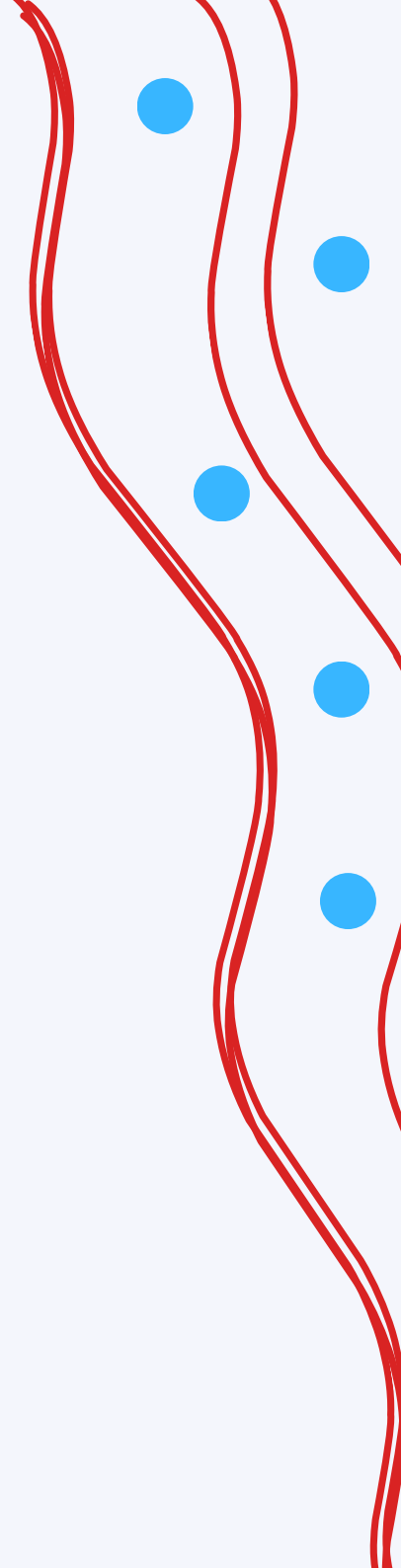




Kempsey High School

Year 11 2024

Subject Selection Handbook



MESSAGE TO STUDENTS, PARENTS & CARERS

We strive to give our students the best support and success in the HSC years and we are excited about the plans in place for 2024 and beyond. The future holds some amazing opportunities for students within our school.

Throughout Term 3, students currently in Year 10 will engage in a process to help them plan their futures. They will be provided with information about career options and will discuss which subjects would be most suitable for their career choices for Years 11 and 12.

The subjects that students choose to study for their senior program need to be selected carefully. My advice to students about subject choices is:

- choose subjects you enjoy and in which you have experienced past success;
- assess your skills and choose subjects based on those skills;
- try to link your subjects with your desired career direction;
- do not narrow your focus too much- allow for flexibility

Choose carefully and ask for advice if you need it. We would like all students to have a fulfilling, successful and rewarding senior program based on wise subject choices.

During the next few weeks, try to gain as much information as possible from staff and feel free to contact me or members of the curriculum team at any time regarding selection or senior school requirements.

Simon McKinney- Executive Principal

SUBJECT CHOICES- KEY DATES & TIMELINE

Year 10 into 11 subject information session

Wednesday 23rd August/ Week 6

Online subject selections open

Thursday 24th August/ Week 6

Year 10 into 11 subject selection interviews

Monday 28th August- Friday 1st September/ Week 7

Round 1- Online subject selections close

Friday 1st September/ Week 7

Final Lines and Subject Confirmation

Friday 15th September/ Week 9

STUDYING FOR THE HIGHER SCHOOL CERTIFICATE

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

To be eligible to enter Year 11 & Year 12 you must:

- complete Year 10 or its equivalent; or
- be granted provisional eligibility;
- complete the HSC “All my own work” modules.

In order to receive the HSC you must:

- study an approved pattern of Year 11 and Year 12 courses;
- have a satisfactory record of attendance and application in each course;
- satisfactorily undertake the school's assessment program in each course;
- complete a sufficient number of Year 11 and Year 12 courses
- complete the HSC Minimum Standards tests for Numeracy, Literacy and Writing

COURSE PATTERNS

Most courses offered for the Higher School Certificate have a 2-unit Year 11 and a 2 unit Year 12 component.

Each 2 unit course requires approximately 120 hours per year of classroom study.

Extension study at KHS is available in English and Mathematics courses and requires students to develop greater competence and understanding.

VET courses may be counted as either Year 11 or Year 12 courses.

There are two main types of courses:

BOARD DEVELOPED

These are courses for which the Board of Studies develops a syllabus setting out the aims, objectives, outcomes, structure and content. Most Board Developed courses, including the VET Framework courses, may contribute to the calculation of the ATAR.

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally and do not contribute to an ATAR.

BOARD ENDORSED

There are two types of Board Endorsed Courses: Content Endorsed and locally developed.

All of the courses available at KHS are Content Endorsed Courses that have syllabuses endorsed by the Board of Studies to cater for areas of special interest.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement (ROSA). However, Board Endorsed Courses do not count towards the calculation of the ATAR as there is no external exam and assessment is school-based.

REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:

- 12 units in your Year 11 study pattern (Year 11 – 3 terms);
- 10 units in your Year 12 pattern (Year 12 – 4 terms starting Term 4 Year 11).

Both study patterns must include:

- at least six units of Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of 2 unit value or greater;
- at least four subjects.

Note:

**English is the only compulsory Higher School Certificate subject.
No more than six units of Science courses can be studied in any one year.**

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required Higher School Certificate examinations must be made.

SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Year 11 and Year 12 courses.

Course completion criteria

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

- (a) followed the course developed or endorsed by the Board of Studies;
- (b) applied himself/herself with diligence and sustained effort to the set tasks and experiences provided by the course;
- (c) achieved most or all of the course outcomes.

Full details of the NESA HSC Rules can be found in the Assessment, Certification and Examination (ACE) Manual.

The manual is available from the
school or on the NESA web site
<https://ace.nesa.nsw.edu.au/>



ACCUMULATION OF THE HIGHER SCHOOL CERTIFICATE

There are various pathway provisions for students to accumulate their HSC. The most common way is that students obtain their HSC in two years. Some students may elect to do Year 11 over two years and Year 12 in one year, or Year 11 in one year and Year 12 over two years. Records of Achievement can be issued cumulatively each year to any student who attempts any Year 11 or Year 12 course:

A

Students who are accumulating the HSC will receive a Record of Achievement for each calendar year of study. Both the Year 11 and Year 12 Records of Achievement will be cumulative transcripts issued to students after each year of study. These will record all attempts at HSC courses, including repeat attempts.

B

Students who choose to accumulate must be aware that some courses, including CEC courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil HSC requirements.

C

Accumulating students will need to take into account any syllabus or timetable changes that may occur.

D

Accumulating students will need to accept any HSC structural changes that occur in the time they are accumulating the HSC.

Students may accumulate an HSC over a five year period. The five year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course.

RECORD OF SCHOOL ACHIEVEMENT

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). It is a credential that shows school achievement from Year 10 up to the HSC. It is of specific use to students leaving school prior to the HSC.

The RoSA:

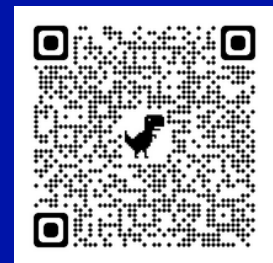
- is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school);
- is a cumulative credential – that is, it grows as students achievements are added;
- means fair grades for everyone – RoSA grades are determined by teachers using established guidelines and processes to ensure consistency;
- recognises Life Skills outcomes and content.

If a student intends to leave school before the Year 12 year, they also have the option of taking literacy and numeracy tests and can use their results as evidence of these skills if they leave school.



MORE INFORMATION ON THE ROSA CAN BE OBTAINED AT:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>



ATAR COURSE CATEGORIES

REMOVAL OF ATAR COURSE CATEGORIES

From 2025, any course that schools offer with an HSC examination can count towards the calculation of the ATAR. This categorisation change is a university measure, not a school-based or NESA policy

This reform will:

- improve student choice, with more students able to select a course of study that recognises the breadth of applied and academic learning
- strengthen the value and recognition of VET
- reduce the barriers of HSC VET examination

WHAT IS CHANGING?

