



Established 1894

The Armidale School

Subject Handbook
Year 11, 2012 |
Year 12, 2013 |

Year 11, 2012 & Year 12, 2013 Handbook

Year 11, 2012 and Year 12, 2013

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Year 11, 2012 and Year 12, 2013

Introduction to the HSC

The Higher School Certificate (HSC) is the traditional pre-tertiary credential for students in New South Wales. The HSC offers a very 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 boys. Some boys 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 boys, by year 10, do have a fairly good idea of what they do not want to study.

There are some important principles to observe when choosing a programme of study for Years 11 and 12. These should help make the task a little easier.

1. Seek advice concerning post-school options. For boys with a clear idea of their future employment this is a little easier. All student 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 Thatcher) 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 a boy is certain of his future destination, but few boys are so certain that they can afford to cut off other possible options. Boys who are quite unsure of what they wish to do after school, the majority, should choose a balanced programme of study, which avoids forcing decisions, which may later be regretted.
3. Boys should choose subjects, which they find interesting. Personal interest is the best way to keep motivated throughout the two years. Boys 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 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 below, but this book and the processes that the students follow over the upcoming months are designed to make meeting these requirements easy.

Boys are encouraged to seek advice from Heads of Departments, the Careers Adviser, their Adviser, the Director of Studies or the Dean of Students to assist them in choosing their programme of study.

Year 11, 2012 and Year 12, 2013

What Types of Courses Can I Select?

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

Board Developed Courses

- Courses developed by the Board of Studies
- There is a syllabus for each course which 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 can count towards the calculation of an ATAR.

Board Endorsed Courses

- **Type 1: Content Endorsed Courses**
These have syllabuses endorsed by the Board of Studies to cater for areas of special interest eg. Sport & Recreation – Fitness. Most HSC VET courses delivered by TAFE are Content Endorsed Courses eg Aviation
- **Type 2: School Developed Courses**
These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the HSC. An example of this is the Applied Maths course offered to Year 11 and 12 students in the School based Apprenticeship/School based Traineeship program.
- There is no external examination for Board Endorsed Courses but they do count toward the Higher School Certificate and appear on your Record of Achievement
- Board Endorsed Courses do not count in the calculation of an ATAR.

What are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of approximately 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 in English, Mathematics, History, Music, some Languages and VET courses.

English 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.

There are a number of one unit Board Endorsed Courses. These courses do not count in the calculation of an ATAR.

All VET framework courses have 1 unit extensions available but decisions will be made as to whether they run at TAS based on student demand.

Year 11, 2010 and Year 12, 2011

Requirements for the Award of the HSC

If You Wish to be Awarded the HSC

- You must have satisfactorily completed courses that meet the requirements of the Board of Studies. 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.
- 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:
 - o At least 6 units from Board Developed Courses – including at least 2 units of English
 - o At least three courses of 2 units value or greater
 - o At least four subjects
 - o At most 6 units of courses in Science
- The Board of Studies publication, Studying for the New South Wales Higher School Certificate contains these rules and requirements.
- If you wish to receive an Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 Board Developed units in the HS Course. The booklet, University Entry Requirements – 2013 Year 10 Booklet, published by UAC and 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.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed courses.
- For students who study two or more Board Framework courses (VET) and elect to take the Board of Studies' 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

Boys are asked to choose wisely and carefully. Some changes can be accommodated after the commencement of the new academic year, but not all. Generally speaking the further advanced the academic year, the more difficult it will be for Heads of Department to be able to accept students wishing to change to another subject.

“Pathways”

Most boys will complete their Higher School Certificate in the two years of Year 11 and Year 12. However it is important that all boys are aware of the “Pathways to the HSC” option, which the Board of Studies makes available. Under this option, it is possible for a student to take up to five years to accumulate his Higher School Certificate. In other words, a student can present one or more subjects for examination each year for up to five years, and his HSC would be granted once the minimum requirements had been met. However it is unusual for boys to take more than two years to complete this process.

Apart from taking the extra time, there is no disadvantage incurred by taking a Pathways programme.

The option is particularly attractive to élite athletes or sportsmen, who need large amounts of time for training, or for boys who find that their personal circumstances make full-time study difficult.

Enquiries about a Pathways programme should be made to the Director of Studies or, in the case of personal hardship or learning difficulties, to the staff in the Trinity Educational Support Services (TESS).

Year 11, 2010 and Year 12, 2011

HSC Board Developed and Endorsed Courses 2012/2013

Subject	Prelim & HSC Courses (2 Unit)	Prelim Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Agriculture	Agriculture		
Ancient History	Ancient History		HSC History Extension
Automotive (VET)	Automotive		Extension
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Chinese	# Chinese Background Speakers		
Construction (VET)	Construction Pathways		Extension
Design & Technology	Design & Technology		
Drama	Drama		
Economics	Economics		
English	# English Standard English Advanced Eng Second Language English Studies	Preliminary English Extension	HSC English Ext 1 HSC English Ext 2
Entertainment (VET)	Entertainment		
French	French Continuers		HSC French Ext
Geography	Geography		
Hospitality (VET)	Hospitality		Extension
Information Technology (VET)	Information Technology		Extension
Japanese	# Japanese Beginners Japanese Continuers		HSC Japanese Extension
Legal Studies	Legal Studies		
Mathematics	# General Mathematics Mathematics – 2 Unit Applied Maths	Prelim Mathematics Extension	HSC Maths Extension 1 HSC Maths Extension 2
Metal & Engineering (VET)	Metal & Engineering		Metal & Engineering Specialisation
Modern History	Modern History		HSC History Extension
Music	# Music 1 Music 2		HSC Music Extension
PD/Health/PE	PD/Health/PE		
Physics	Physics		
Primary Industries (VET)	Primary Industries (240hr)		Primary Industries Specialisation and Extension
Software Design and Development	Software Design and Development		
Sport Rec–Fitness (VET)	Sport Rec–Fitness	– Content Endorsed	
Visual Arts	Visual Arts		

