stage 6

YEAR 11/12 ACADEMIC PROGRAM
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Our Vision

At TAS, we believe that education is about the development of character. Every student deserves to experience the kind of success that builds self-esteem, promotes a sense of purpose, and gives confidence to face new challenges.
Introduction from the Headmaster

For the great majority of students who have travelled through TAS in recent times, the HSC years have been the most demanding, the most important and the most memorable. They provide previously unseen opportunities to embrace the academic passions that have begun to reveal themselves, to pursue and achieve goals that will open doors beyond school years and to connect with the activities and identity of their school as seniors.

At TAS we are conscious that the senior years place many demands on students that make the management of the HSC program all the more challenging. It is our expectation that there will be sensible balance between the academic and co-curricular and that the commitment to sport, creative arts and leadership responsibilities that we value so highly will run in healthy parallel with consistent application and engagement with the academic program.

The ultimate ambition that we all share is that our students will continue to build their performance through their senior years and enjoy the sense of worth and purpose that brings. To succeed in this ambition, the HSC must be seen as a shared experience between student, school and parents. We encourage parents to do all they can to understand the program ahead of their children and the support they will need along the road. This book and the information sessions that complement it provide important information on the rules and requirements of the HSC, advice on subject selection and, of course, detail on the subjects offered at TAS. It should be seen as a first step on a journey that will include gathering advice from school staff and plenty of discussion over the next two years. I recommend it to you and wish all our students and their families well for the HSC years.

Murray Guest  |  Headmaster
From the Director of Studies

Paramount to our approach to each student’s academic journey through TAS is the firm belief that every student should achieve their academic goals and have the broadest range of academic opportunities and choices available to them for their life after school. Our commitment is to each individual student; understanding that for every one, their paths, interests and options will be different. While our firm belief is that it is our role to prepare students for life as an adult beyond the school gates, this is founded on high expectations for individual academic success and passionate, dedicated teachers.

Our senior years are devoted to providing subjects, guidance and academic support to allow students to follow their academic interests. The specific support available for senior students includes a comprehensive program that includes study skills presenters from Sydney, access to HSC markers and additional support from the teaching staff. These sessions are scheduled on Activities Days so that class time is not interrupted and so that students do not need to travel to Sydney to access this extra support. This program is also complemented by our after-hours HSC tutoring sessions and our annual HSC Study Camp.

The selection of subjects for Year 11 and 12 is an important decision. Families should read this document carefully and seek advice from their child’s advisor, current teachers and Careers Advisor. This process starts in Term 3 of Year 10 and continues through to the start of Year 11.

Subject Selection Process
• Information Sessions and handbook distribution – Term 3 Week 4
• Families receive login details to enter student preferences – Term 3 Week 5
• Student preferences entered online – Monday Term 3 Week 7
• All students notified of initial subject allocation – Term 4 Week 2
• Students with concerns to meet with the Careers Advisor or Director of Studies to discuss possible solutions – Week 2 to 5 of Term 4
• All families receive final notification of subject selections for Year 11 – end of Term 4
• Any proposed subject changes can be requested via email to the Director of Studies before the start of Year 11. Once Year 11 classes begin all requests to change classes are managed by the Careers Advisor and require permission from the parent or caregiver.

I look forward to working with your child over the coming years with the aim of maximising their options as they move from TAS into further study or the work force.

Seonia Wark I Director of Studies
Introduction to the HSC

The Higher School Certificate (HSC) is a pre-tertiary credential for students in NSW. It offers a wide curriculum with subjects ranging from the highly academic to the creative and the vocational.

Choosing Subjects

The choice of subjects for Years 11 and 12 can seem quite challenging to many students. Some know exactly where their lives are headed (although they often change their minds!), but most have only a vague idea of what they would like to do after school. It is probably true to say that most students, by Year 10, do have a reasonable idea of what they do not want to study.

There are some important principles to observe when choosing a program of study for Years 11 and 12.

1. Seek advice concerning post-school options. For students with a clear idea of their future employment, this is a little easier.

   All students considering further study after school should use the information published by the Universities Admission Centre (UAC) regarding entry to universities, to become familiar with the requirements determined by the many different universities. The School’s Career Adviser (Mr Taylor) can assist in this regard, and a copy of the UAC guide is available.

   Even if ideas about careers are unclear, many boys will know that they have a scientific or humanities interest, or an artistic flair and so on. Ensure that key subjects, that may form the focus of future studies, are included in the subjects chosen.

2. Where possible, keep options open. Specialisation is not wrong if they are certain of their future destination, but few students are so certain that they can afford to cut off other possible options. Students who are unsure of what they wish to do after school should choose a balanced program of study which avoids decisions that may later limit their options.

3. They should choose subjects that they find interesting. Personal interest is the best way to keep motivated throughout the two years. Students who choose subjects because they, usually mistakenly, think it will give them some statistical advantage in university admission often commit themselves to two years of studying subjects in which they have little real interest or ability.

4. Finally, and very importantly, subjects must be chosen to meet the requirements of the Board of Studies, Teaching and Educational Standards (BOSTES) for the award of the Higher School Certificate, and of the Universities Admission Centre for eligibility for an Australian Tertiary Admission Rank (ATAR). These rules are outlined in this document, but this book and the processes that the students follow over the upcoming months are designed to make meeting these requirements easy. The Director of Studies monitors student selections and contacts families if concerns arise regarding eligibility requirements.

All students are encouraged to seek advice, in the first instance, from subject Coordinators and classroom teachers, the Careers Advisor and their Advisor. The Director of Studies is able to offer further clarification after this assistance has been sought.
What Types of Courses Can I Select?

There are different types of courses that you can select in the Preliminary (Year 11) and HSC (Year 12) programs.

**Board Developed Courses**
Courses developed by the Board of Studies, Teaching and Educational Standards (BOSTES)

- There is a syllabus for each course that contains course objectives, structure, content, outcomes specific course requirements, assessment requirements, specimen exam papers and marking guidelines and a performance scale.
- All students entered for the HSC who are studying these courses follow these documents.
- These courses are examined externally at the end of the HSC and may contribute towards the calculation of an Australian Tertiary Admissions Rank (ATAR). These courses include those developed by schools, TAFE and universities.

**Board Endorsed Courses**
These have syllabuses endorsed by the Board of Studies, Teaching and Educational Standards (BOSTES) to cater for areas of special interest. There is no external examination for a Board Endorsed Course but they do contribute towards the Higher School Certificate and appear on your Record of School Achievement (RoSA). Board Endorsed Courses do not contribute towards the calculation of an ATAR.

**What are Units?**
Each unit involves class time of approximately 60 hours per year. In the HSC, each unit has a value of 50 marks. Hence a 2-unit course will be taught for approximately 120 hours in the year and has a value of 100 marks.

Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2-unit course, extension courses are available at TAS in English, Mathematics, History and Music and in some languages by correspondence.

English Extension and Mathematics Extension courses are available in Year 11 and Year 12. Students must study the Year 11 Extension 1 course in these subjects before proceeding to either the Extension 1 or Extension 2 courses in Year 12. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
Requirements for the Award of the HSC

You must have satisfactorily completed courses that meet the requirements of the Board of Studies, Teaching and Educational Standards (BOSTES). This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

You must have sat for, and made a serious attempt at, the Higher School Certificate examinations where applicable.

You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

• At least 6 units from Board Developed Courses – including at least 2 units of English
• At least three courses of 2 units value or greater
• At least four subjects
• At most 6 units of courses in Science

• The Board of Studies, Teaching and Educational Standards (BOSTES) publication ‘Studying for the New South Wales Higher School Certificate’ contains these rules and requirements

• If you wish to receive an ATAR you must study a minimum of 10 Board Developed units in the HSC course
• The booklet ‘University Entry Requirements’, published by UAC and usually available at the end of July, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
• For students who study two or more Board Framework courses (VET) and elect to take the HSC exam in those subjects, only the best 2 units may count towards an ATAR i.e. you can only count one VET subject in your ATAR.