English Studies, Mathematics Standard 1 and VET courses with an HSC examination are currently classified as Category B. Previously, students could only have a maximum of 2 units of Category B courses contribute to their ATAR calculation. The Universities Admission Centre (UAC) is removing this from the 2025 HSC onwards. Students will therefore have more courses contribute to their ATAR.

WHAT DOES THIS MEAN FOR STUDENTS

Students can undertake English Studies, Mathematics Standard 1 AND pursue more VET pathways while having the option of an ATAR pathway into university. The ATAR will continue to be calculated on 2 units of English, plus the best 8 units.

WHEN WILL THIS CHANGE TAKE EFFECT?

This change applies to students in Year 10 in 2023, who are choosing courses for Year 11 in 2024 and the HSC in 2025.

AUSTRALIAN TERTIARY ADMISSIONS RANK – ATAR

The Australian Tertiary Admissions Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students and assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC. The ATAR is a rank not a mark.



Further details on the ATAR can be obtained from the Universities Admission Centre (UAC) – <http://www.uac.edu.au>



To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

Additional information on the ATAR can be found at <http://www.uac.edu.au/atar/>



ASSESSMENT AND REPORTING

The UAC Guide will include detailed information about the ATAR. The UAC Guide will be distributed to Year 12 students in schools in early August of that year, but may also be found <https://www.uac.edu.au/future-applicants/year-11-and-12-students>



The HSC is based on a standards-referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School-based assessment tasks constitute 50% of the Year 12 mark. The other 50% comes from the Year 12 Final examination. The HSC mark for 2 unit courses is reported on a scale of 0 -100.

A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

On satisfactory completion of the HSC students receive a portfolio containing:

The Higher School Certificate Testamur

The official certificate confirming the achievement of all requirements for the award of the HSC.

The Record of Achievement

The document listing the results of each HSC course satisfactorily completed.

Course Reports

Reports of marks, the performance scale and band descriptors for each course.

AQF Certificate in VET

Certificate 1 or 2 or Statement of Attainment for each Board Developed VET course studied showing modules successfully completed.

WHERE TO GO TO FOR HELP?

-Year Adviser- **Mrs Mckay**

-Head Teachers and Course teachers can help with the content of particular subjects.

-Your **parents/carers**.

-Careers/Transition Adviser & for advice on careers, tertiary institution requirements, TAFE NSW courses and VET- **Mrs Bailey/Mr Rix**

-Assistance with Distance Education courses- **Ms Summers/Mr Peisley**

-Submitting your online subject selections- **Mr Dixon/Ms Ryan**

USEFUL WEBSITES

Kempsey Careers:

<https://kempseycareers.com/>

NESA Subject Selection:

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

UAC & ATAR:

<https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

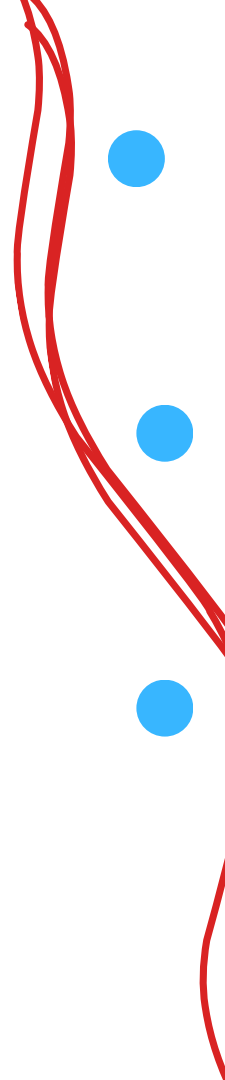
School-based Apprenticeships & Traineeships

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

TAFE NSW:

<https://www.tafensw.edu.au/study/types-courses/tvet>

COURSE OUTLINES



Course Type

BD

ABORIGINAL STUDIES

HSIE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR COURSE



THIS COURSE AIMS TO:

Focuses on Aboriginal peoples' relationship to the Land, heritage, identity, and historical examination of colonialism, racism, and prejudice until the 1960s. Includes culturally appropriate research skills and case studies. Additionally, In-depth study of legislation, policy, judicial processes, and current events from the 1960s. Involves consultation with Aboriginal communities and explores experiences of the local Dunghutti community and the Lakota Sioux of America..

TOPICS IN THIS COURSE INCLUDE:

Year 11

- Aboriginality and the land-Cool Burning, Art, Song-lines
- Heritage and Identity- Pop music
- International Indigenous community-Maori community
- Research and Inquiry methods-Interviews, filming, podcast

Year 12

- Social Justice: Deaths in Custody, Black lives matter
- Case Study: Lakota Sioux Nation and Dunghutti Nation
- Research and Inquiry Methods-interviews, films, podcasts

METHODS OF ASSESSMENT:

Analylis of sources (letters, photos, oral history, film), research project and interviews, presentations with various media types (film, photo journals, posters), theory exam

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

Respectful, culturally sensitive, interested in Indigenous cultures, history, and social justice.



CAREER OPTIONS:

- Indigenous Community Liaison Officer
- Cultural Heritage Officer
- Indigenous Education Coordinator
- Indigenous Health Worker
- Indigenous Land Rights Advocate
- Indigenous Art Curator
- Indigenous Policy Analyst
- Indigenous Language Revitalization Specialist

RECOMMENDED REQUIREMENTS:

Aboriginal Studies to explore Indigenous cultures and histories. Requires cultural sensitivity, research skills, critical thinking, and respect for Aboriginal perspectives.

CONTACT:

MS WASILEWSKI

HSIE FACULTY STAFFROOM

Course Type

BD

ANCIENT HISTORY

HSIE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

The Year 11 course allows students to develop and apply their understanding of ancient investigations. They study various aspects of the ancient world.

The Year 12 course focuses on applying knowledge of archaeological and written sources in investigating the ancient past. Students explore Pompeii and Herculaneum, examining issues of reconstruction and conservation. They also study ancient societies, personalities, and historical periods.

TOPICS IN THIS COURSE INCLUDE:

Year 11

- Investigating the past ancient sites, conservation, Roman games, Ancient Australia
- Roman slavery, Roman weapons and warfare
- Historical Investigation - Research Project

Year 12

- Cities of Vesuvius – Pompeii and Herculaneum
- Spartan Society
- Alexander The Great
- Greek World 500-440 BC

METHODS OF ASSESSMENT:

Source analysis, research projects (this includes a 6 week personal interest project), theory exam.

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

Fascinated by ancient civilizations, eager to explore and analyse historical artifacts and texts.



CAREER OPTIONS:

- Archaeologist
- Museum Curator
- Teacher/ historian
- Librarian
- Reporter
- Tour Guide
- Videographer
- Analyst

RECOMMENDED REQUIREMENTS:

Interest in ancient civilizations, research skills, critical thinking, effective communication, time management, independent learning, cultural openness, respect for historical integrity.

CONTACT:

MR KERR

HSIE FACULTY STAFFROOM

Course Type

BD

AGRICULTURE

SCIENCE FACULTY

Board Developed Course



OF UNITS

2

STUDENT COST

\$0

ATAR
COURSE



EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

Passionate about farming, practical learners, interested in sustainability, and eager to understand agricultural production and management.

THIS COURSE AIMS TO:

Incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is a "practical" 'on-farm', environment-oriented course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for a depth-study of a farm product of interest.



CAREER OPTIONS:

- Agricultural Scientist
- Farm Manager
- Agronomist
- Livestock Manager
- Agricultural Engineer
- Agricultural Consultant
- Rural Financial Analyst
- Agribusiness Manager

TOPICS IN THIS COURSE INCLUDE:

Year 11

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

Year 12

- Plant/Animal Production (50%)
- Farm Product Study (30%)
- Elective: Farming for the 21st Century (20%)

RECOMMENDED REQUIREMENTS:

Genuine interest in farming, practical skills, willingness to engage in fieldwork and growth trials, understanding of scientific principles, problem-solving abilities, effective communication, and teamwork skills are key for success in HSC Agriculture.