Year 11, 2010 and Year 12, 2011

HSC Course Notes

These notes and footnotes refer to the list of courses on page 8 and page 10

You may select one course only from each of these subject groups

A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Agriculture and Software Design and Development. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
- You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Physics, Earth & Environmental Science in meeting the 12 Preliminary or 10 HSC units.
- You must study Music Course 2 if you wish to study HSC Extension Music.
- Students must study the majority of units through their home school.
Overseas students can study no more than 25% of their courses externally.

Additional information about courses and the HSC is available on the Board of Studies website:

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

Vocational Education and Training (VET)

VET Curriculum Frameworks

The Board has developed curriculum frameworks for eleven industries. Within each framework there are a number of courses. It is expected that at least one designated 240-hour course in each framework will contribute towards the ATAR. You must undertake a work placement to complete these courses successfully.

The eleven framework courses offered through the BOS are:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment
- Hospitality
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism
- Financial Services



Year 11, 2012 and Year 12, 2013

The courses below marked with an # include an optional written examination in the Higher School Certificate in addition to the other requirements of the course.

VET Curriculum Frameworks

Subject	Course	Location
Automotive	Automotive Mechanical (120 hours) Automotive Mechanical (240 hrs) #	TAS
Construction	Construction (240 hours) # Construction Pathways	TAS
Entertainment	Entertainment (120 hours) Entertainment (240 hours) #	TAS
Hospitality	Hospitality – Commercial Cookery (120 hours) Hospitality – Commercial Cookery (240 hours) # Restaurant Service Strand (120 hours)	PLC Only available to students enrolled in Year 10, 2011
Information Technology	Information Technology Fundamentals (120 hours) Information Technology Fundamentals (240 hrs) #	TAS
Metal and Engineering	Metal and Engineering (120 hours) Metal and Engineering (240 hours) #	TAS
Primary Industries	Primary Industries (120 hours) Primary Industries (240 hours) #	TAS Only available to students enrolled in Year 10, 2011

Other HSC VET Courses

VET courses are also available in other industry areas.

- Aviation – Aircraft Operation (BEC delivered by TAFE and New England Flight Training)
- Aeroskills Mechanical (BEC delivered by TAFE)
- Sport and Recreation – Fitness (taught at TAS with extension units at TAFE)
- A wide range of Content Endorsed and Board Endorsed VET Courses are available through TAFE.
(See list following page)

Year 11, 2012 and Year 12, 2013

TAFE Courses Offered in 2011 (subject to minimum class sizes)

Course	Unit Value	BOS Course No	Poss Outcomes	ATAR	Campus
Aeroskills Mechanical	2	41604	SOA	No	Tamworth
Animal Care Animal attending	2	41911	SOA	No	Armidale
Automotive Paint & Panel	2	13101	Cert 1	Yes	Tamworth
Aviation Aircraft Operation –Theory	2	43422	SOA	No	Armidale
Business Services Ext	1	12730	SOA towards AQF Cert 3	Yes	Armidale
Children’s Services – Introduction	2	43402	SOA or AQF Cert 2	No	Armidale
Computer Aided Drafting CAD	2		SOA	No	Armidale
Construction	2	14040	AQF Cert I/SOA to Cert 2	Yes	Armidale
Desktop Publishing	2		SOA towards AQF Cert I	No	Armidale
Digital Photo & Design	2	43425	SOA	No	Armidale
Electro Technology	2	26301	SOA/Cert I	Yes	Armidale
Entertainment Industry	2	14000	AQF Cert 2	Yes	Armidale
Health Services Assistance	3	43601	SOA	Yes	Armidale
Horse Industry Skills	2	41931	SOA	No	Armidale
Outdoor Recreation	2	43408	SOA	No	Armidale
Primary Industries Sheep and Wool Extension	3	13090	SOA or AQF Cert 3	Yes	Armidale
Recreational Fishing	2	43382	SOA or AQF Cert 2	No	Armidale
Tourism	2	12900	AQF Cert 2	Yes	Armidale
Screen – Film & Video	2	41620	SOA or AQF Cert 2	No	Armidale
Sport and Recreation Fitness	2	43326	SOA	No	Armidale
Workplace Communication	2	4019	AQF Cert 2	No	Armidale

- TAFE courses used as part of a student’s HSC attract an additional cost between \$1,500 and \$2,500 depending on the level of practical work.
- Students studying Sport Recreation Fitness for two years have an option of completing some additional classes at TAFE towards Certificate III.
- Examples of approximate costs for a 2 unit course are:

Aeroskills	\$2,500	Accounting	\$1,500	Media & Screen	\$1,800
Tourism	\$1,800	Aviation	\$2,100		
- The school **will not cover these costs** and our advice is to do this type of course in conjunction with or after the HSC as a private student. This method attracts course fees which are less than half the above costs.
- Where students wish to do a TAFE course as part of their HSC, TAS will endeavour to arrange transport to and from the TAFE and assist with enrolment. The costs listed above may be subsidised by an AIS grant of approximately \$500 but this can only be applied to one course per student.