Changes to Subject Selections

Students are asked to choose wisely and carefully from the first step in this process. Some changes can be accommodated after the commencement of the new academic year, but not all. The further advanced the academic year, the more difficult it will be for Coordinators to be able to accept students wishing to change to another subject. All changes must be approved by the Director of Studies before students move classes. A change of subject form is available from the Careers Advisor.

Pathways

Most students will complete their Higher School Certificate in the two years of Year 11 and Year 12. However, it is important that all families are aware of the ‘Pathways to the HSC’ option, which the Board of Studies, Teaching and Educational Standards (BOSTES) makes available.

Under this option, it is possible for a student to take up to five years to accumulate his or her Higher School Certificate. In other words, a student can present one or more subjects for examination each year for up to five years, and the HSC would be granted once the minimum requirements had been met. However, at TAS it is highly unusual for students to take more than two years to complete this process. Enquiries about a Pathways program should be made to the Director of Studies.
Courses typically offered at TAS

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<thead>
<tr>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
<th>HSC Extension Courses (1 Unit)</th>
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<tr>
<td>Agriculture</td>
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<td>Ancient History</td>
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<td>History Extension</td>
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<td>Automotive (VET)</td>
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<td>Biology</td>
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<td>Business Studies</td>
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<td>Chemistry</td>
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<td>Design &amp; Technology</td>
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<td>Drama</td>
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<td>Economics</td>
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<td>English Advanced</td>
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<td>English Standard</td>
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<td>English Extension 2</td>
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<td>English Studies</td>
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<td>French Continuers</td>
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<td>French Extension (by correspondence)</td>
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<td>Geography</td>
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<td>Hospitality (VET)</td>
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<td>Industry Based Learning</td>
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<td>Japanese Continuers</td>
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<td>Legal Studies</td>
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<td>Mathematics General (Preliminary) (splitting into Mathematics General 1 and Mathematics General 2 (HSC))</td>
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<td>Mathematics</td>
<td>Maths Extension 1</td>
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<td>Maths Extension 2</td>
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<td>Metal &amp; Engineering (VET)</td>
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<td>Modern History</td>
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<td>History Extension</td>
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<tr>
<td>Music 1</td>
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<td>Music 2</td>
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<td>Music Extension</td>
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<tr>
<td>Personal Development, Health and Physical Education</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Primary Industries (VET)</td>
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<tr>
<td>Software Design and Development</td>
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<td>Sport, Lifestyle and Recreation</td>
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<td>Visual Arts</td>
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Vocational Education and Training (VET)

**VET Curriculum Frameworks**

It is recommended that students not in the school-based traineeship program only include one VET subject. You must undertake a work placement to complete these courses successfully. Whilst we anticipate students will be able to successfully demonstrate competencies, if they do not, then they will not qualify for the Certificate II qualification but will receive a Statement of Attainment indicating competencies gained.

The four framework courses offered are:
- Automotive
- Hospitality (taught at PLC)
- Metal and Engineering
- Primary Industries

**Work Placement**

All VET subjects have a mandatory work placement component. This is usually 35 hours per year and must be completed before the end of the course (in Year 12 this is before the Trial HSC Exams). Students wishing to drop a VET subject during Year 11 are required to complete the work placement first, due to HSC eligibility criteria. Students who do not complete their work placement will receive an N-Determination from the BOSTES and these two units then do not form part of their pattern of study.
Assessment and Reporting

1. Students must complete the Board of Studies, Teaching and Educational Standards (BOSTES) Course ‘All My Own Work’ prior to the commencement of Preliminary Courses. At TAS this is completed in Careers classes in Term 4 of Year 10.

2. Teachers access a syllabus package for each course provided by BOSTES. The package include the syllabus content which teachers use to develop teaching programs, examination specifications, specimen examination papers, sample marking guidelines and a performance scale.

3. The syllabuses, along with assessment and examination information and a performance scale, will be used to describe a student’s level of achievement and give a clear idea of the standards that are expected.

4. School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination in that course. In some subjects this component also includes a major work or performance.

5. Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement and is referred to as a ‘Band 6’.

6. Students will be provided with a copy of the relevant School Assessment policies at the start of Year 11 and 12.

7. HSC reports which are provided to you as part of the final package you receive from BOSTES includes detailed descriptions of the knowledge, skills and understanding you have attained in each course of study.

School Assessment Policy

This is an internal school document that contains general policies for the Preliminary course of the Higher School Certificate and draws on BOSTES advice contained in the ACE Manual and The Assessment Support Guide for the HSC. It is issued to all students at the start of the the Preliminary and HSC courses. It is also published on the school website.

Responsibilities of students in the Preliminary HSC course

- Ensure that they obtain and understand the school’s assessment policies.
- Attempt each assessment task to the best of their ability including submitting each assessment task on the due date.
- Ensure that any concerns that they have about the marking or comments concerning assessment tasks are addressed on return of the task.
- Demonstrate through application and achievement, that they have met the requirements of the course.
- Complete appropriate appeal procedures should they fail to meet task deadlines due to reasonable absence, illness or misadventure.
**Appeal Procedures**

Students who fail to submit or attend a task on the advised date will receive a mark of zero for that task. The student may choose to appeal this mark if they consider that they have reasonable grounds for appeal.

Appeals should be submitted on the School Appeals form to the Director of Studies (DoS) within 48 hours of the task or the student’s return to school. The student and staff member concerned should complete the appeal before submitting it to the DoS. If the appeal is successful the student may receive an extension on the due date, an alternate date to sit the same task, or a substitute task at a later date. If all of these options are not feasible, then the Director of Studies may advise the teacher to assess the student in accordance with the school’s published policy on assessment of missed tasks.

In all cases where a student does not meet the assessment requirements of the course by failing to submit or attend a task without adequate reason, the Coordinator will be informed and in most cases a formal N-determination warning will be issued by the Director of Studies to the student. The student’s Advisor is required to contact parents and acquaint them with this breach of the student’s responsibilities.

**Awarding Grades, Marks and Rank Orders in the Preliminary Course**

Grades of A to E are awarded for each outcome that appears on a semester report in all courses studied for the Preliminary component of the Higher School Certificate. These grades are based on school-based assessment of the knowledge and skills outcomes described in each assessment schedule. A grade of ‘N’ may be awarded where an outcome has not been achieved through absence, incomplete work or poor effort. This grade would normally result in a formal ‘N’ warning from the school. Parents are notified in writing when this occurs.

The mark and rank order awarded in any course is a summative judgement of each student’s overall achievement at that stage of the course. The mark should conform to BOSTES guidelines and would normally range between 50 and 100. The class average and number of students in the course will also be supplied. VET subjects do not provide marks until after the Trial HSC.

The determination of a mark is based on the student’s achievements relative to the outcomes and assessment schedule and not on any pre-determined distribution of grades. Marks awarded should, where possible, reflect the bands published for the HSC e.g. a student with an overall performance equal to an A (or band 6) receives a mark between 90 and 100. Accelerants in a Preliminary HSC course are to be assessed and entered with the cohort of that course.

Students who transfer into a course from another course or school before 30 June of that year will be assessed with the cohort using the school’s missed task policy provided they have achieved the majority of tasks (over 50%) and outcomes of the course. Otherwise, the Director of Studies should be consulted and the student’s previous school may be asked to assist in determining grades.