METHODS OF ASSESSMENT:

Major assessment - Farm Case Study, Plant/Animal Growth Trials, Product Study, and Yearly Exam

CONTACT:

MR URQUHART or MR NOTLEY

SCIENCE FACULTY STAFFROOM

Course Type

BD

BIOLOGY

SCIENCE FACULTY

Board Developed Course



OF UNITS

2

STUDENT COST

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientific skills, processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

TOPICS IN THIS COURSE INCLUDE:

Year 11 :

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

Year 12:

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Diseases and Disorders

METHODS OF ASSESSMENT:

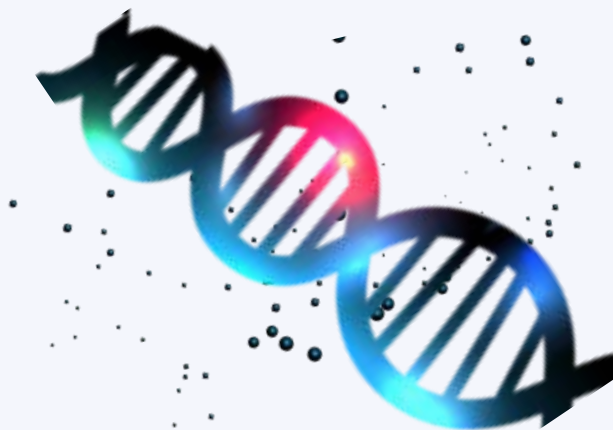
Assignments, fieldwork and reports, practical reports, research projects, and theory examinations. A 15-hour Depth study will form part of this course in years 11 and 12.

EXCLUSIONS AND PREREQUISITES :

No more than 6 units of Science subjects

TARGET STUDENTS:

Students who have enjoyed, and done well in, Science and are looking to attend university.



CAREER OPTIONS:

Marine Biology
Biochemistry
Zoologist
Botanist
Agricultural
Scientist
Teaching
Laboratory
Technician
Medicine
Horticulture
Veterinary
Forestry
& many more

RECOMMENDED REQUIREMENTS:

Significant practical and research components, including a 15-hour depth study. Display of sound ability and work ethic (Year 10 Science course grade of A, B or C is suggested). An academically rigorous course, recommended for those pursuing a career in medicine, health science, nursing, environmental science, education etc. Combines well with Chemistry, Earth and Environmental Science and PD/H/PE. Students should have sound literacy skills to answer extended-response questions.

CONTACT:

Mr Dixon

SCIENCE FACULTY STAFFROOM

Course Type

BD

BUSINESS STUDIES

HSIE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

Business Studies explores theoretical and practical aspects of business that everyone encounters. It covers small business planning to large business management in operations, marketing, finance, and human resources. The course incorporates contemporary business issues and case studies to help students apply their knowledge to real-world problems. Promotes critical thinking about business roles.

TOPICS IN THIS COURSE INCLUDE:

Year 11

- Nature of business
- Business management
- Business planning

Year 12

- Operations
- Marketing
- Finance
- Human resources

METHODS OF ASSESSMENT:

Preliminary course involves developing a real business plan for your own small business. Theory exam, stimulus-based skills, inquiry and research, and communication of business information.

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

Interest in entrepreneurship, business management and organisation.



CAREER OPTIONS:

- Business Consultant
- Accountant
- Marketing Coordinator
- Financial Planner
- Operations Supervisor
- Sales Representative
- Human Resources Coordinator
- Project Manager

RECOMMENDED REQUIREMENTS:

Requires analytical, critical thinking, problem solving, communication skills.

Interest in entrepreneurship, management ranging from small businesses to transnational corporations.

CONTACT: MRS BAILEY/MS EBERLEIN

HSIE FACULTY STAFFROOM

Course Type

BD

CHEMISTRY

SCIENCE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

The study of Chemistry in Stage 6 enables students to understand the structure of matter and the drivers of chemical reactions. Students study chemical reactions incorporating organic compounds and acid/base equilibrium reactions. Students develop practical and analytical skills to perform a range of investigations that help them understand the structure, properties and trends between classes of chemicals.

TOPICS IN THIS COURSE INCLUDE:

Year 11

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

Year 12

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

METHODS OF ASSESSMENT:

Assignments, labwork and reports, practical reports, research projects, and theory examinations. A 15-hour Depth study will form part of this course in years 11 and 12.

EXCLUSIONS AND PREREQUISITES :

No more than 6 units of Science subjects

TARGET STUDENTS:

Students who have enjoyed, and done well in, Science and are looking to attend university.



CAREER OPTIONS:

Analytical Chemist
Chemical Engineer
Biotechnologist
Drug Discovery
Materials Scientist
Food Technologist
Nanotechnologist
Teacher
Toxicologist
Paleontologist

RECOMMENDED REQUIREMENTS:

Significant practical and research components, including a 15-hour depth study. Display of sound ability and work ethic (Year 10 Science course grade of A, B or C is suggested). Some Mathematical skills are required, particularly algebra. An academically rigorous course, recommended for those pursuing a career in science, chemical engineering, forensics and a variety of other applications. Combines well with Physics, Investigating Science and Mathematics.

CONTACT:

MR DIXON or MR NOTLEY

SCIENCE FACULTY STAFFROOM

Course Type

BD

COMMUNITY AND FAMILY STUDIES

PDHPE FACULTY

Board Developed Course



OF UNITS

2

THIS COURSE AIMS TO:

Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

EXCLUSIONS AND PREREQUISITES :

Sound numeracy and literacy skills

TARGET STUDENTS:

Students with a keen interest in factors that influence family and community.



CAREER OPTIONS:

Child Care
Teaching
Social Work
Early Education
Aged Care
Disabled Care
Nurse
MidWifery
Paramedic

STUDENT FEES

\$0

TOPICS IN THIS COURSE INCLUDE:

Year 11:

- Resource Management (20%)
- Individuals and Groups (40%)
- Families and Communities (40%)

Year 12:

- Research Methodology (25%)
- Groups in Context (25%)
- Parenting and Caring (25%)

PLUS Select ONE of the following modules:

- Family and Societal Interactions (25%)
- Social Impact of Technology (25%)
- Individuals and Work (25%)

RECOMMENDED REQUIREMENTS:

The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study.

The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one.

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

ATAR COURSE



METHODS OF ASSESSMENT:

Written Assessments, Independent Research Project, Theory Exams

CONTACT: MRS PARKER
PDHPE FACULTY STAFFROOM

Course Type

BD

DANCE

CAPA FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



EXCLUSIONS AND PREREQUISITES :

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

TARGET STUDENTS:

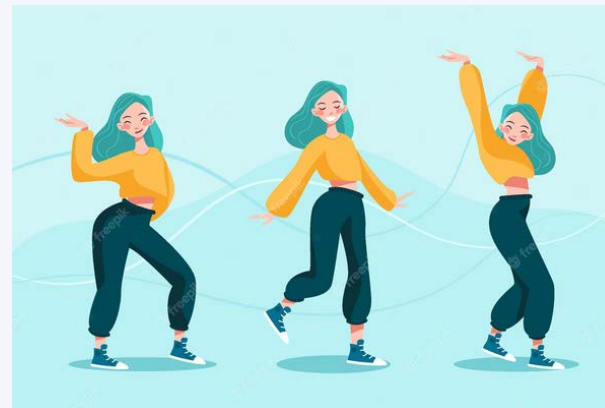
ATAR and non ATAR students with a passion for Dance and prior dance experience

CAREER OPTIONS:

Theatre
Teaching
entertainment
Gym Instructor
Private Dance
Studio
Coreographer

THIS COURSE AIMS TO:

This course provides students with the opportunity to undertake a study of Dance as an art form. Students study three interrelated components; Performance, Composition and Appreciation and develop their understanding of dance practice in relation to a wider appreciation of dance artists and their work. Students undertake an in-depth study of dance in a major study of one of the three components.



TOPICS IN THIS COURSE INCLUDE:

Preliminary course

There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

HSC course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components – Performance, Composition, Appreciation or Dance and Technology.

RECOMMENDED REQUIREMENTS:

METHODS OF ASSESSMENT:

Preliminary course: performance 40%, appreciation 30%, composition 30%

HSC: Performance 20%, Composition 20%, Appreciation 20%, Major Study 40%

CONTACT: Ms Parker
X MATHS FACULTY STAFFROOM

Course Type

BD

DRAMA

CAPA FACULTY

Board Developed Course 2 Unit



OF UNITS

2

STUDENT FEES

\$0

ATAR COURSE



THIS COURSE AIMS TO:

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

TOPICS IN THIS COURSE INCLUDE:

PRELIMINARY COURSE

- Improvisation, playbuilding, acting
- Elements of production in performance
- Theatrical traditions and performance styles

HSC

- Australian drama and theatre
- studies in drama and theatre
- group performance
- Individual project

METHODS OF ASSESSMENT:

Preliminary Course and HSC Course

Making 40%
 Performing 30%
 Critical study 30%

EXCLUSIONS AND PREREQUISITES :

Students must not submit the same project for any other HSC subject.