Year 11, 2012 and Year 12, 2013

Higher School Certificate and Record of Achievement

HIGHER SCHOOL CERTIFICATE
Record of Achievement

BOARD OF STUDIES
NEW SOUTH WALES

This is to certify that **Sample Student of Sample High School** has received the results shown below:

2001 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 unit Chemistry	73/100	97/100	75	4
2 unit English Standard	74/100	79/100	76	4
2 unit Mathematics	82/100	79/100	81	5
2 unit Mathematics Extension 1	30/50	35/50	37	6.3
2 unit Personal Development, Health and Physical Education	72/100	78/100	75	4
2 unit Information Technology				
Information Technology Examination				
2000 Board Developed Courses (Preliminary)				
2 unit Chemistry				
2 unit English Standard				
2 unit Mathematics				
1 unit Mathematics Extension				
2 unit Modern History				
2 unit Personal Development, Health and Physical Education				
2 unit Information Technology				
Refer to Vocational Documentation	63/100	N/A	63	5

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

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Student Number: 11043542

Dated at Sydney on 31st December 2001

Issued by the Board of Studies without alteration or erasure

Jordan Stanley
President

Course Reports

HIGHER SCHOOL CERTIFICATE
2001 Course Report

BOARD OF STUDIES
NEW SOUTH WALES

Mathematics
Sample Student

Examination Mark: 82
State Distribution

The typical performance in this band:

Exhibits extensive knowledge and skills appropriate to the Mathematics course. Uses sophisticated multi-step reasoning. Synthesises ideas of calculus with strong algebraic, deductive and modelling skills to successfully solve difficult problems. Exhibits excellent problem solving skills. Communicates effectively using appropriate mathematical language, notation, diagrams and graphs.

Assessment Mark: 79

Exhibits sound knowledge and skills appropriate to the Mathematics course. Uses multi-step logical reasoning in both numerical and theoretical contexts such as problems in calculus, geometry and probability. Considers a wide range of problem solving skills such as application of series. Communicates effectively using mathematical language, notation, diagrams, and graphs.

Exhibits the manipulative skills and knowledge base appropriate to the Mathematics course. Uses logical reasoning in both numerical and theoretical contexts such as problems in calculus and geometry. Identifies features of, and so graph, a wide range of functions. Successfully applies critical and other appropriate ideas to model problem situations. Communicates using mathematical language, notation, diagrams and graphs.

Consistently applies arithmetic and algebraic procedures correctly. Applies geometrical reasoning in a successful manner. Graphs functions such as sine, 2x, and trigonometric and exponential functions. Consistently applies rules of differentiation and basic integration correctly. Uses calculus to determine the nature of, and to graph, functions such as cubic polynomials. Solves simple problems involving series.

Consistently applies arithmetic and basic algebraic procedures. Studies many of the formulae and algorithms appropriate to the Mathematics course, such as Simpson's rule, the sine rule, and the cosine rule. Graphs simple polynomials and asks x. Uses the rules of differentiation such as the product rule. Solves numerical problems involving the geometry of triangles.

A mark in this band indicates that the student has achieved below the minimum standard expected.

The candidate of this course was 25,196

Student Number: 11043542

Dated at Sydney on 31st December 2001

Jordan Stanley

HIGHER SCHOOL CERTIFICATE
Result Notice

BOARD OF STUDIES
NEW SOUTH WALES

This is to certify that **Sample Student of Self-Tuition** has satisfactorily completed the courses listed below:

2001 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 unit English Standard	63/100	N/A	63	3
2 unit Legal Studies	73/100	N/A	77	4
2 unit Slovenian	100/100	N/A	100	6

NOT ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

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Student Number: 11004734

Dated at Sydney on 11th January 2002

J. St.

Higher School Certificate Result Notice

Year 11, 2012 and Year 12, 2013

Assessment and Reporting

- Students must complete the Board of Studies Course “All My Own Work” prior to the commencement of Preliminary Courses.
- Students will be provided with a copy of the relevant School Assessment policies at the start of Year 11 and Year 12.
- HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, specimen examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale, will be used to describe your level of achievement and give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year’s School Certificate for the tests in English–literacy, Mathematics, Science, HSIE and Computing Skills.
- 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.
- 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. If you achieve the minimum standard expected in a course you will receive a mark of 50. 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. (Band 6)
 - On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur (The official certificate confirming your achievement of all requirements for the award.)
 - The Record of Achievement (This document lists the courses you have studied and reports the marks and bands you have achieved.)
 - Course Reports For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)
VET courses will receive a statement of competencies completed instead of a course report.

School Assessment Policy for the Preliminary Course of the HSC

This is an internal school document that contains general policies for the Preliminary course of the Higher School Certificate and draws on BOS advice contained in the ACE Manual and The Assessment Support Guide for the HSC.