The BOSTES awards an N Determination in a course if the student has failed to meet one or more of the following criteria:

- Followed the course developed and endorsed by the Board
- Applied themselves with diligence and sustained effort
- Achieved some or all of the course outcomes.
Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed and levels of achievement. Should any student be in danger of an N Determination, the school will give the student adequate notice to allow them to rectify the situation. At TAS, this takes the form of two warning letters and an interview with the student and parent(s) or guardian.

A warning letter will be issued as soon as serious concerns become apparent that have not been addressed by normal academic counselling processes. It is assumed that the normal process of referral to Advisor, Housemaster and Coordinator for counselling would have occurred before a letter is issued. The exception to this may be a missed task of significant weighting. Warning letters are only issued by the Director of Studies using details supplied by the class teacher with the support of the Subject Coordinator.

**General Advice on Subject Selection**

While the range of options available to students has, and will continue to, increase, most students will opt for a traditional 2 year HSC resulting in an Australian Tertiary Admissions Rank (ATAR). The bulk of courses at TAS support this choice.

Decisions should not be based on:
- What your friend(s) intend to do
- Perceived hierarchies of subjects based on University scaling
- Who you think may teach the course
- Rumour and unsupported opinions from friends or older students.

Students and parents often ask for advice as to which courses students should select to obtain the best results. In asking this question many people believe that there are certain courses which are 'scaled up' and that by studying these courses they will automatically receive bonus marks. It is possible to score good marks in any subject. Whether a subject will be scaled up or down can only be determined by the performance of the candidates in that subject for that specific year. Obviously, if many able candidates attempt a subject, then it is likely that the standard of results for that subject will warrant a favourable comparison against other subjects. However, the scaling procedure will not favour all candidates in that subject, especially those who earn a mark below the average.

For an opinion about scaling procedures (for subjects you are attempting) to be valid, the person expressing the opinion would need to know the composition of the candidature across the entire State for that year.

Generally, students should not attempt to select courses below or above their ability in order to maximise their marks. It is possible to score good marks in any subject and therefore contribute positively towards a final ATAR.
Agriculture

Contact Person:  Mr Michael Ball
mball@as.edu.au

Course Description

Preliminary
In the Preliminary course, students study the interactions between the components of agricultural production, marketing and management, while considering the sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

Main Topics Covered in the Preliminary Course

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

HSC Course
The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the farm product study.

Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

Topics Covered in the HSC Course

Plant/Animal production (50%)

- Soil, nutrients and water
- Factors contributing to the degradation of soil and water
- Sustainable resource management
- Plant production systems
- Constraints on plant production
- Managing plant production
- Animal nutrition
- Animal growth and development
- Animal reproduction and genetics
- Animal pests and diseases
- Animal ethics and welfare
- Experimental analysis and research in plant and animal systems

Farm product study (30%)

- The farm as a business
- Decision-making processes and management strategies
- Agricultural technology
- Marketing of a specific farm product

Elective (20%) (approximately 24 indicative hours)
Choose ONE of the following electives to study

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements

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

Contact Person:  Ms Julie Flanagan
                jflanaga@as.edu.au

Rationale
The study of ancient history is an enquiry into past experience that helps make the present more intelligible. To be unaware of history is to be ignorant of those forces that have shaped our social and physical worlds. Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. The study of ancient history gives students an understanding of the possibilities and limitations of comparing past to present and present to past by exposing them to a variety of perspectives on key events and issues. It also gives them opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world.

Course Description
Preliminary Course
Students are required to study Parts I, II and III of the course.

Part I: Introduction
• Investigating the Past: History, Archaeology and Science
• Case Studies - At least ONE case study should be undertaken.

Part II: Studies of Ancient Societies, Sites and Sources
At least ONE study of ancient societies, sites and sources should be undertaken.

Part III: Historical Investigation
The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History.

Extension courses
Choices of studies in Parts I, II and III, other than those offered here, must be chosen from different civilisations.

HSC Course
The course comprises a study of:

Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum (25% of course time)
Part II: ONE Ancient Society (25% of course time)
Part III: ONE Personality in Their Time (25% of course time)
Part IV: ONE Historical Period (25% of course time)

The course requires study from at least TWO of the following areas:
• Egypt
• Near East
• Greece
• Rome

The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.
Automotive (VET)

Contact Person: Mr David Slade
dslade@as.edu.au

Course Description
This course is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued in and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training in the automotive industry. Based on Units of Competency developed by industry, this course incorporates foundation units plus a range of units from the Automotive training package. Students who choose to have this course credited towards their ATAR must sit for the optional HSC exam.

Units of Competency typically cover the following areas:
- Automotive industry induction
- Automotive systems and components
- Automotive troubleshooting processes
- Effective Workplace Communication
- Service, maintain or replace batteries
- Carry out repairs to single electrical circuits
- Use and maintain workplace tools and equipment

Particular Course Requirements
Work placement - students must complete a minimum of 70 hours work placement in an Automotive or related service industry workplace that is acceptable to the school. A consumables cost of $60 per term will be applicable. Overalls, boots and other personal protection equipment will be required.

Competency Based Assessment
A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent in each unit of competency. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. When a student achieves a Unit of Competency it is signed off by the assessor.

External Assessment – HSC Examination (optional)
The Higher School Certificate examination for Automotives will involve a written examination. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive qualifications.

Qualifications
Students who are assessed as competent in the prescribed Units of Competency in the Automotive Course will be eligible for Certificate II qualification.
Biology

Contact Person:  Mr Tim Wheaton
twheaton@as.edu.au

Course Description

Biology in Stage 6 explores the levels of organisation of life, from the molecular level through cellular to higher levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and between organisms and their environment. The study of biology recognises that, while humans are part of nature, they continue to have a greater influence on the environment than any other species. The history and philosophy of science, as it relates to the development of the understanding, utilisation and manipulation of living systems by the human species, is an integral part of the study of contemporary biology and assists students to recognise their responsibility to conserve, protect, maintain and improve the quality of all environments for future generations.

Main Topics

Preliminary Course
- Biology Skills
- A Local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

HSC Course
Core Modules:
The core, which constitutes 90 indicative hours and includes:
- Biology Skills
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

Option Module – one of:
- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

Particular Course Requirements

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.
More information about the Biology syllabus is available at the Board of Studies website.
Business Studies

Contact Person:  Mr David Toakley
dtoakley@as.edu.au

Course Description

Business Studies is an excellent course for students with an interest in the operations of, and the role played by business within our society. The subject requires a high level of literacy skills and a good understanding of key mathematical skills.

The Preliminary course aims to provide students with the knowledge and skills required to plan, establish, and efficiently operate a small business. Students learn about the environment within which Australian businesses operate, and the key functions of business, including such things as marketing and finance. This is followed by an examination of the requirements and steps to successfully plan and start a small business, and the development of a business plan features as the major work for the year.

Note – in Year 11, students will participate in a business program that is run by an external provider, ‘Australian Business Week’. Students will work in teams to run a hypothetical business over a number of quarters, and will require students to make business decisions that are run through a computer simulation. The competitive nature of the program makes it a very enjoyable activity, and students are able to apply the theory they learn in a hypothetical business situation. The approximate cost of the program is $80.

The HSC course introduces students to the study of the internal workings of business, the management skills required to run a business and some of the major managerial areas of business such as finance, marketing and human resource management. A large component of the course is also directed at ethical business issues such as sustainable development and ethical marketing strategies.

Main Topics

Preliminary Course
- The Nature of Business - the central role business plays in society, the key influences on it, and the social and ethical responsibilities of business.
- Key Business Functions - marketing, finance, employment relations and operations and the role each plays in running a successful business.
- Business Management – to learn about the nature and responsibilities of management in business.
- Business Planning - this topic also forms part of a major assessment where students prepare a business plan for a hypothetical business.