TARGET STUDENTS:

ATAR students and non ATAR students



CAREER OPTIONS:

Acting
 Theatre production
 stage set designer
 film and media
 Teaching
 Circus performer
 Live Theatre
 and many more

RECOMMENDED REQUIREMENTS:

This syllabus is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

CONTACT: Mrs Marsh
 CAPA STAFFROOM

Course Type

BD

EARTH & ENVIRONMENTAL SCIENCE

SCIENCE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR COURSE



THIS COURSE AIMS TO:

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

TOPICS IN THIS COURSE INCLUDE:

Year 11:

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

Year 12:

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

METHODS OF ASSESSMENT:

Assignments, labwork and reports, practical reports, research projects, and theory examinations. A 15-hour Depth study will form part of this course in years 11 and 12.

EXCLUSIONS AND PREREQUISITES:

No more than 6 units of Science subjects.

TARGET STUDENTS:

Students who have enjoyed Science and are interested in environmental issues.



CAREER OPTIONS:

Environmental Scientist
Geologist
Geographer
Meteorologist
Hydrologist
Consultant
Ecologist
Environmental Engineer
Climate Scientist
& many more

RECOMMENDED REQUIREMENTS:

Significant practical and research components, including a 15-hour depth study. Display of sound ability and work ethic. An academically rigorous course, recommended for those pursuing a career in ecology, environmental science, education etc. Combines well with Chemistry, Biology and Investigating Science. Students should have sound literacy skills to answer extended-response questions.

CONTACT:

MR DIXON

SCIENCE FACULTY STAFFROOM

Course Type

BD

ADVANCED ENGLISH

ENGLISH FACULTY

Board Developed Course



OF UNITS

2

STUDENT COST

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

enable students to understand and use language effectively. They will come to appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students will come to value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

TOPICS IN THIS COURSE INCLUDE:

- Year 11 - Reading to Write - Term 1
 - *Narratives that Shape our World* - Term 2
 - Critical Study of a Text - Term 3
- Year 12 - Texts and Human Experiences
 - Module A - Textual Conversations
 - Module B - Critical Study of a Text
 - Module C - Craft of Writing

METHODS OF ASSESSMENT:

Multi-Modal Presentation, textual analysis, creative and critical essays.

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

Academic, high-achieving students who love Literature and reading.



CAREER OPTIONS:

Reporter
Lawyer
Writer
Researcher
English Teacher
Website creator
Librarian
Speech Pathologist

RECOMMENDED REQUIREMENTS:

Shakespeare is a compulsory text in the Advanced course. Students explore, examine and analyse a range of texts, and 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 this course, students develop higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

CONTACT:

MRS RIX

ENGLISH FACULTY STAFFROOM

COURSE TYPE

BD

ENGLISH STUDIES

ENGLISH FACULTY

Board Developed Course



OF UNITS

2

THIS COURSE AIMS 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.

TOPICS IN THIS COURSE INCLUDE:

Year 11 - Mandatory Module - English in Education, Work and Community. - Term 1
Module A - Searching for Self
Module B - Mi Tunes
Year 12 - Mandatory Module - Texts and the Human Experience
Module A - Identity
Module B - The Way We Were
Module C - English and the Big Screen

METHODS OF ASSESSMENT:

Resume, Multi-Modal Presentation, Imaginative Recreation, Blog, Interview, Portfolio of Student Work,

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

those who do not wish to apply to university.



CAREER OPTIONS:

Sales Assistant
Secretary
Mechanic
Word Processor
Teacher's Aide
Youth Worker
Childcare Assistant

STUDENT FEES

\$0

RECOMMENDED REQUIREMENTS:

There is no Exam component to this English Course.

ATAR
COURSE



CONTACT: MS BROWN / MRS RIX

ENGLISH FACULTY STAFFROOM

Course Type

BD

STANDARD ENGLISH

ENGLISH FACULTY

Board Developed Course



OF UNITS

2

THIS COURSE AIMS TO:

increase students' expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

EXCLUSIONS AND PREREQUISITES :

NIL

TARGET STUDENTS:

Academic students who wish to study at University.



CAREER OPTIONS:

Counsellor
Nurse
Manager
Social Worker
Proof Reader
Editor

STUDENT FEES

\$0

TOPICS IN THIS COURSE INCLUDE:

- Year 11 - Reading to Write - Term 1
 - Module A - Contemporary Possibilities - Term 2
 - Module B - Close Study of a Text - Term 3
- Year 12 - Texts and Human Experiences
 - Module A - Contemporary Asian Poetry
 - Module B - Close Study of a Text
 - Module C - Craft of Writing

RECOMMENDED REQUIREMENTS:

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability.

ATAR
COURSE



METHODS OF ASSESSMENT:

Multi-Modal Presentation, textual analysis, creative and critical essays.

CONTACT: MRS MCKAY / MRS RIX

ENGLISH FACULTY STAFFROOM

Course Type

BD

INVESTIGATING SCIENCE

SCIENCE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM related issues and concepts in depth.

TOPICS IN THIS COURSE INCLUDE:

Year 11 :

- Cause and Effect - Observing
- Cause and Effect - Inferences and Generalisations
- Scientific Models
- Theories and Laws

Year 12:

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

METHODS OF ASSESSMENT:

Assignments, labwork and reports, practical reports, research projects, and theory examinations. A 15-hour Depth study will form part of this course in years 11 and 12.

EXCLUSIONS AND PREREQUISITES :

No more than 6 units of Science subjects.

TARGET STUDENTS:

Any student who has an interest in Science



CAREER OPTIONS:

Scientist
Data analyst
Teaching
Laboratory
Technician
Engineer
Science Writer
Radiographer
& many more

RECOMMENDED REQUIREMENTS:

Significant practical and research components, including a 15-hour depth study. Display of sound ability and work ethic. An academically rigorous course that is designed to complement the other stage 6 science courses. This course delves into how to conduct and analyse experiments to obtain and evaluate data. The skills in this course transfer well to the other science courses. This course is a great course for students who are interested in Science and want to continue conducting experiments.

CONTACT: MR DIXON
SCIENCE FACULTY STAFFROOM

Course Type

BD

LEGAL STUDIES

HSIE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR COURSE



THIS COURSE AIMS TO:

Preliminary Course: Develops knowledge of law, legal systems, rights, responsibilities, disputes, and contemporary issues. Students investigate and analyse legal information from various perspectives. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

TOPICS IN THIS COURSE INCLUDE:

Year 11

- Part 1 - The Legal System
- Part 2 - The Individual and the Law
- Part 3 - The Law in Practice

Year 12

- Core Part 1: Crime
- Core Part 2: Human Rights
- Part 3: Two options from the following list: Consumers, Global environment and protection, Family, ndigenous peoples, Shelter, Workplace, and World order.

METHODS OF ASSESSMENT:

Case studies and theory-based examinations of content, stimulus-based skills, inquiry and research, and communication of business information

EXCLUSIONS AND PREREQUISITES :

TARGET STUDENTS:

Passionate about social justice, seeking change for equality. Eager to study legal issues through cases, fieldwork, applying knowledge for global impact.



CAREER OPTIONS:

Lawyer
 Activist
 Teacher
 Journalist
 Criminologist
 Analyst
 Law enforcement officer
 Intelligence officer

RECOMMENDED REQUIREMENTS:

Interest in human rights and social justice, curiosity about how the legal system works and its application. Eager to develop critical thinking skills, writing skills and participate effectively as responsible citizens at the local, national and international level.