Year 11, 2012 and Year 12, 2013

Responsibilities of Students in the Preliminary HSC course are:

- Ensuring that they obtain and understand the school's assessment policies.
- Attempting or submitting each assessment task on the due date to the best of their ability.
- Ensuring that any concerns that they have about the marking or comments concerning assessment tasks are addressed on return of the task.
- Demonstrating through application and achievement, that they have met the requirements of the course.
- Completing 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.
- These may include illness and misadventure as defined in the ACE Manual, absence due to an approved school activity or exchange provided that the time lost does not prevent the student from completion of the course requirements.
- Appeals should be submitted on the School Appeals form to the 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.
- The School's Appeal's Committee includes the DoS, HoD and student's teacher.
- If the Appeal's Committee grants the appeal, they may suggest an extension, or an alternate date for the task, or a substitute task. If all of these are not feasible, then the Committee may advise the teacher to assess the student in accordance with the school's published policy on assessment of missed tasks.
- Should a student be guilty of malpractice in a task, the HoD will be advised immediately along with the student's tutor. In most cases, the HoD will rule on the matter and can award a mark of zero for the whole task or the section affected. In cases where the malpractice is disputed, the student may appeal the decision to the DoS for further consideration. The student should be awarded an appropriate grade or mark for their work until the appeal is heard. Parents should be notified by the HoD.
- 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 HoD will be informed and in most cases a formal warning will be issued by the DoS on the HoD's advice. The student's tutor is required to contact parents and acquaint them with this breach of the student's responsibilities.

Awarding Grades, Marks & Rank Orders in the Preliminary Course

- Grades of A to E need to be 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 would normally be accompanied by a formal 'N' warning from the School.

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- 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 BOS 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 attempt to reflect the bands published for the HSC eg a student with an overall performance equal to an A (or band 6) receives a mark between 90 and 100.
- Students may be informed of their final mark and rank order in the Preliminary course.
- 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 DoS should be consulted and the student's previous school may be asked to assist.
- N Determination: The BOS allows an N to be awarded in a course if the student has failed to meet one or more of the following criteria.
 - Followed the course
 - Applied themselves with diligence and sustained effort
 - Achieved some of the course outcomes
- Should any student be in danger of an N award, 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 tutor, HoM and HoD for counselling would have occurred before a letter would be issued. The exception to this may be a missed task of significant weight.
- Warning letters are only issued by the DoS using details supplied by the class teacher with the support of the HoD. A warning letter will involve the student's HoM, tutor and parents in discussions with the student and the DoS.

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.
- For a growing group of students the right option will be a combination of Board, school and TAFE courses leading to a HSC but not an ATAR. There should be no stigma attached to this type of selection. We are confident employers will prefer a successful student who has achieved good results in appropriate courses to one who has failed in the more traditional selection of Board courses and has a poor ATAR.
- Bright students or those with specific difficulties (e.g. ESL students) may like to consider the advantages of accumulating an HSC and ATAR. The Director of Studies can design an individual course for your needs.

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Choices should be made on the basis of:

- Performance in academic study over the previous two years.
- Interests and talents in particular subject areas.
- Career and tertiary aspirations and the associated prerequisites and assumed knowledge.
- Advice from qualified professionals, especially your teachers/tutor.

Decisions should not be based on:

- What your friend(s) intend to do!
- Perceived hierarchies of subjects based on University scaling. They may not be the right ones for you!
- Who you think may teach the course. This depends on many factors outside your and my control.
- Rumour and unsupported opinions from friends or older students.
What suits them may not be right for you!

Scaling and Course Selection

- 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 with less able candidates. However, the scaling procedure will not favour all candidates in that subject, especially those who earn a mark below the mean. Therefore, an average student who selected Physics instead of say Metal & Engineering simply because Physics was scaled more favourably, may find the 58 marks they earned for Physics will not reward them as much as the potential above-average 80 they could have earned in Metal & Engineering.
- Remember, 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. Genuine interest and relevance to future needs should be considered as high priorities.



Year 11, 2012 and Year 12, 2013

Agriculture

Board Developed Course

Contact Person: Mr Michael Ball

Course Description

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

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.

Main Topics Covered in the HSC Course

Core (80%)

Plant/Animal production (50%)

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



Year 11, 2012 and Year 12, 2013

Ancient History

Board Developed Course

Contact Person: Ms Julie Flanagan

Rationale

The study of ancient history is an inquiry 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.

Main Topics Covered

Preliminary Course (120 indicative hours)

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

Part I: Introduction

- (a) Investigating the Past: History, Archaeology and Science
- (b) 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 (120 indicative hours)

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:

- 1 Egypt
- 2 Near East
- 3 Greece
- 4 Rome

The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.

The document and other resources and advice related to assessment in Stage 6 Ancient History are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc

Year 11, 2012 and Year 12, 2013

Automotive (VET)

Board Developed Course

Contact Person: Mr Martin Levins

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. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study and leisure, that will assist them to make informed career choices.