HSC Course
- Operations – the strategies that are required for effective operations management in large businesses
- Marketing - what marketing involves and the steps to strategically plan, implement and evaluate a marketing plan for a business.
- Finance – how to interpret financial information in order to manage a business successfully.
- Human Resources – how human resources contribute to business performance.
Chemistry

Contact Person:  Mr Tim Wheaton
twheaton@as.edu.au

Course Description

Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth's resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Main Topics

Preliminary Course
- Chemistry Skills
- The Chemical Earth
- Energy
- Water

HSC Course
- Chemistry Skills
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following modules:
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- Forensic Chemistry
- The Chemistry of Art

Particular Course Requirements

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

More information about the Chemistry syllabus is available at the Board of Studies website.
**Design and Technology**

**Contact Person:** Mr David Slade  
dslade@as.edu.au

**Course Description**

Students study design processes, design theory and factors in relation to design projects. In the Preliminary course students study designing and producing which includes the completion of at least two minor design projects.

In the HSC students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a Major Design Project.

**Main Topics**

**Preliminary Course**

Designing and Producing including the study of: design theory, design processes, creativity, collaborative design, research, manufacturing and production, communication, safety, evaluation, analysis, marketing, computer-based technologies, environmental issues, using resources, management, manipulation of materials and tools and techniques.

**HSC Course**

- Innovation and Emerging Technologies including a case study of innovation.
- The study of designing and producing includes a Major Design Project.

The project folio includes: Project Proposal, Management, Development, Realisation, Evaluation

**Particular Course Requirements**

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that was studied in the Preliminary course is used in the development and realisation of a major design project and the presentation of a case study. A consumables cost of approximately $25 per term will apply.
Drama

Contact Person: Mr Andrew O’Connell
aoconnel@as.edu.au

Course Description

Drama is a creative and collaborative subject that allows students to explore their world through enactment. Students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this course students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre. Those who enjoy performing, collaborating and sharing ideas with others, or working with technical or video medium are ideally suited to this course. The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development. The syllabus provides continuity with many tertiary and industry courses. While the course builds on the skills developed in Stage 5 Drama, it also caters for students with less experience in Drama.

The Preliminary Course

This concentrates on building skills, a deep understanding of acting as well as an insight into the professions involved when working in the theatre and the history of Drama. Aspects of the course are modelled after the HSC Course, with students given opportunities for performance work, playbuilding, design elements and a dramaturgical study of theatrical movements/playwrights.

HSC Course

This provides students with the opportunity to undertake their own Individual Project from a range of options that include Performance, Video Drama, Design, Scriptwriting and Critical Analysis. Students will study play scripts from Australian Theatre and Black Comedy and other written texts dramaturgically, exploring them both practically and through written responses. They will also be involved in a Group Project that involves them collaborating with their peers to devise their own piece of theatre. Students need to be prepared to work independently on their own projects and will keep detailed logbooks documenting the creation of both their Individual Project and Group Performance.

Main Topics

Preliminary Course
- Dramaturge study of selected plays
- Improvisation and playbuilding
- Theatrical movements and acting
- Production elements

HSC Course
- Australian Drama and Theatre (core component)
- Studies in Drama and Theatre
- The Group Performance (core component)

Individual Project - students choose one of the following:
- Critical Analysis (Director’s Portfolio, Portfolio of Theatre Criticism, Applied Research Project)
- Design (Set, Costume, Lighting, Program and Promotion)
- Performance
- Scriptwriting
- Video Drama

Particular Course Requirements

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

Contact Person: Mr David Toakley
dtoakley@as.edu.au

Course Description

Economics is the study of how we use resources, and examines how we make choices – should I buy a new car, or save the money? Do I want more free time or more income from work? It provides an understanding of how to best use natural resources, machinery and work efforts.

Economics can be studied in combination with other HSIE subjects that cover similar and complementary issues, including Business Studies, Geography, Modern History and Legal Studies.

Main Topics

Preliminary Course
• The Economic Problem - how individuals and societies deal with how best to use scarce resources, plus a study of different economic models and their attitude to scarcity.
• Consumers and Business - of how consumers and business make decisions about the choices they face.
• Markets - how market prices are determined and the need and means available for governments to intervene in markets – the way in which market prices are determined.
• Labour Markets - how an economy can make the best use of its labour resources and why different political parties have different perspectives on how labour should be rewarded.
• Financial Markets - the operation of financial markets in Australia, the contemporary institutions and the controls existing in the market.
• Government and Economy - role of government in a mixed economy and the management of the economy. Problems and issues arising from the free operation of markets.

HSC Course
• The Global Economy - the operation of the global economy and the impact of globalisation on individual economies. Plus a study of an economy other than Australia.
• Australia’s Place in the Global Economy – plus the impact of changes in the global economy on Australia’s internal and external stability.
• Economic Issues - the nature, causes and consequences of the economic issues and problems that can confront contemporary economies.
• Economic Policies and Management - the aims and operation of economic policies in the Australian economy and hypothetical situations. Students will learn about the annual budget, and how interest rates can have an influence on the health of the economy.
English Standard

Contact Person: Ms Julie Flanagan
jflanaga@as.edu.au

Exclusions: English Advanced, English as a Second Language, Extension, English Studies

Course Description
This course suits students who are interested in achieving competency in a range of literacy and literature skills without pursuing critical literacy or Shakespearean texts.

Main Topics

Preliminary Course
This covers the essential skills and types of texts to be studied – film, novel, drama and poetry are all examined and investigated with regard to the types of thematic concerns that are addressed in the HSC course. Skills are developed in formal and imaginative writing and in identifying texts of their own choice which deal with similar or related themes and issues. There are a range of assessments including oral, written and listening skills.

HSC Course
This is divided into the Area of Study and three Modules, each with a specific focus and type of text being examined. Students are assessed through a number of formal Assessment Tasks ranging from examination essays through to in-class speeches.

Particular Course Requirements

Preliminary Course
- Students are required to:
- Study Australian and other texts.
- Explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film or media or multimedia texts.
- Undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts.
- Integrate the modes of reading, writing, listening, speaking, and viewing.
- Engage in the integrated study of language and text.

HSC Course
Students are required to closely study:
- At least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multi media texts.
- A wide range of additional related texts and textual forms.

English Advanced

Contact Person: Ms Julie Flanagan
jflanaga@as.edu.au

Exclusions: English Standard, Fundamentals of English, ESL, English Studies

Course Description
This course suits students who enjoy English and are competent in a wide range of areas including critical literacy, interpreting Shakespearean texts and extended writing.

Main Topics

Preliminary Course
This covers the more sophisticated skills and types of texts – film, novel, drama and poetry are all examined and investigated with regard to the types of thematic concerns that are addressed in the HSC course. Students develop and consolidate skills in formal, imaginative and critical literacy in a variety of contexts, and also develop skills in identifying texts of their own choice which deal with similar or related themes and issues. Students experience a range of assessment tasks including those testing oral, written and listening skills.
HSC Subjects

HSC Course
This is divided into the Area of Study and three Modules, each with a specific focus and type of text being examined. Students develop and are assessed in skills relating to their study of poetry, drama, film and prose fiction. Students are assessed through a number of formal Assessment Tasks ranging from examination essays and responses to in-class speeches.

Particular Course Requirements

Preliminary Course
• Students are required to:
  • Study Australian and other texts
  • Explore a range of types of text drawn from: prose fiction, drama, poetry, nonfiction, film or media or multimedia texts
  • Undertake wide reading programs involving texts and textual forms.
  • Integrate the modes of reading, writing, listening, speaking, and viewing.
  • Engage in the integrated study of language and text.