CONTACT:

MS SUMMERS

HSIE FACULTY STAFFROOM/LIBRARY

Course Type

BD

MATHEMATICS ADVANCED

MATHEMATICS FACULTY

Board Developed Course



THIS COURSE AIMS TO:

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

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

OF UNITS

2

STUDENT FEES

\$0

ATAR COURSE



TOPICS IN THIS COURSE INCLUDE:

Year 11:

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

Year 12:

- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

METHODS OF ASSESSMENT:

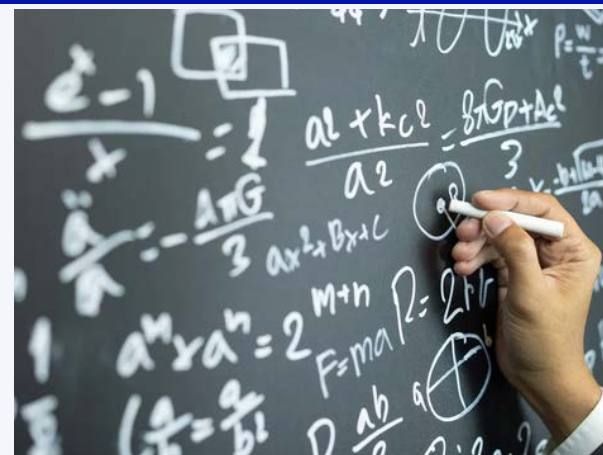
Assignments, Theory Exams, Research Tasks

EXCLUSIONS AND PREREQUISITES :

Studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus, specifically 5.3.

TARGET STUDENTS:

Students who have a strong interest in Maths and plan on completing further tertiary studies



CAREER OPTIONS:

- Engineer
- Physicist
- Statistician
- Meteorologist
- Mathematician
- Economist
- Accountant
- Pilot

RECOMMENDED REQUIREMENTS:

Display a high ability and work ethic (Year 10 stage 5.3 Mathematics course grade of A or B is suggested). It is recommended that they have a strong understanding of the following topics:

- Algebraic Techniques and Equations
- Surds and indices
- Linear and Non-linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis
- Properties of Geometrical Shapes.

A willingness to complete a minimum of 3-5+ hours of study a week outside of the classroom.

CONTACT: MR BYRNE

MATHEMATICS FACULTY STAFFROOM

Course Type

BD

MATHEMATICS EXTENSION

MATHEMATICS FACULTY

Board Developed Course



OF UNITS

3

STUDENT FEES

\$0

ATAR COURSE



THIS COURSE AIMS TO:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs and to use mathematical models more extensively.

The Mathematics Extension 1 and 2 Year 11/12 courses include the Mathematics Advanced Year 11/12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination.

TOPICS IN THIS COURSE INCLUDE:

Year 11:

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Year 12:

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

METHODS OF ASSESSMENT:

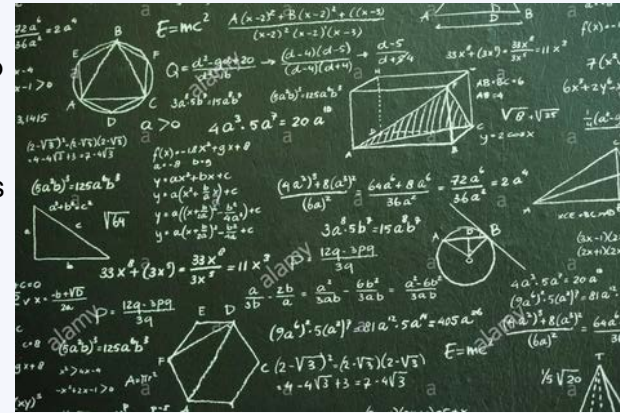
Assignments, Theory Exams, Research Tasks

EXCLUSIONS AND PREREQUISITES :

Studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus, specifically 5.3. Must be studying Advanced Mathematics

TARGET STUDENTS:

Students who have a strong interest in Maths and plan on completing further tertiary studies



CAREER OPTIONS:

- Engineer
- Physicist
- Software Engineer
- Statistician
- STEM Pilot
- Mathematician
- Pharmacist
- Surveyor

RECOMMENDED REQUIREMENTS:

Display an exceptional ability and work ethic (Year 10 stage 5.3 Mathematics course grade of A or B is suggested). It is recommended that they have a strong understanding of the following topics:

- Polynomials and Logarithms
- Functions and Other Graphs
- Circle Geometry.

Students will be required to complete the Advanced Mathematics course in conjunction with the Extension course. This will require students to complete extra classes before school or via distance education. A willingness to complete 5+hours of study a week outside of the classroom is also recommended.

CONTACT: MR BYRNE

MATHEMATICS FACULTY STAFFROOM

Course Type

BD

MATHEMATICS- STANDARD

MATHEMATICS FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop an understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2, students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

TOPICS IN THIS COURSE INCLUDE:

Year 11:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12:

- Algebra
- Measurement
- Financial Mathematics
- Networks

METHODS OF ASSESSMENT:

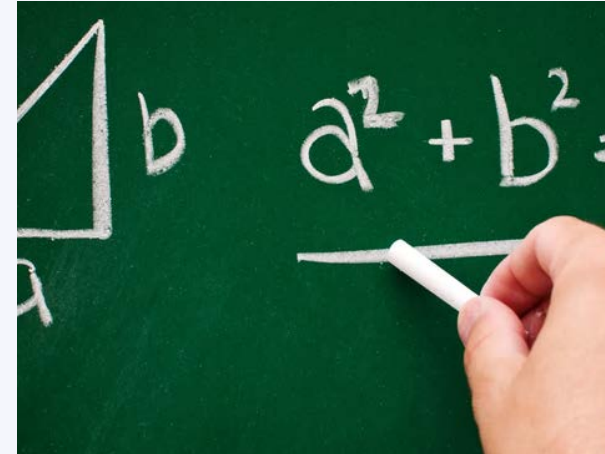
Assignments, Theory Exams, Research Tasks

EXCLUSIONS AND PREREQUISITES :

Studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus

TARGET STUDENTS:

Students who have an interest in Mathematics.



CAREER OPTIONS:

Nurse
Architect
Accountant
Teacher
Project Manager
Electrician
Plumber
& many more

RECOMMENDED REQUIREMENTS:

Display a sound ability and work ethic (Year 10 stage 5.2/5.3 Mathematics course grade of A, B or C is suggested). It is recommended that they have a good understanding of the following topics:

- Area, Surface Area and Volume
- Financial Mathematics
- Linear relationships and Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- some content from Equations and Probability

A willingness to complete 2-3+hours of study outside of the classroom

CONTACT: MR BYRNE

MATHEMATICS FACULTY STAFFROOM

Course Type

BD

MUSIC I

Board Developed Course
Preliminary and HSC 2 Unit



THIS COURSE AIMS TO:

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



TOPICS IN THIS COURSE INCLUDE:

In the Preliminary course, students 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.

Students study three topics in the Preliminary course.

Topics are chosen from a broad range of styles, periods and genres. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

METHODS OF ASSESSMENT:

Performance, composition, Aural

EXCLUSIONS AND PREREQUISITES :

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

TARGET STUDENTS:

Students wanting an ATAR pathway and or students with a desire to learn music

CAREER OPTIONS:

Music Teacher
conductor
tertiary studies
musician
Film and television
record producer
audio engineer
film director
DJ
Composer
gaming
and many more



RECOMMENDED REQUIREMENTS:

Although it is beneficial to have studied Music in Yrs 9 and 10 it is not a prerequisite for this course. Students who have an interest in performing and playing a musical instrument are encouraged to take this course.

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

CONTACT: Ms Karen Thrush
CAPA STAFFROOM

Course Type

BD

MODERN HISTORY

HSIE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

Year 11: Students develop and apply understanding of modern history methods and issues, study various people, ideas, movements, events, and developments that shaped the modern world.

Year 12: Students apply their understanding of sources and relevant issues in investigating the modern world. Focusing on the nature of power and authority during 1919-1946. Additionally, studying key features of one nation's history, one study on peace and conflict.

TOPICS IN THIS COURSE INCLUDE:

The Year 11

- Investigating Modern History, including the Arab-Israeli Conflict, Romanov Dynasty, Trans-Atlantic Slave Trade
- Research Project of your choice
- French Revolution/World War One

Year 12

- Power and Authority: Rise of the Nazi Regime
- Rise of Japanese Militarism
- Conflict in Indochina (ie: Vietnam War)
- The Nuclear Age: Maralinga, Chernobyl, Fukushima

METHODS OF ASSESSMENT:

Analysis of sources (letters, photos, artefacts), Multi-media presentations (films, models, reports), Research Projects, theory exam.

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

Curious about significant historical events, research-oriented, critical thinkers, and communicators.



CAREER OPTIONS:

- Historian
- Archivist
- Museum Curator
- Researcher
- Journalist
- Teacher/Professor
- Policy Analyst
- Writer/Author
- Archaeologist
- Librarian
- Politician

RECOMMENDED REQUIREMENTS:

HSC Modern History requires ability to delve into significant historical events. Develop research, analysis, critical thinking skills. Interest in history, cultural awareness, and effective written communication essential.