Main topics covered

The course requires that students study the following core areas:

- Automotive industry induction
- Automotive systems and components
- Apply basic automotive troubleshooting processes
- Apply safe working practices
- Communicate effectively in the workplace
- Service, maintain or replace batteries
- Carry out repairs to single electrical circuits
- Use and maintain workplace tools and equipment
- Apply environmental regulations and best practice in a workplace or business
- Implement and monitor environmental regulations in the automotive mechanical industry



Additional competencies may be required depending on the students' interest and possible extension

Particular Course Requirements

Work Placement 35 hours per year.

Blue cotton drill overalls, steel capped boots and other personal protection equipment as required.

Personal toolkit (approx \$125, a complete toolkit from earlier classes at TAS is acceptable) which will be supplemented from time to time to a maximum of \$50-60

External Assessment—HSC Examination

The HSC examination in Automotive is optional. Only students who have completed the Automotive (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their ATAR.

The HSC examination is a written examination of two hours plus 5 minutes reading time

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 in a Student Log Book. The number of competencies achieved determines the vocational qualification that a student will receive.

Qualifications

Depending on student's interest and subsequent choice of electives, Certificate II, Certificate III or a Statement of Attainment towards Certification, and HSC (as a Category B subject) qualifications can be awarded.

Year 11, 2012 and Year 12, 2013

Biology

Board Developed Course

Contact Person: Mr Geoff Derrin

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 Covered

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.)

Year 11, 2012 and Year 12, 2013

Business Studies

Board Developed Course

Contact Person: Mr David Toakley

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 some general mathematical skills.

It aims to provide students with the knowledge and skills required to plan, set up and efficiently operate a small business. This is achieved as students explore and learn about the environment within which business in Australia operates, and the influences on business. This is followed by an examination of the requirements and steps to successfully start a small business. Students are then introduced to and undertake a 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 employment relations. A large component of the course is also directed at ethical business issues such as sustainable development and ethical marketing strategies.

Main Topics Covered

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 focus of this topic is the strategies for effective operations management in large business
- **Marketing (25% of course time)** – the focus of this topic is the main elements involved in the development and implementation of successful marketing strategies
- **Finance (25% of course time)** – the focus of this topic is the role of interpreting financial information in the planning and management of a business
- **Human Resource (25% of course time)** – the focus of this topic is the contribution of human resources to business performance

Resources and Advice – further guidance related to assessment and HSC examination in Business Studies can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc



Year 11, 2012 and Year 12, 2013

Chemistry

Board Developed Course

Contact Person: Mr Geoff Derrin

Exclusions: Science (Prelim)

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 Covered

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.)

Chinese for Background Speakers

Board Developed Course

Contact Person: Ms Kathryn Tamminga

Prerequisites: School Certificate or equivalent. This course is designed for students with a cultural and linguistic background in Chinese.

Exclusions: Chinese Beginners; Chinese Continuers. Eligibility criteria exist for courses in Chinese. See the Board's Assessment, Certification and Examination (ACE) manual or contact the Head of Languages.

Course Description

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge. It develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities.

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In this course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

Main Topics Covered

There are four prescribed themes:

- *The individual and the community*
- *Youth culture*
- *Chinese communities overseas*
- *Global issues*



Each theme has a number of prescribed contemporary issues with which students will engage in their study of Chinese. The contemporary issues are intended to provide a particular perspective/s for each of the themes.

- The theme *the individual and the community* enables students to examine the relationship between individuals and groups. This theme explores changing attitudes towards family and gender groups.
- The theme *youth culture* examines the role of young people in society, taking into account social and educational perspectives.
- The theme *Chinese communities overseas* enables students to examine the Chinese culture as it is experienced in non-Chinese cultural settings.
- The theme *global issues* looks at aspects of the changing world, such as economic growth, the environment and the global community.

Year 11, 2012 and Year 12, 2013

Design and Technology

Board Endorsed Course

Contact: Mr Martin Levins

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 Covered in 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,
- tools and technique

Main Topics Covered in 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.



Year 11, 2012 and Year 12, 2013

Drama

Board Developed Course

Contact Person: Ms Emma Buzo

Course Description

Drama is suitable for students with strong imaginations as well as good written and oral skills. Students work creatively in a number of situations including working in groups and individually to create drama, perform drama and understand the nature of drama. Those who enjoy performing, working and sharing ideas with others are ideally suited to this course.

While the course builds on Stage 5 Drama, it also caters for students with less experience in Drama. The Preliminary Course concentrates on developing 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.

The HSC course provides students with the opportunity to undertake their own Individual Project from a range of options that include Critical Analysis, Design (Set, Costume, Lighting, Program and Promotion), Performance, Scriptwriting or Video Drama. Students study play scripts and other written texts in detail both practically and through written responses. They also refine their playbuilding skills in the Group Performance. Students need to be prepared to work independently on their own projects, especially in the HSC year and must keep a detailed logbook documenting the creation of both their Individual Project and Group Performance.

Students are given the opportunity to develop their performance skills at live performances for the school community. From time to time they also take part in workshops or masterclasses given by visiting theatre practitioners and attend professional theatre both locally and interstate.

Main Topics Covered

Preliminary Course

- Improvisation, Playbuilding and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

- Australian Drama & Theatre (core component)
- Studies in Drama and Theatre
- The Group Performance (core component)
- Individual Project

Critical Analysis or Design (Set, Costume, Lighting, Program and Promotion) or Performance or Scriptwriting or Video Drama



Costs

Theatre tickets and travel expenses for excursions.