HSC Course
Students are required to closely study:
• At least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama, prose fiction; drama or film, poetry; nonfiction or media or multimedia texts.
• A wide range of additional related texts and textual forms.

Preliminary and HSC English Extension 1 and HSC English Extension 2

Contact Person: Ms Julie Flanagan
jflanaga@as.edu.au

Prerequisites
English (Advanced) Course; Preliminary English Extension Course is prerequisite for Extension Course 1; Extension Course 1 is prerequisite for Extension Course 2

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

Course Description
This course suits students who are very able and interested in pursuing English to the highest level in both analytical and creative composition.

Main Topics
Preliminary English (Extension 1)
Prepares for English Extension 1 and Extension 2 at HSC level by focusing on the ways values of texts are changed or preserved in a variety of contexts, creative and extended writing. Skills developed in the Preliminary English (Advanced) course are developed, refined and extended.
The Preliminary English (Extension) is based on the study of a variety of texts focusing on the values evident in the text and considering the ways in which these values have changed or been expressed in differing contexts. Students study a variety of types of text including film, short story and novel.

Particular Course Requirements

Preliminary English (Extension1)
Examine a key text from the past and its manifestations in one or more popular cultures; also explore, analyse and critically evaluate examples of such appropriations in a range of contexts and media.
HSC English Extension 1

HSC English Extension 2
Completion of a Major Work and a statement of reflection.

English Studies (School-based Traineeship program only)

Contact Person: Ms Julie Flanagan
jflanaga@as.edu.au

Prerequisites
Successful completion of School Certificate level English. At TAS this course is currently only available to School Based Traineeship students.

Course Description
English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to develop and appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.
This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding, contributing to and appreciating the variety of cultural heritages and differences that make up Australian society and society more broadly. It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to reflect on their own processes of responding, composing and learning.

Main Topics
Students studying English Studies will study a variety of modules which include:

- **Achieving Through English:** English and the Worlds of Education, Careers and Community (preliminary)
- **We Are Australians:** English in Citizenship, Community and Cultural Identity
- At least 2 elective modules in the preliminary and HSC years.

Criteria
English Studies addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course. At TAS this course is currently only available to School Based Traineeship students. The course does not have an HSC examination. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

French Continuers

**Contact Person:** Ms Kathryn Tamminga  
ktamming@as.edu.au

**Prerequisites**
Satisfactory completion of Stage 5 French

**Course Description**
The study of French as a second language is a life skill. It contributes to a student’s overall education in areas such as communication, cross-cultural understanding, literacy and general knowledge. The study of French will better equip students as travellers, as well as providing access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities.

In this course, students will develop linguistic ability and gain cultural understanding through the study of the French language. The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art and sport. Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, cuisine and catering, diplomacy, education and research, fashion and cosmetics, government, hospitality (eg: hotels, restaurants), law, media (eg: journalism), science and technology, tourism, translation and interpreting, and wine-making.

The Preliminary Course
The Preliminary Course has, as its organisational focus, themes and associated topics. Students’ skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect these themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.
The HSC Course
The HSC Course continues to focus on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French, and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students’ knowledge and understanding of the culture and the language of French-speaking communities will develop further.

Main Topics
There are three prescribed themes:
• the individual
• the French-speaking communities
• the changing world
Each theme has a number of prescribed topics and sub-topics with which students will engage in their study of French.

The first theme, ‘The Individual’, enables students to explore aspects of their personal world, such as significant moments, family and friends, school life and aspirations, leisure and interests. The second theme, ‘The French-speaking communities’, explores topics including daily life, lifestyles, and arts and entertainment. It encourages students to reflect on their own and other francophone cultures through these themes. The final theme, ‘The changing world’, enables students to explore change as it affects aspects of the world of work and other topics such as travel and tourism, current issues and the young person’s world.

Students continue to extend their talents in the four skill areas of speaking, listening and responding, reading and responding and writing in French. This course is a very practical one, and students can expect to be quite fluent in all skills areas by the HSC. A number of Australian universities offer a formal Bonus Points Entry Scheme to students who study a Language to HSC level, designed to highlight the importance of study in Languages.

Geography
Contact: Ms Fiona Taber ftaber@as.edu.au

Course Description
Geography looks at both the natural (biophysical) environment and the man made (human) environment and how these environments interact to create the modern world.

Main Topics
Geography focuses on the spatial and ecological dimensions of both the biophysical and human environments – why things are where they are and what impact they have on the natural system around them. Geography is well defined by thinking of it as ‘the study of place’.

All case studies and examples are located in place. The larger concept of geographical scale underlies the course – what is happening at the local scale, the national scale and the global scale.

Preliminary Course
• Biophysical Interactions
What makes up the natural environment? How do the four components (biosphere, lithosphere, atmosphere and hydrosphere) interact? Fieldwork is an integral part of geography and allows us to see the interaction between humans and nature. There is also a human component in terms of management and value associated with this environment.
• Global Challenges
What challenges does the world face? Population geography provides an insight into the makeup of the modern world in human terms. We analyse the consumption culture and look at production in the globalised community. Political geography looks at the nation state, the growth of Transnational Corporations and the power they have. Israel/West Bank have been used as case studies.
HSC Subjects

- Senior Geography Project
  This allows the student to investigate a contemporary geographical issue using enquiry methodologies. The SGP requires collection of primary and secondary data and then communication of results in both oral and written form. The student is given a broad scope to investigate an issue of their choice.

HSC Course
- Ecosystems at Risk
  A study of two different ecosystems to see the impact of man and to evaluate the current management strategies and protection initiatives.
- Urban Places
  Investigation of the cities of the developed world, the megacities of the developing world and urban dynamics. Sydney, Lagos and London are our case studies.
- People and Economic Activity
  From the local to the global - an economic activity or a business enterprise is studied to understand the patterns of production and consumption.

Japanese Continuers

Contact Person: Mr Allan Moore
amoore@as.edu.au

Prerequisites
Satisfactory completion of Stage 5 Japanese

Course Description
The study of Japanese language is of importance to Australians, both culturally and economically. Japan is Australia’s leading trading partner and there are significant cultural ties between Australia and Japan.

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.

Preliminary Course
The Preliminary Course has, as its organisational focus, themes and associated topics. Students’ skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

HSC Course
The HSC Course continues to focus on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students’ knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.
Main Topics

There are three prescribed themes:

- the individual
- the Japanese-speaking communities
- the changing world.

Each theme has a number of prescribed topics and subtopics with which students will engage in their study of Japanese.

The theme, ‘The Individual’ enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals. The theme, ‘The Japanese Speaking Communities’ explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures. The theme, ‘The Changing World’, enables students to explore change as it affects aspects of the world of work and other topics such as current issues. Students continue to extend their talents in the four skill areas of speaking, listening and responding, reading and responding and writing in Japanese. This course is a very practical one, and students can expect to be quite fluent in all skills areas by the HSC. A number of Australian universities offer a formal Bonus Points Entry Scheme to students who study a Language to HSC level, designed to highlight the importance of study in Languages.

Legal Studies

Contact Person: Mr David Toakley
dtoakley@as.edu.au

Course Description

Legal Studies is a course for students with an interest in thinking critically about the role of the law and legal institutions in society.

Main Topics

The Legal Studies course is designed to introduce students to and raise their understanding of issues through a review of selected legal, institutions and processes at the domestic and international level, demystifying legal terminology and focusing on change, effectiveness, dispute resolution and justice.