CONTACT:

MS Wasilewski/MR Kerr

HSIE FACULTY STAFFROOM

Course Type

BD

PDHPE

PDHPE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR COURSE



THIS COURSE AIMS TO:

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts.

TOPICS IN THIS COURSE INCLUDE:

Year 11: Core topics (60%)

- Better Health for Individuals (30%), The Body in Motion (30%)

Options component (40%)

Students select **TWO** of the following options:

- First Aid (20%), Composition and Performance (20%), Fitness Choices (20%), Outdoor Recreation (20%)

Year 12: Core topics (60%)

- Health Priorities in Australia (30%), Factors Affecting Performance (30%)

Options component (40%)

Students select **TWO** of the following options:

- The Health of Young People (20%), Sport and Physical Activity in Australian Society (20%), Sports Medicine (20%), Improving Performance (20%), Equity and Health (20%)

METHODS OF ASSESSMENT:

Assignments, Theory Exams, Research Tasks, Practical Assessments

EXCLUSIONS AND PREREQUISITES :

Sound Literacy and Numeracy Skills

TARGET STUDENTS:

Students with a keen interest in physical health, nutrition and education



CAREER OPTIONS:

Physiotherapy
 Personal Trainer
 Dietician
 Osteopath
 Sports Trainer
 Paramedic
 Exercise Physiologist
 Nursing

RECOMMENDED REQUIREMENTS:

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

The course is heavily THEORY based, a strong work ethic and willingness to complete extra study outside of the classroom is a necessity.

CONTACT:

MR MAINEY/MR BYRNE

PDHPE FACULTY STAFFROOM

Course Type

BD

PHYSICS

SCIENCE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

TOPICS IN THIS COURSE INCLUDE:

Year 11 :

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

Year 12:

- Advanced Mechanics
- Electromagnetism
- Nature of Light
- From the Universe to the Atom

METHODS OF ASSESSMENT:

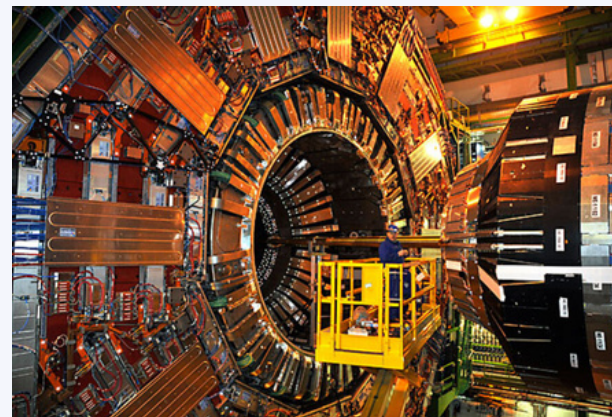
Assignments, labwork and reports, practical reports, research projects, and theory examinations. A 15-hour Depth study will form part of this course in years 11 and 12.

EXCLUSIONS AND PREREQUISITES :

No more than 6 units of Science subjects. Highly recommended that you take advanced Mathematics.

TARGET STUDENTS:

Students who have enjoyed, and done well in, Science and are looking to attend university.



CAREER OPTIONS:

Physicist
Astronomer
Teaching
Radiographer
Astronaut
Engineer
Air Force
Doctor
Electrician
Meteorologist
Data Scientist
& many more

RECOMMENDED REQUIREMENTS:

Significant practical and research components, including a 15-hour depth study. Display of sound ability and work ethic (Year 10 Science course grade of A, B or C is suggested). Mathematical skills are required, particularly algebra and trigonometry. An academically rigorous course, recommended for those pursuing a career in science, medicine and a variety of other applications. Combines well with Chemistry, Investigating Science and Mathematics.

CONTACT:

MR DIXON or Mr Simpson

SCIENCE FACULTY STAFFROOM

Course Type

BD

SOCIETY & CULTURE

HSIE FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

ATAR
COURSE



THIS COURSE AIMS TO:

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

TOPICS IN THIS COURSE INCLUDE:

Year 11

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

Year 12

- Islam and the West
- The Personal Interest Project (PIP)
- Depth studies (2 of the following): Popular Culture, Women in R+B music, Black lives matter, Gender + Sexuality

METHODS OF ASSESSMENT:

Research Projects, Multi-media presentations (film/podcast), Personal Interest Project, Theory Exam

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

Curious about societies, cultures, social issues, research skills, open-minded, empathetic, and interested in diverse perspectives.



CAREER OPTIONS:

- Anthropologist
- Sociologist
- Social Worker
- Historian
- Teacher
- Diplomat
- Journalist
- Film-maker/writer
- Community Development Officer

RECOMMENDED REQUIREMENTS:

HSC Society and Culture requires an interested in social issues. Along with a strong research, critical thinking, analytical skills. An effective communication essential for engaging with diverse perspectives. As well as ability to develop critical thinking, research skills, and broaden career prospects in social sciences and related fields.

CONTACT: Ms Wasilewski/Ms Eberlein
HSIE FACULTY STAFFROOM

Course Type

BD

INDUSTRIAL TECHNOLOGY TIMBER

TAS FACULTY

Board Developed Course



THIS COURSE AIMS TO:

Plan, develop and produce a major project based in wood or metal, using skills developed in design, hand and machine skills and critical analysis of techniques available.

OF UNITS

2

Focus area:

Timber Products and Furniture

EXCLUSIONS AND PREREQUISITES :

.Nil, however studying Industrial Technology in Stage 5 is preferred.

TARGET STUDENTS:

All

CAREER OPTIONS:

JOINER,
CARPENTRY,
CABINET MAKER,
FITTING,
MACHINING,
WELDING,
SHEET METAL AND
METAL FABRICATION



TOPICS IN THIS COURSE INCLUDE:

- * Student practical work including designing and planning projects; marketing strategies
- * Knowledge of theory related to practical work;
- * Industrial visits and the study of their operation;
- * A major design project and folio;
- * Work, Health and Safety.

ADDITIONAL INFORMATION:

Students are to provide their own materials for their major project. Some materials may be purchased from school supplies depending on the requirements of each project. Covered solid shoes are required to participate in practical activities.

STUDENT FEES

\$0

ATAR
COURSE



METHODS OF ASSESSMENT:

Year 11 – practical skill examinations; assignments (Industry Study), Year 12 – Industry study, final exam (40%), Major Project (40%) and Folio (20%)

CONTACT:

MRS HINCHCLIFFE/MR COOPER
TAS FACULTY STAFFROOM

Course Type

BD

TEXTILES AND DESIGN

TAS FACULTY

Board Developed Course

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

All

CAREER OPTIONS:

RETAIL FASHION BUYERS, CLOTHING AND APPAREL, INDUSTRIES, TEXTILES TECHNOLOGY, FASHION AND DESIGN INDUSTRIES, INTERIOR DESIGN, TEACHING, MEDIA AND THEATRE



THIS COURSE AIMS TO:

- * develop student experience in the textiles area and apply this experience to the manufacture of clothing, apparel, furnishings, costumes and / or textile arts;
- * analyse cultural and historical design to see how these influence the Australian textile/clothing industry;
- * explore technologies used in the making of textile fabrics, clothing/apparel;
- * develop consumer skills in the selection of textile apparel;
- * identify career options in design, consumerism, manufacturing and retail sectors within the Australian textile/clothing industry;



OF UNITS

2

TOPICS IN THIS COURSE INCLUDE:

Preliminary Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear, and Allied Industries.

HSC Course

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project

ADDITIONAL INFORMATION:

Students have to supply their own pattern, fabric and notions for their projects.

STUDENT FEES

\$0

METHODS OF ASSESSMENT:

Practical work, design application, excursion reports, research assignments, video analysis experimentation and examinations.

CONTACT:

MRS HINCHCLIFFE

TAS FACULTY STAFFROOM

ATAR COURSE



Course Type

BD

VISUAL ARTS

CREATIVE AND PERFORMING ARTS

Board Developed Course 2 unit
Preliminary and HSC

THIS COURSE AIMS TO:

Visual Arts provides an exciting and wide range of opportunities for students in areas of art making and the study of art criticism and art history. Students can apply a range of ideas, skills and experiment with a variety of art making techniques and media. In the theory component, students critically and historically investigate artworks, critics, historians and artists from Australia as well as from other cultures, traditions and times.