Year 11, 2012 and Year 12, 2013

Economics

Board Developed Course

Contact Person: Mr David Toakley

Course Description

Economics is a course that 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 Covered

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's.
- 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.

Resources and Advice – further guidance related to assessment and HSC examination in Business Studies can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc

Year 11, 2012 and Year 12, 2013

English Standard

Board Developed Course

Contact Person: Mr Chris Spencer

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

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 Covered

Preliminary English (Standard) 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.

The English (Standard) HSC course is divided into the Area of Study (Belonging) and three Modules each with a specific focus and type of text being examined. Students are assessed through a number of 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.



Year 11, 2012 and Year 12, 2013

English Advanced

Board Developed Course

Contact Person: Mr Chris Spencer

Exclusions: English Standard, Fundamentals of English, ESL

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 Covered

Preliminary English (Advanced) 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 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 including oral, written and listening skills.

The English (Advanced) HSC course is divided into the Area of Study (Belonging) and three Modules each with a specific focus and type of text being examined. Students develop and are assessed in skills relating to their reading of poetry, drama, film and novel texts. Students are assessed through a number of 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 multi media texts.
- A wide range of additional related texts and textual forms.

Year 11, 2012 and Year 12, 2013

English Extension

HSC English Extension 1 & HSC English Extension 2

Board Developed Course

Contact Person: Mr Chris Spencer

1 unit of study for each of Preliminary and HSC

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 Covered

Preliminary English (Extension) 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 focussing 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 (Extension) – 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 – the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009 – 2012 Electives and Prescribed Texts).

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



Year 11, 2012 and Year 12, 2013

English as a Second Language

Board Developed Course

Contact Person: Mr Chris Spencer

Exclusions: English (Standard); English (Advanced); English (Extension); Mass Media Studies

Eligibility Rules Apply: Please speak to Mr Spencer about these rules

Course Description

Preliminary English (ESL) – acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia and Australian texts.

HSC English (ESL) – reinforces and extends language skills through the close study of at least three types of prescribed texts drawn from prose fiction, drama, poetry, non-fiction, film, media and multimedia and a wide range of related texts and textual forms.

Main Topics Covered

Preliminary Course – The course has two sections:

- Language Study undertaken through an Area of Study which comprises 60% of the content. Students acquire & develop specific English language skills, knowledge and understanding through exploration of an idea/process represented in texts.
- Electives – English language skills are used in examination and analysis of particular aspects of shaping meaning – 40% of the content.

HSC Course – The course has two sections:

- Language Study within an Area of Study where students reinforce and extend their language skills and apply skills in synthesis – 50% of the content.
- Modules which emphasise aspects of shaping meaning and demonstrate the effectiveness of texts for different audiences and purposes – 50% of the content.

Particular Course Requirements

Preliminary English (ESL) students are required to:

- Study Australian and other texts and explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction film, media or multimedia texts.
- Undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts and engage in the integrated study of language and text.

HSC English (ESL) students are required to study:

- At least three types of prescribed texts drawn from: prose fiction; drama; poetry; non-fiction; film/media or multimedia texts.
- A wide range of additional related texts and textual forms.

Year 11, 2012 and Year 12, 2013

English Studies

Board Developed Course

Contact Person: Mr Chris Spencer

Prerequisites: Successful completion of School Certificate level English

Rationale

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.

Brief Description

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.

Relation to Senior Courses

English Studies is a stand-alone course.

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. The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).



Year 11, 2012 and Year 12, 2013

Entertainment (VET)

Board Developed Course

Contact Person: Mr Nik Glass

Rationale

The Entertainment Industry Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the entertainment industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

Brief Description

Students study core units on lighting, audio, staging, visions systems, OH&S, communication in the workplace while developing a general knowledge and appreciation of the the Entertainment industry. A number of elective units are studied including recording sound, operating staging elements as well as managing the operational elements of a production. The course incorporates practical learning experiences, utilising our state-of-the-art facilities throughout the performing arts precinct at TAS.

Work Placement

As part of the course students are required to complete 35 hours of work placement in the preliminary course and 35 hours in the HSC course. 50% of work placement takes place within the performing arts precinct at TAS. External work placement is organised through various performing arts organisations in and around Armidale.

Assessment

Assessment in the Entertainment framework is competency based. A large portion of assessment takes place within the context of performing arts events at TAS during which students are observed demonstrating production skills. The HSC examination in Entertainment is optional. Only students who have completed both the preliminary and HSC courses (240 hours) are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their UAI.

AQF Qualification

Once students successfully achieve competencies across the 240 hour course they are awarded a Certificate III Live Production, Theatre and Events (Technical Operations). This certification is nationally recognised and offers students an excellent spring board into the entertainment industry.

French Beginners

Board Developed Course

Contact Person: Ms Kathryn Tamminga

Prerequisites: School Certificate or equivalent. This course has been designed for students who wish to begin their study of French at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or 5.

Exclusions : check with Head of Department or NSW Board of Studies ACE Manual

Course Description

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu.

For more than 200 years, Australia has had strong connections with France. In today's world, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.

The study of French provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

The French Beginners Course enables students to develop skills in effective communication, knowledge of the nature of the language and an understanding of the interdependence of language and culture.