Preliminary Course

- The Legal System – a study of basic legal notions, sources of law, the constitutional system in Australia and the operation of the legal system.
- The Individual and the Law – focuses on the key components: power and authority, legal controls on State power, duties, rights.
- The Law in Focus – students are challenged to apply knowledge and skills gained as the dynamic context for the study of TWO focus groups in the following common areas: status under the law, mechanisms for achieving justice, responsiveness of the legal system.
- Focus groups – Aboriginal and Torres Strait Islander People; People who have a mental illness or physical disability; Migrants; People who are socio-economically disadvantaged; Women; Members of other groups covered by human rights legislation, including anti-discrimination legislation.
HSC Course

- Law and Society – reintroduces students to the concepts of Law and Justice and Human Rights.
- Focus Study (Crime) - In this topic students study the operation of the legal system through the application of the following common areas as they relate to the many issues of crime in our society: Key legal concepts and features of the legal system; Legal issues and remedies; Morality, Ethics and commitment to the law; Effectiveness of the law; Law reform.
- Additional Focus Studies – the framework is applied to TWO other focus studies selected from the following: Consumers; Family; Global Environment; Indigenous Peoples; Shelter; Technological Change; Workplace or World Order.

General Mathematics 1 Pathway (School-based Traineeship program only)

Contact Person: Ms Amanda Robins
arobins@as.edu.au

Prerequisites
This course is constructed on the assumption that students have achieved the outcomes of Stage 5.1 to a satisfactory standard. At TAS this course is currently only available to School Based Traineeship students.

Exclusions
Students may not study any other Stage 6 Mathematics course in conjunction with HSC General Mathematics. This course does not contribute towards an ATAR and does not have an HSC exam.

Course Description

General Mathematics 1 focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations.

The course also involves Focus Studies in both the Preliminary and HSC courses. Each of the Focus Studies is designed so that it can be programmed over a continuous time period. The Focus Studies provide students with the opportunity to apply and develop further the knowledge, skills and understanding initially developed in the Strands, as well as introducing some new mathematical content.

The course is designed to support TAFE and other vocational courses. It does not have an HSC exam, but is based entirely on internal assessment. It does count for 2 units of an HSC program of study. It is part of the program of study for School Based Apprentices & Trainees.
Main Topics
Preliminary Course and HSC Course
• Financial Mathematics
• Data Analysis
• Measurement
• Probability
• Algebraic Modelling

Preliminary Focus Studies
• Mathematics and Communication
• Mathematics and Driving

HSC Focus Studies
• Mathematics and Design
• Mathematics and Household Finance
• Mathematics and the Human Body
• Mathematics and Personal Resource Usage

General Mathematics 2 Pathway

Contact Person: Ms Amanda Robins
arobins@as.edu.au

Prerequisites
This course is constructed on the assumption that students have achieved the outcomes of Stage 5.1 or Stage 5.2 strands to a satisfactory standard.

Exclusions
Students may not study any other Stage 6 Mathematics course in conjunction with HSC General Mathematics 2.

Course Description
General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations.

The course also involves Focus Studies in both the Preliminary and HSC years. Each of the Focus Studies is designed so that it can be programmed over a continuous time period. The Focus Studies provide students with the opportunity to apply and develop further the knowledge, skills and understanding initially developed in the areas of study, as well as introducing some new mathematical content.

The course is designed to support university study as well as TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in business, humanities, nursing and paramedical science.

Main Topics
Preliminary Course and HSC Course
• Financial Mathematics
• Data Analysis
• Measurement
• Probability
• Algebraic Modelling

Preliminary Focus Studies
• Mathematics and Communication
• Mathematics and Driving

HSC Focus Studies
• Mathematics and Health
• Mathematics and Resources
Mathematics

Contact Person: Ms Amanda Robins
arobins@as.edu.au

Prerequisites

This course is constructed on the assumption that students have achieved the outcomes of Stage 5.2 and some of the outcomes of Stage 5.3 to a satisfactory standard.

Course Description

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

Study for the HSC Mathematics course and the HSC exam involves retention of work from both the Preliminary and HSC courses. As such, it requires a disciplined and sustained personal effort to retain the skills and techniques learned throughout the course. Students studying the Mathematics course sit for the HSC exam along with students from the Extension 1 cohort.

Main Topics

• Basic arithmetic and algebra
• Geometry
• Real functions
• Linear functions
• Trigonometry
• Quadratic polynomial and the parabola
• Introduction to Calculus - Tangent to a curve and derivative of a function
• Coordinate methods in geometry
• Series and their applications
• Geometrical applications of Calculus
• Integration
• Trigonometric functions
• Applications of geometrical properties
• Logarithmic and exponential functions
• Applications of calculus to the physical world
• Probability

Mathematics Extension 1

Contact Person: Ms Amanda Robins
arobins@as.edu.au

Course Description

This course is a 1 unit extension to the Mathematics Course. In Year 11 all Extension 1 students are required to satisfactorily complete the Mathematics course in addition to the Extension 1 Course. In Year 12 this may continue or students may be able to choose to undertake Extension 2 Maths.

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a solid understanding of Stage 5.3 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is a recommended minimum 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. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course in Year 12.

Study for the HSC Mathematics Extension 1 course and the HSC exams in Mathematics and Mathematics Extension 1 involves retention of work from both the Preliminary and HSC courses. As such, it requires a highly disciplined and sustained personal effort to retain the skills and techniques learned throughout the course.
Students studying the Mathematics Extension 1 course sit for the Mathematics HSC exam along with students from the Mathematics cohort. They also sit for a separate and harder Extension 1 exam.

Main Topics
- Other inequalities
- Polynomials
- Circle geometry
- Further trigonometry
- Velocity and acceleration
- Permutations and combinations
- Harder applications of the Mathematics Preliminary course topics
- Mathematical induction
- Methods of integration
- Simple harmonic motion
- Projectile motion
- Binomial theorem
- Further probability
- Inverse functions and inverse trigonometric functions
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

Course Description
This course has been designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses.

It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Whilst this is regarded as a 1 Unit Extension in the HSC year, it takes the place of the Mathematics course in HSC exams and reporting. This means that students sit for Extension 1 and 2 tasks only and do not attempt Mathematics tasks or the Mathematics HSC exam. Instead, Extension 1 is reported as a mark out of 100 in the HSC as is Extension 2. This counts for 4 units of study in the HSC.

Main Topics
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

Mathematics Extension 2 - 1 unit (Year 12 only)

Contact Person: Ms Amanda Robins
arobins@as.edu.au

Prerequisites
This is a 1 Unit HSC Extension only offered to students who have demonstrated a high level of competency in the Preliminary Extension 1 course. It is studied in conjunction with the HSC Extension 1 Mathematics course.
Metals and Engineering (VET)

Contact Person:  Mr David Slade
dslade@as.edu.au

Course Description
This course is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued in and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training in the metals and engineering industry. Based on Units of Competency developed by industry, this course incorporates foundation units plus a range of units from the Metals and Engineering training package. Students who choose to have this course credited towards their ATAR must sit for the optional HSC exam.

Units of Competency typically cover the following areas:
- Hand & Power Tools
- Drawing Interpretation
- Oxyacetylene Welding
- Heating and Thermal Cutting
- Brazing
- Welding – GMAW, MMAW.

Competency Based Assessment
A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent in each unit of competency. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. When a student achieves a Unit of Competency it is signed off by the assessor.

External Assessment - HSC Examination
The Higher School Certificate examination for Metals and Engineering will involve a written examination. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive qualifications.

Qualifications
Students who are assessed as competent in the prescribed Units of Competency in Metals and Engineering will be eligible for the a statement of attainment towards Certificate III.