The Preliminary Year 11 course is broad, while the HSC Year 12 course provides for deeper, increasingly more independent investigations culminating in a major "body of work". In the Year 12 course students will pursue their own practical art making interests, culminating in the making of a "body of work". Students work in many expressive forms including: painting, drawing, photography, sculpture, ceramics, printmaking, computer digital imaging, multimedia, design to film making and animation. These are the focus for the submitted HSC artworks.

EXCLUSIONS AND PREREQUISITES :

Visual Arts works developed in full or part for the Visual Arts course cannot be used for assessment in Visual Arts.

TARGET STUDENTS:

Students wishing to gain an ATAR and pursue a career in the creative arts or students with an interest in visual arts

CAREER OPTIONS:

Tertiary Studies
education and training
gallery curator
artist
designer
advertising
film and media
architecture and design
science and technology
inventor
historian
art critic
photographer
fashion industry
and many more



DELIVERY METHOD



OF UNITS

2

STUDENT FEES

\$0

TOPICS IN THIS COURSE INCLUDE:

Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a "body of work" in the Year 12 course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to produce a conceptually strong art work.

RECOMMENDED REQUIREMENTS:

While the course builds on Visual Arts courses in Stages 4 and 5 (7-10) it also caters for students with more limited experience in Visual Arts or who may not have studied visual arts in junior high school but who are enthusiastic and have an interest in the Arts.

Students are required to keep a diary throughout the course.

ATAR
COURSE



METHODS OF ASSESSMENT:

Year 11 and Year 12 courses are 50% theory and 50% practical.
3 assessment tasks in Yr 11
4 assessment Tasks in the HSC year.
A body of Work (artmaking) and Written Exam (critical and historical study) are to be completed for the HSC

CONTACT:

Mrs Susan Marsh

CAPA STAFFROOM

BOARD ENDORSED COURSES

Board Endorsed Courses have syllabuses endorsed or approved by the NSW Educational Standards Authority to cater for areas of special interest. Board Endorsed Courses can contribute towards the Higher School Certificate and are listed on the Record of Achievement. Board Endorsed Courses do not count towards the calculation of the ATAR as there is no external exam and the assessment is school-based.

Our school offers the following board endorsed courses:

- Ceramics
- Marine Studies
- Numeracy
- Visual Design
- Photography, Design & Digital Media
- Sport, Leisure and Recreation
- Work Studies



Course Type

CE

CERAMICS

CAPA FACULTY

Content Endorsed Course

THIS COURSE AIMS TO:

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces. Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found, and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

EXCLUSIONS AND PREREQUISITES :

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

TARGET STUDENTS:

There are no prerequisites for this course.

CAREER OPTIONS:

Teaching
TAFE Teacher
Artist
Designer
Film and Media
Art and recreation
Media and
Telecommunications
Manufacturing
and many more



OF UNITS

2

STUDENT FEES

\$0

TOPICS IN THIS COURSE INCLUDE:

Modules include:

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media.

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory.

RECOMMENDED REQUIREMENTS:

Students are required to keep a diary throughout the course



NON ATAR
COURSE

METHODS OF ASSESSMENT:

Making 70%

Critical and Historical 30%

CONTACT:

Mrs Marsh

CAPA FACULTY STAFFROOM

Course Type

CE

MARINE STUDIES

SCIENCE FACULTY

Content Endorsed Course



OF UNITS

2

STUDENT FEES

\$0

NON-ATAR
COURSE

THIS COURSE AIMS TO:

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 areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. Students learn about marine processes, technology and recreation.

TOPICS IN THIS COURSE INCLUDE:

Core Modules:

- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime Employment

There are a range of optional modules that can be selected based on student interest

METHODS OF ASSESSMENT:

Assignments, labwork and reports, practical reports, research projects, and theory examinations.

EXCLUSIONS AND PREREQUISITES :

Students with a passion for Marine Science.

TARGET STUDENTS:

Students who are capable of following instructions, completing practical activities and being sensible in a range of settings



CAREER OPTIONS:

Marine Biologist
Marine Scientist
Climatologist
Oceanographer
Fisheries Officer
Ecologist
Tourism
Operator

RECOMMENDED REQUIREMENTS:

Students who have an interest in marine science and biology. Students are required to participate in a range of practical activities and need to be able to demonstrate common sense and the ability to follow instructions, especially around water. This course does not contribute towards an ATAR.

CONTACT: MR Squires
SCIENCE FACULTY STAFFROOM

Course Type

CE

NUMERACY

FOCUS- MATHS IN TRADE/SKILLS FOR WORK

MATHEMATICS FACULTY

Content Endorsed Course



OF UNITS

2

STUDENT FEES

\$0

NON ATAR
COURSE

THIS COURSE AIMS TO:

The Numeracy Content Endorsed Course will focus on the development of numeracy skills for everyday life. It is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

TOPICS IN THIS COURSE INCLUDE:

Year 11:

Module 1: Whole numbers, Operations with whole numbers, Distance, area and volume, Time, Data, graphs and tables

Module 2: Fractions/ decimals, Operations with fractions and decimals, Metric relationships, Length, mass and capacity, Chance

Year 12:

Module 3: Percentages, Operations with numbers, Finance, Location, time and temperature, Space and design.

Module 4: Rates and ratios, Statistics and Probability, Exploring NRMT

METHODS OF ASSESSMENT:

Investigative tasks and Learning Portfolios

EXCLUSIONS AND PREREQUISITES :

NIL

TARGET STUDENTS:

Students who do not wish to apply for University.



CAREER OPTIONS:

Electrician
Carpentry
Plasterer
Tiler
Aged Care
Nursing
Child Care
Hair Dressing
Beauty
Automotive
Factory Worker
Retail
Hospitality
& many more

RECOMMENDED REQUIREMENTS:

NIL

CONTACT: MR BYRNE/MRS ISON
MATHEMATICS FACULTY STAFFROOM

Course Type

CE

VISUAL DESIGN

CREATIVE AND PERFORMING ARTS

Content Endorsed Course
2 units for Preliminary and HSC Year.

THIS COURSE AIMS TO:

The Visual Design course provides a launching ground for students who wish to follow a career in the fast changing design and arts industry. This Visual Design course encourages students to explore the practices of graphic, wearable design, product design and interior/exterior design in contemporary society and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Students will complete a range of assessment tasks in this course including practical assessment (photographs and films, prototypes of created objects, illustration and designs, 3D models), digital portfolios, design briefs, website uploads, oral presentations and research activities.

EXCLUSIONS AND PREREQUISITES :

Visual Design works developed in full or part for the Visual Design course cannot be used for assessment in Visual Arts.

TARGET STUDENTS:

There are no pre-requisites for this course

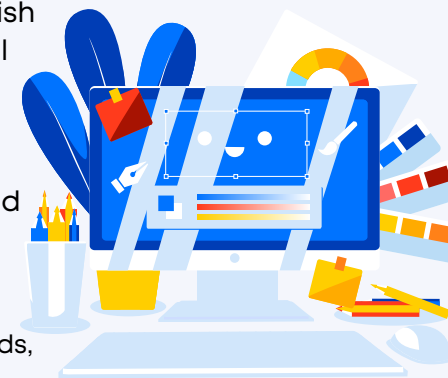
CAREER OPTIONS:

Brand designer
Graphic designer
Architecture
building design
Garden designer
Gallery director
Web designer
Packaging
designer
Advertising
Jeweller
Fashion designer
Artist
& many more



OF UNITS

2



STUDENT FEES

\$0

TOPICS IN THIS COURSE INCLUDE:

Students learn about and learn to understand graphic design, wearable design, product design, and interior/exterior design as fields of practice, which are related to interests in the visual arts.

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

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design.

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

RECOMMENDED REQUIREMENTS:

Students are required to keep a diary throughout the course. No prior experience in yr 9 and 10 is required to do this course.

A Visual AAaA

NON ATAR
COURSE

METHODS OF ASSESSMENT:

Assessment - 70% Designing and making and 30% Theory.
Yr 11 3 assessment tasks each with a practical and Theory component
HSC 4 assessment tasks each with a practical and theory component.