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

In the HSC Course students will extend and refine their communication skills in French in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

Main Topics Covered

The prescribed topics are studied from two interdependent perspectives:

- *the personal world*
- *the French-speaking communities*

The two perspectives will enable students to develop knowledge and understanding of and skills in the French language, linked to cultural values, attitudes and practices.

- The perspective the personal world will enable students to use French to express and share ideas about experiences and activities relating to daily life and transactions in their own world.
- The perspective the French-speaking communities will enable students to enquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where French is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Each of the prescribed topics will include the close study of:

- *Family life, home and neighbourhood*
- *People, places and communities*
- *Education and work*
- *Friends, recreation and pastimes*
- *Future plans and aspirations*
- *Holidays, travel and tourism*

Year 11, 2012 and Year 12, 2013

French Continuers

Board Developed Course

Contact Person: Ms Kathryn Tamminga

Prerequisites: School Certificate or equivalent

Exclusions: check with Head of Department or NSW Board of Studies ACE Manual

Course Description

The study of French contributes to the students' education, particularly in communication, cross-cultural understanding, literacy and general knowledge. The study of French will better equip students as travellers and provide access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities.

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 (eg airlines), translation and interpreting, and wine-making.

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, which reflect the 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 focuses 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 Covered

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. The French Continuers course is a very practical one, and students can expect to be quite fluent in all skills areas by the HSC.

Year 11, 2012 and Year 12, 2013

Geography

Board Developed Course

Contact: Mr David Toakley

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 Covered

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 interact? What does it look like? Fieldwork is an integral part of geography and the World Heritage New England National Parks allow us to see the interaction first hand. There is also a human component in terms of management and value associated with this environment. At a broader scale we look at the Murray–Darling basin and the issues associated with water.
- Global Challenges What challenges does the world face? Population geography provides an insight into the make up of the modern world in human terms: Australia and Darfur are case studies. We analyse the consumption of culture and also look at the production of product in the globalised community: Bollywood and food are case studies. Political geography looks at the nation state, the growth of Transnational Corporations and the power they have: Israel/West Bank are case study.
- 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 enormous scope to investigate an issue of their choice.

HSC Course

- Ecosystems at Risk A study of two ecosystems to see the impact of man, the current management strategies and protection initiatives: rainforests and the Great Barrier Reef are case studies.
- Urban Places Investigation of the cities of the developed world, the Megacities of the developing world and urban dynamics: London is the case study.
- People and Economic Activity From the local to the global—an economic activity or a business enterprise is studied to see the production and consumption: Rangiers Valley Feedlot is the case study.

Resources and Advice – further guidance related to assessment and HSC examination in Business Studies can be found on the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc

Year 11, 2012 and Year 12, 2013

Hospitality (VET)

Board Developed Course

Contact: Mr Martin Levins

Exclusions: Hospitality (120 hours)

Course Description

This course is for students who wish to work in the hospitality industry, either as a long term career or in part time or temporary hospitality positions.

The course is based on Units of Competency which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates six core units plus a range of units from various functional areas. These are presented as four elective strands: Commercial Cookery, Food and Beverage Service, Accommodation Services & Multi-Skilled Operations.

Main Topics Covered

In the core of the course students concentrate on developing the skills to work effectively in a hospitality environment including Hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.

The elective stream of the course builds on these skills and develops further competencies in the following areas:

- **Commercial Cooking:** Students attempt additional core units and concentrate on developing skills in dealing with the organisation and preparation of food and/or catering.
- **Food and Beverage: Service** Students attempt additional core units and concentrate on developing skills in preparation and services of food and beverage.
- **Accommodation Services:** Students attempt additional core units and concentrate on developing skills in housekeeping services and office procedures.
- **Multi-Skilliagl Operations** Students attempt a combination of Units of Competency from 2 functional areas.

Particular Course Requirements

Mandatory work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace that is acceptable to the school.

Competency Based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent' in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log Book. Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Units of Competency and HSC Requirements and Advice shown in the syllabus. 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

- Students who are assessed as competent through integrated competency assessment (in all of the Units of Competency in Hospitality (240 hours) will be eligible for the AQF Certificate II in Hospitality Operations.
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in the Hospitality (120 hours) will be eligible for the AQF Certificate I in Hospitality Operations.
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.

Year 11, 2012 and Year 12, 2013

Information Technology (VET)

Board Developed Course

Contact Person: Mr Martin Levins

Exclusions: This course cannot be undertaken if the student is studying or has undertaken Information Technology Fundamentals (not currently taught at TAS).

Course Description

This course allows students to achieve competencies needed for entry-level employment and/or further education and training where information technology is used and supported.

The course is based on Units of Competency developed by the information technology industry.

Main Topics Covered

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

Particular Course Requirements

Students who choose to have this course credited towards their ATAR must sit for the optional HSC exam and complete 70 hours work placement.

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 in a Student Log Book.

The number of competencies achieved determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Information Technology 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. Both the examination and the work placement are independent of the competency-based assessment undertaken during the course and have no impact on the eligibility of a student to receive a Certificate II qualification.

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 Certificate II in Information Technology.



Year 11, 2012 and Year 12, 2013

Japanese Continuers

Board Developed Course

Contact Person: Mr Allan Moore

Prerequisites: School Certificate or equivalent

Exclusions: Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with the Head of Languages or the Board's ACE Manual.