Particular Course Requirements
Work placement - students must complete a minimum of 70 hours work placement in a manufacturing, engineering or related service industry workplace that is acceptable to the school. A consumables cost of $60 per term will be applicable. Overalls, boots and other personal protection equipment will be required.
Modern History

Contact Person: Mr David Toakley
dtoakley@as.edu.au

Course Description

The study of history is much more than remembering facts and dates. It is about connecting the past with present situations and personal experiences and providing students with the skills they need to make sense of the community in which they live. Historical investigation helps us to participate in democratic society by understanding the ways major events, ideas, and individuals have shaped the modern world.

The Modern History course aims to bring history to life through awareness of exciting events, controversies, triumphs and catastrophes and to encourage students to develop analytic, interpretive, literacy and numeracy skills.

A key characteristic that students need to be successful in History is a sense of curiosity about the past and a positive attitude to study. You will extend your ability to collect, analyse and organise information and to communicate ideas and information related to historical events, personalities and concepts.

Main Topics

Preliminary Course

This is structured to provide opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

Students are required to study Parts I, II and III of the course.

Part I: Case Studies – 50%
• The Decline and Fall of the Romanov Dynasty,
  The Trans-Atlantic Slave Trade (and/or) the Arab-Israeli Conflict
• Decolonisation in Indochina 1945-1954

Part II: Historical Investigation – 20%

Part III: Core Study
• The World at the Beginning of the Twentieth Century – 30%
• Students will investigate the Preliminary core study using a source-based approach

HSC Course

Students are required to study Parts I, II, III and IV of the course

Part I: Core Study: World War I 1914–1919: A Source-based Study - 25%
Part II: ONE National Study Germany 1919-1939 - 25%
Part III: ONE Personality in the Twentieth Century (Ho Chi Minh) - 25%
Part IV: ONE International Study in Peace and Conflict (Conflict in Indochina 1954-1975) - 25%
HSC Subjects

Music 1

Contact Person:  Mr Andrew O’Connell
aoconnel@as.edu.au

Exclusions
Music 2, Music Extension

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

Main Topics
Students study three topics in each year of the course. Topics are chosen from a list of 21, which covers a range of styles, periods and genres. Topics that have recently been studied include:

Particular Course Requirements
In addition to core studies and assessment 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 HSC course. Students selecting Composition electives will be required to compile a portfolio of evidence as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. Students selecting performance elective are required to perform an extra piece for their HSC examination. Students selecting musicology elective are required to complete a viva voce (oral discussion) for their HSC examination.

Students undertaking Music as an elective from Years 9 to 12 are required to attend a range of public concerts and workshops held in and around Armidale. Annual events such as NECOM music days as well as the Musica Viva concert series offer music students unparalleled exposure to music excellence, learning and enrichment. These events, as well as ongoing workshops provided by itinerant providers, are designed to work in with the Board of Studies elective music outcomes. Details for each workshop such as dates and costs are provided to parents in advance.

Students undertaking the study of Music at an HSC level are strongly encouraged to learn an instrument privately with an instrumental tutor.

Music Technology
Students undertaking the study of music at TAS utilise a cross section of music technology to help realise their creative potential. Industry standard notation, audio editing, music theory and aural skills software applications are integrated into the laptop provision for use in the classroom and at home. Furthermore, a class set of 25 MIDI Keyboards is readily available within the Music Department for student use. Students also have access to state of the art audio engineering facilities to record their works.
HSC Subjects

Music 2

Contact Person:  Mr Andrew O’Connell
aoconnel@as.edu.au

Exclusions
Music 1

Course Description
In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of Performance, Composition, Musicology and Aural activities within the context of a range of styles, periods and genres. Furthermore, the course provides students with opportunities to extend their musical knowledge with a focus on Western art music.

Main Topics
Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.
• In the Preliminary course, the Mandatory Topic is Music 1600–1900.
• In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).
Additional topics studied recently include Music 1900-1945, Nineteenth Century Music and Music of a Culture.

Particular Course Requirements
In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students will be required to develop a composition portfolio for the core composition.

Students undertaking Music as an elective from Years 9 to 12 are required to attend a range of public concerts and workshops held in and around Armidale. Annual events such as NECOM music days as well as the Musica Viva concert series offer music students unparalleled exposure to music excellence, learning and enrichment. These events, as well as ongoing workshops provided by itinerant providers, are designed to work in with the Board of Studies elective music outcomes. Details for each workshop such as dates and costs are provided to parents in advance.
Students undertaking the study of Music at an HSC level are strongly encouraged to learn an instrument privately with an instrumental tutor.

Music Technology
Students undertaking the study of music at TAS utilise a cross section of music technology to help realise their creative potential. Industry standard notation, audio editing, music theory and aural skills software applications are integrated into the laptop provision for use in the classroom and at home. Furthermore, a class set of 25 MIDI Keyboards is readily available within the Music Department for student use. Students also have access to state of the art audio engineering facilities to record their works.
Music Extension - 1 unit  
(Year 12 only)

**Contact Person:**  Mr Andrew O’Connell  
aoconnel@as.edu.au

**Prerequisites**  
Music 2 (studied concurrently with HSC Course of Music 2) or at completion of the HSC Course in Music 2

**Exclusions**  
Music 1

**Course Description**  
The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in either Performance or Composition or Musicology and will follow an individual program of study that will be negotiated between the teacher and student.

**Particular Course Requirements**  
Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Students undertaking Music as an elective from Years 9 to 12 are required to attend a range of public concerts and workshops held in and around Armidale. Annual events such as NECOM music days as well as the Musica Viva concert series offer music students unparalleled exposure to music excellence, learning and enrichment. These events, as well as ongoing workshops provided by itinerant providers, are designed to work in with the Board of Studies elective music outcomes. Details for each workshop such as dates and costs are provided to parents in advance.

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**Personal Development, Health and Physical Education**

**Contact Person:**  Mr Mark Taylor  
mtaylor@as.edu.au

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

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

**Main Topics**

**Preliminary Course**

Core Topics (60%)
- Better Health for Individuals
- The Body in Motion

Optional Component (40%)
Students to select two options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation
HSC Course

Core Topics (60%)
- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)
Students to select two options each from:
- Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Main Topics

Physics

Contact Person:  Mr Tim Wheaton
twheaton@as.edu.au

Course Description

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour. The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the mechanisms that maintain the physical condition of planet Earth.

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space light, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Particular Course Requirements

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.
Primary Industries - VET
(Certificate II Agriculture)

Contact Person: Mr Michael Ball
mball@as.du.au

Course Description
This course is for students who wish to work in, or gain skills related to the agricultural or horticultural industries. The course is based on Units of Competency which have been developed by those industries. Students who choose to have this course credited towards an ATAR must sit for the optional HSC exam.

Main Topics
The NSW Board of Studies requires that the 5 core Units of Competency are mandatory units to be studied. These are: chemicals, safety, sustainability, weather, working in the industry.
In addition a livestock health and welfare unit is also mandatory for the HSC. Elective Units of Competency leading to a general Agriculture qualification will be chosen based around the school’s strength in livestock production. These electives include: install maintain and repair fencing, handle livestock, prepare livestock for competition, identify and draft livestock, assist agricultural crop harvesting, establish pasture and crops for livestock production.

Particular Course Requirements
Work placement - students must complete a minimum of 70 hours work placement. An annual cost of approximately $150 to cover consumables will be applicable. Additional costs may be incurred in the case of excess breakages or special projects.

Competency Based Assessment
A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent in each unit of competency. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. When a student achieves a Unit of Competency it is signed off by the assessor. The number of competencies achieved determines the vocational qualification that a student will receive.