CONTACT: Mrs Susan Marsh
CAPA STAFFROOM

Course Type

CE

PHOTOGRAPHY FILM & DIGITAL MEDIA

Creative and Performing Arts
Content Endorsed Course
2 unit



OF UNITS

2

STUDENT FEES

\$0

NON ATAR
COURSE

THIS COURSE AIMS TO:

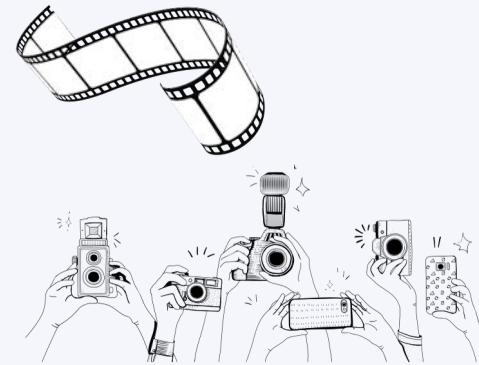
Provide students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

EXCLUSIONS AND PREREQUISITES :

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

TARGET STUDENTS:

There are no pre requisites for this course. It does, however, support students who are studing one of the other creative arts subjects



CAREER OPTIONS:

PHOTOGRAPHER
JOURNALISM
FORENSIC PHOTOGRAPHER
FILM AND TELEVISION
ADVERTISING
GALLERY DIRECTOR
ARTIST
FASHION PHOTOGRAPHER
PRODUCT PHOTOGRAPHER
MAPPING
MUSEUM WORKER
DOCUMENTARY
PHOTOGRAPHY
REPORTER
AND MANY MORE

TOPICS IN THIS COURSE INCLUDE:

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

Wet Photography

Video

Digital Imaging.

Modules include:

Introduction to the Field

Developing a Point of View

Traditions, Conventions, Styles and Genres

Manipulated Forms

The Arranged Image

Temporal Accounts.

An Occupational Health and Safety Module is mandatory.

RECOMMENDED REQUIREMENTS:

Students are required to keep a diary throughout the course.

METHODS OF ASSESSMENT:

Whilst there is a theoretical component to this course the emphasis is on practical art works and studio work. 70% Prac 30%Theory

CONTACT: MRS Susan Marsh
CAPA STAFFROOM

Course Type

CE

SPORTS, LEISURE AND RECREATION

PDHPE FACULTY

Content Endorsed Course



OF UNITS

2

STUDENT FEES

\$0

NON ATAR
COURSE

THIS COURSE AIMS TO:

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

TOPICS IN THIS COURSE INCLUDE:

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

Aquatics

- Aquatics
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training

METHODS OF ASSESSMENT:

Skill based, self assessment, peer assessment, written task, topic test, practical application

EXCLUSIONS AND PREREQUISITES :

NIL

TARGET STUDENTS:

Students with a keen interest in a healthy and active lifestyle



CAREER OPTIONS:

Fitness Instructor
Coaching
Outdoor Education
Sports Instructor
Sportsperson
GreenKeeper
Personal Trainer
Sports Admin
First Aid Officer
AUS Swim Instructor
PE Teacher
Exercise Physiologist

RECOMMENDED REQUIREMENTS:

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered. Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.

CONTACT: MRS HOPKINS
PDHPE FACULTY STAFFROOM

BOARD DEVELOPED — SCHOOL DELIVERED VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

School-delivered Vocational Education and Training courses are available to undertake as part of Year 11 and Year 12 studies.

For the course to be considered to be included in the calculation of the ATAR, students must ensure they complete a mandatory work placement and sit the HSC final exam.

Our school offers the following school-delivered VET courses:

- Certificate II in Construction Pathways
- Hospitality -Cookery
- VET Manufacturing and fabrication
- Primary Industries- Agriculture
- Primary Industries- Horticulture

Note: See course descriptors (appendix) for full course details.
The following outlines are designed to provide general information only for the indicated VET course.



Course Type

BD

CERTIFICATE II IN CONSTRUCTION PATHWAYS

TAS FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

VET &
ATAR
COURSE



THIS COURSE AIMS TO:

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

This allows for the inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

TOPICS IN THIS COURSE INCLUDE:

- Apply WHS requirements, policies and procedures in the Construction Industry
- Work effectively and sustainably in the Construction Industry
- Plan and organise work
- Undertake a basic construction project
- Carry out measurement and calculations
- Either Brick laying or Floor tiling units

METHODS OF ASSESSMENT:

- Competency-Based Assessment
- External Assessment

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

All



CAREER OPTIONS:

Carpentry,
Joinery,
Bricklaying,
Tiler,
Labourer

ADDITIONAL INFORMATION:

Work placement: Students must complete a minimum of 70 hours work placement in the Construction industry (35 hours in Year 11 and 35 hours in Year 12).

CONTACT:

MR CORNFORD/MR COOPER

TAS FACULTY STAFFROOM

Course Type

BD

HOSPITALITY -COOKERY

TAS FACULTY

Board Developed Course



OF UNITS

2

STUDENT FEES

\$0

VET &
ATAR
COURSE



THIS COURSE AIMS TO:

This course is for student who wish to work in the Hospitality Industry. The course is based on units of competency developed by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

TOPICS IN THIS COURSE INCLUDE:

- Use hygienic practices for food safety
- Participate in safe work practices
- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Work effectively in a commercial kitchen
- Clean kitchen premises and equipment
- Receive, store and maintain stock

METHODS OF ASSESSMENT:

- Competency-Based Assessment
- External Assessment

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

All



CAREER OPTIONS:

APPRENTICE CHEF
SOUS CHEF
KITCHEN ASSISTANT
COOK
CATERING
BARISTA

ADDITIONAL INFORMATION:

Work placement: Students must complete a minimum of 70 hours work placement in the Hospitality industry (35 hours in Year 11 and 35 hours in Year 12).

Students must wear a uniform when cooking and when serving food at functions.

CONTACT: MS RYAN/MR JONES
TAS FACULTY STAFFROOM

Course Type

BD

PRIMARY INDUSTRIES

SCIENCE FACULTY

Board Developed Course



THIS COURSE AIMS TO:

The aim of the Primary Industries Certificate II course in NSW is to provide students with knowledge and skills in various aspects of primary industries, including agriculture, horticulture, and animal care. It aims to develop practical skills, knowledge of industry practices, and an understanding of sustainability in primary production.

OF UNITS

2

STUDENT FEES

\$0

TOPICS IN THIS COURSE INCLUDE:

Agricultural practices, plant and animal care, machinery operation, workplace safety, environmental sustainability, and industry regulations. Students will gain practical skills and knowledge in areas such as crop production, livestock handling, plant propagation, soil management, and farm equipment operation. The course emphasizes hands-on learning, industry-specific skills, and preparing students for entry-level roles in the primary industries sector.

METHODS OF ASSESSMENT:

Students must demonstrate the competency requirements of all units of competency, as well as, Work Placement obligations.

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

Passionate about farming - Livestock or Plants, practical learners, interested in agriculture/horticulture and primary production.



CAREER OPTIONS:

- Crop Farmer
- Livestock farmer
- Horticulturist
- Agronomist
- Aquaculture Technician
- Forestry Technician
- Lanscaper
- National Parks and other Green Space sectors

RECOMMENDED REQUIREMENTS:

Interest for Agriculture - Livestock and/or Horticulture, and ability to build practical skills, understanding of agricultural principles, willingness to engage in fieldwork, problem-solving abilities, and an interest in sustainability

NOTE: 2 streams are on offer

- Certificate II - Agriculture (Livestock Focus)
- Certificate II - Horticulture (Plant Focus)

VET & ATAR
COURSE



CONTACT: MR URQUHART
SCIENCE FACULTY STAFFROOM

Course Type

BE

VET MANUFACTURING AND FABRICATION

TAS FACULTY

Board Endorsed Course



OF UNITS

2

STUDENT FEES

\$0

NON ATAR
COURSE

THIS COURSE AIMS TO:

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

TOPICS IN THIS COURSE INCLUDE:

- Work safely and effectively in manufacturing and engineering
- Undertake a basic engineering project
- Develop a career plan for the engineering and manufacturing industry
- Use power tools/handheld operations
- Use electric welding machine
- Use fabrication equipment

METHODS OF ASSESSMENT:

Competency-Based Assessment

EXCLUSIONS AND PREREQUISITES :

Nil

TARGET STUDENTS:

All



CAREER OPTIONS:

Fitter Machinist,
refrigeration and
air conditioning
mechanic,
toolmaker,
maintenance fitter

RECOMMENDED REQUIREMENTS:

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESAs. You should be work ready before work placement.

CONTACT: MR CORNFORD
TAS FACULTY STAFFROOM