competency tests

Integrated practical tasks

Personal Requirements

Good communication skills.

Enjoy working with people.

Attention to detail.

Stage 6

Topics Studied

- Engage the Customer
- Assist with customer difficulties
- Build customer relationships and loyalty
- Work effectively in a team
- Work effectively in a service environment
- Identify and respond to security risks
- Sell to the retail customer
- Contribute to workplace health and safety
- Receive and handle retail stock
- Follow point-of-sale handling procedures
- Produce visual merchandise displays
- Advise on products and services

Either:

- Balance and secure point-of-sale terminal
- Organise and maintain the store environment

or

- Support marketing and promotional activities
- Work with diverse people

Further Studies

TAFE: Certificate IV- Retail Diploma

University: Bachelor in Business

Career Pathways

Sales Assistant, Retail Assistant (Office), Sales Administrator, Supervisor, Trainee, Retail Store Manager, Retail Buyer.

Link Program	Tertiary, Employment - Career, Job
Type of course	Board Developed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Category B (if sitting optional HSC exam)
General Information	NTIS—this is a nationally recognised qualification Certificate III Retail Services SIR30216. A school based traineeship is available. 70 hours mandatory work placement (35 hours minimum per year).

SIR30216– Retail Services Training Package (Release 2.0)
Certificate III in Retail or Statement of Attainment
2020 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

This Course is available as	2Units x 1year 120 Hour	2Units x 2 years 240 Hour	4Units x 1 year 240 hour
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The course structure will be based on SIR30216			
Compulsory/Core Units		HSC Examinable*	Elective Units
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSLS002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK002	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSLS001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
Course contribution (to be made directly to school): \$ NIL Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> NIL requirements 	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			

Assessment and course completion

Competency-based assessment

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- 2 Units x 1 year courses: 35 hours
- 2 Units x 2 years courses: 70 hours
- 4 Units x 1 year courses: 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

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

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

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Qualification changes and updates

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Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeships and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).



BOARD ENDORSED STUDIES

(NON-ATAR)

CONTENT ENDORSED COURSES

Exploring Early Childhood

Marine Studies

Work Studies

Exploring Early Childhood

Stage 6

General Course Description

This course introduces students to the concept of childhood by exploring children's growth and development from conception to the early school years. By completing this course students will develop an understanding of the importance of the early childhood years. Students will gain an appreciation of the role of families and communities in providing opportunities for young children in nurturing and challenging environments.

Assessment Strategies

Written & oral reports

Group presentations

Yearly examination

Personal Requirements

An interest and appreciation for young children and parenting skills.

A keen interest in learning how to be a better parent.

Organisational skills.

An interest in learning about young children.

Topics Studied

- Child growth and development
- Physical and emotional development
- Importance of play
- Learning values of young children
- Positive interactions with young children
- Childhood health and safety

Further Studies

Early Childhood centres

TAFE

Career Pathways

Early Childhood Teacher

Teaching

Nursing

Child Counsellors

Primary Teaching

Link Program	Employment - Career, Job
Type of course	Content Endorsed
Duration / Hours	2 years / 240 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	This course is a Non ATAR CEC.

Marine Studies

General Course Description

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

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

Assessment Strategies

Formal exams

Research tasks

Field studies

Personal Requirements

Students need a genuine interest in the oceans.

Well organised and conscientious in completing course work.

Stage 6

Topics Studied

- Marine Safety and First Aid
- Dangerous Marine Creatures
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime Employment
- Seafood Handling
- Anatomy & Physiology of Marine Organisms
- The Marine Aquarium
- Estuarine Studies
- Coral Reef Ecology
- Sea birds of our Coast
- Marine Archaeology

Further Studies

Links to tertiary study and vocational pathways

Career Pathways

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

Link Program	Employment - Career, Job
Type of course	Content Endorsed
Duration / Hours	1 year /120 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	This subject can be studied in Year 11 and/or 12 as a 2 unit course.

Work Studies

General Course Description

Work in all its forms, paid and unpaid, plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work with many occupations not yet existing.

The strongly practical orientation of this course will assist students recognise potential job opportunities, develop their skills in accessing work related information, presenting themselves to potential employers and functioning effectively in the workplace. Opportunities exist for students to undertake extended work placement to allow for the development of employability and specific job-related skills.

Assessment Strategies

Practical tasks

Research activities

Workplace activities

Observation and written activities

Personal Requirements

Good communication skills.

A willingness to experience the world of work.

Stage 6

Topics Studied

Core:

- My Working Life

Electives:

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork & Enterprise
- Managing Work & Life
- Workplace Issues

Optional:

- Experiencing Work

Further Studies

An awareness of the importance of lifelong learning and the development of skill in communication, teamwork, problem solving, enable students to successfully enter post school learning.

Career Pathways

This course assists students identify potential career opportunities for a wide range of industries.

Link Program	Employment - Career, Job
Type of course	Content Endorsed Course
Duration / Hours	2 years / 240 hours or 1 year / 120 hours
Unit Value	2 units
ATAR category	Non ATAR
General Information	Work placement is offered as a learning experience.