External Assessment - HSC Examination
The HSC examination for Primary Industries will involve a written examination consisting of multiple-choice items, short answer questions and extended response items. The questions in the examination will be drawn from the Units of Competency and the HSC Requirements and Advice from the Primary Industries (240 hours) course.
The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

Qualifications
Having achieved appropriate Units of Competency and other course requirements, students will be eligible to receive unit credit towards their HSC and an AQF Statement of Attainment towards Certificate II in Agriculture or Certificate II in Agriculture (Sector) or Certificate II in Horticulture.
HSC Subjects

Sport, Lifestyle and Recreation

Contact Person:  Mr Mark Taylor  
mtaylor@as.edu.au

Exclusions
Students studying PDHPE must not study modules which duplicate PDHPE modules.

Course Description
Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competency in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.
The 2 Unit HSC SLR course involves 120 hours of study and/or practical application. Each module involves approximately 20 hours of study and/or practical application.

The modules in Sport, Lifestyle and Recreation are:  
(Students will complete a selection of the following modules)
• Aquatics
• Athletics
• Dance
• First Aid and Sports Injuries
• Fitness
• Games and Sports Applications I
• Games and Sports Applications II
• Gymnastics
• Healthy Lifestyle
• Individual Games and Sports Applications
• Outdoor Recreation
• Resistance Training
• Social Perspectives of Games and Sports
• Sports Administration
• Sports Coaching and Training

Skill development
This course caters for a wide range of student needs. It can assist students in developing:
• the qualities of a discerning consumer and an intelligent critic of physical activity and sport
• high levels of performance skill in particular sports
• the capacity to adopt administrative roles in community sport and recreation
• the skills of coach, trainer, first aid officer, referee and fitness leader.

Important Note:
Sport, Lifestyle and Recreation is a content Endorsed Course though it has been written by BOSTES. It does not have an HSC examination and does not contribute towards an ATAR.
Software Design and Development

Contact Person:  Mr David Slade
dslade@as.edu.au

Course Description
The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities. Through these, students learn to solve a number of interesting and relevant software problems.

Main Topics

Preliminary Course
Concepts and issues in the design and development of software
• Social and ethical issues
• Hardware and software
• Planning, Design and Implementation
• Software development approaches
Introduction to Software Development
• Planning
• Building
• Checking
• Modifying
Developing software solution

HSC Course
Development and impact of software solutions
• Social and ethical issues
• Application of software development approaches
Software Development cycle
• Understanding
• Planning and designing
• Implementation
• Testing and evaluation
• Maintenance
Developing a solution package
• Project work
• Option strands
• Evolution of programming language
• The software developer’s view of the hardware

Particular Course Requirements
Practical experience occupies a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. We are fortunate to be able to offer large group project work and the class has created a number of web based administrative solutions that are in use at the school. We also participate in the National Computer Science School challenge, an online python programming challenge organised by the University of Sydney.
Visual Arts

Contact Person: Mr Andrew O’Connell
aoconnel@as.edu.au

Course Description

Visual Arts is suitable for any student who has imagination and a desire to express an opinion. As studies have shown, students who have the ability to think creatively and laterally in subjects such as Visual Arts are held in good stead to apply their knowledge to a broader academic approach.

This subject involves students in the practice of artmaking, art criticism and art history. Students develop their own artworks culminating in a ‘Body of Work’ for the HSC course. This Body of Work is the product of self directed practical work that enables autonomy and freedom of expression for each student as an individual.

Theoretical investigations will encourage students to investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Developing a richer understanding of the art world aims to better inform students’ own art making.

The Preliminary course is broad, while the HSC course provides for increasingly more independent investigations. Exposure to a range of art exhibitions is encouraged and excursions facilitated to ensure that students are engaged with the rich art world available both locally and further afield.

Main Topics

Preliminary and HSC course
- Artmaking, art criticism and art history
- The role and function of an artist, the artworks, the world and the audience
- The different ways that art can be interpreted
- How students can develop an idea in their own artworks.

Preliminary Course
- Artworks in at least two different expressive forms - drawing, painting, ceramics, 3D, sculpture etc
- A Visual Arts Diary that shows the progress of ideas
- Case Studies in art history and art criticism

HSC Course
- Development of a Body of Work that will be their final practical artwork
- More complex investigations in art criticism and art history
- A Visual Arts Diary.

A minimum of seven Case Studies must be completed in the two years. Projects developed for assessment in one subject are not to be used in full or in part for assessment in any other subject.
School Based Apprenticeships & Traineeships (SBAT) Program School-Based

Apprenticeships and Traineeships allow senior secondary school students to commence an apprenticeship or complete traineeship while at school. It is a program of study leading to an HSC credential but not an ATAR (Australian Tertiary Admission Rank). It has the advantage of assisting students in gaining vocational qualifications that may assist in their transition from school to the workplace.

There are many different careers that can be started as a School-Based Trainee or Apprentice. At The Armidale School you can commence your formal training for Automotive Mechanical, Metals and Engineering and Agricultural vocations. There are also opportunities in areas such as Building/Construction and Hospitality through our partnerships with PLC Armidale, TAFE New England or other Registered Training Organisations (RTOs).

A typical pattern of study in which a student undertakes a two year HSC program as an apprentice or trainee will result in them gaining a trade qualification within five years of commencement as well as their HSC qualification.

School-based trainees and apprentices are required to study the vocational framework course endorsed by the BOSTES and State Training Servicer (STS) at the time commencement. They are required to complete at least 130 days of paid employment during Years 11 and 12. The relevant State award applies.

Program of Study
This traineeship program involves students in a program that includes English Studies and General Maths as Board Endorsed Courses in Years 11 and 12. Whilst these BOSTES courses do not have a HSC exam, students will receive an assessment mark as part of their HSC results. English Studies satisfies the BOSTES requirements for at least two units of English in the preliminary and HSC pattern of study.

Students choose two VET courses to be studied during Years 11 and 12, one of which is the focus of a SBT or SBA. Both would be done at Cert II or III level and involve 2 or 3 units of study each year. This is the normal HSC VET course of 240 hours.

Students would also undertake the BOSTES course Industry-based Learning (IBL). This allows them to credit 4 units of work placement towards their HSC, during their two years of study. We would use 2 units in each year. Students are required to maintain a diary and logbook as part of this course and are assisted by the Careers Advisor.

The students also need to undertake one other subject to complete the requirements of the Preliminary HSC program of study (12 units in Year 11). Students will be enrolled in a School Based Apprenticeships and Traineeships course.
A common pattern of study for students in the TAS SBAT program

<table>
<thead>
<tr>
<th>Year 11 Preliminary Course</th>
<th>Year 12 HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies</td>
<td>English Studies</td>
</tr>
<tr>
<td>General Maths</td>
<td>General Maths 1</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>Industry Based Learning</td>
<td>Industry Based Learning</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>VET course 1 usually</td>
<td>VET Course 1 usually</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>VET course 2 usually</td>
<td>VET Course 2 usually</td>
</tr>
<tr>
<td>2 units</td>
<td>2 units</td>
</tr>
<tr>
<td>Sport Lifestyle Recreation</td>
<td>Sport Lifestyle Recreation</td>
</tr>
<tr>
<td>2 units (optional)</td>
<td></td>
</tr>
<tr>
<td>Total units = 12</td>
<td>Total units = 10</td>
</tr>
</tbody>
</table>

The TAS SBAT Program is designed to encourage students to complete a HSC whilst also preparing for their transition to the workplace. They will also have gained valuable vocational skills and additional qualifications directly related to their career aspirations. They will have a work history and will have engaged in paid employment during their HSC.

They will also have a structured program of study with trained vocational teachers who are experts in their field and who want to be involved with this program. We expect students to be more motivated by the practical nature of the course and the need to satisfy employer requirements of conduct and application.

For further information about the program, it is recommended that parents arrange an interview with Mr Slade, Mr Lawrence and Mr Taylor.
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