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.

Students will have the opportunity to participate in the Japan Study Tour planned in 2012. They will visit many famous sites around Japan and they will have the opportunity to use their language skills in a native language environment.

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.

The HSC course focuses 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 Covered

There are three prescribed themes:

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

• 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.

Costs

Students will need to buy the 'Wakatta' workbook which covers both Year 11 and Year 12. The approximate cost is \$45.

Year 11, 2012 and Year 12, 2013

Legal Studies

Board Developed Course

Contact Person: Mr Alan Jones

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 Covered

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.

The topics covered in each of the Preliminary and HSC Courses are as follows:

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.z
- 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.

Resources and Advice – further guidance related to assessment and HSC examination in Business Studies can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc

Year 11, 2012 and Year 12, 2013

Mathematics – General

Board Developed Course

Contact Person: Mr Peter Hall

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

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with 2U General Mathematics. School based trainees and apprentices will study the Board endorsed course known as Applied Mathematics.

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 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 Covered

Preliminary Course

Financial Mathematics

- Earning Money
- Investing Money
- Taxation

Data Analysis

- Statistics and society
- Data collection and sampling
- Displaying single data sets
- Summary statistics

Measurement

- Units of Measurement
- Applications of Area and Volume
- Similarity of two-dimensional figures
- Right-angled triangles

Probability

- The language of chance
- Relative frequency and probability

Algebraic Modelling

- Basic algebraic skills
- Modelling linear relationships

HSC Course

Financial Mathematics

- Credit and borrowing
- Annuities and loan repayments
- Depreciation

Data Analysis

- Interpreting sets of data
- The normal distribution
- Correlation

Measurement

- Measurement
- Further applications of area and volume
- Applications of trigonometry
- Spherical Geometry

Probability

- Multi-stage events
- Applications of probability

Algebraic Modelling

- Algebraic skills and techniques
- Modelling linear and non-linear relationships

Particular Course Requirements

Students will be required to purchase a Texas Instrument TI-84 graphics calculator prior to beginning the Preliminary Course. This can be purchased at the TAS General Office at a cost of approximately \$230.

Year 11, 2012 and Year 12, 2013

Mathematics

Board Developed Course

Contact Person: Mr Peter Hall

Prerequisites: This course is constructed on the assumption that students have achieved the outcomes of the Stage 5.3 course for the School Certificate to a satisfactory standard.

Course Description

The course is intended to give students who have demonstrated sound skills in Stage 5.2 and 5.3 Mathematics courses. 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.

Main Topics Covered

- Basic arithmetic and algebra
- Geometry
- Real functions
- Linear functions
- Trigonometry
- Quadratic polynomial and the parabola
- Introduction to Calculus
- 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
- Plane geometry – geometrical properties
- Tangent to a curve and derivative of a function

Year 11, 2012 and Year 12, 2013

Mathematics Extension 1

Board Developed Course

Contact Person: Mr Peter Hall

Prerequisites: students should have achieved the outcomes of the Stage 5.3 strand for the School Certificate to a high standard.

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 topics, listed below. In Year 12, this may continue or students may be able to choose to undertake Extension 2 Maths in conjunction with Extension 1. This option also requires students to drop the Mathematics course in Year 12.

The content of the Extension 1 course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics course and are interested in the study of further skills and ideas in mathematics. The course is intended to give students a thorough understanding of, and competence in, the major strands of mathematics: Algebra and Calculus, Measurement, Trigonometry, Geometry and Chance and Data. 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.

Main Topics Covered

- 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

Year 11, 2012 and Year 12, 2013

Mathematics Extension 2 – 1 unit for the HSC

Board Developed Course

Contact Person: Mr Peter Hall

This is run as a combined class between TAS, PLC and NEGS

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.

Main Topics Covered

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



Metals and Engineering (VET)

Board Developed Course

Contact Person: Mr Martin Levins

Course Description

This course is for students who wish to work in, or gain skills related to the manufacturing, engineering and related service industries. Based on Units of Competency developed by the industry, this course incorporates five foundation units plus a range of units from various functional streams and pathways. Students who choose to have this course credited towards their UAI must sit for the optional HSC exam.

Main Topics Covered

The Foundation Units of Competency represent the basic skills, knowledge and attitudes required, and address: *industry awareness, communicating with others, planning for work, quality principles and working safely.*

The program of study allows students to complete a range of competencies from across some or all of these identified streams and pathways.

Units covered are:

- Hand & Power Tools
- Oxy-acetylene Welding
- Brazing
- Dismantle replace and assemble engineering components
- Drawing Interpretation
- Heating and Thermal Cutting
- Welding – Arc, MIG and TIG

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.

An annual cost of approximately \$300 to cover consumables will be applicable.

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 in a Student Log Book. The number of competencies achieved determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Metals and Engineering will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Mandatory Units of Competency. 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

Students who are assessed as competent in all of the prescribed Units of Competency in Metals and Engineering will be eligible for the Australian Qualifications Framework (AQF) Certificate I in Engineering and a Statement of Attainment toward the AQF Certificate II in Engineering – Production.

Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.

Year 11, 2012 and Year 12, 2013

Modern History

Board Developed Course

Contact Person: Ms Cindy Barnsley

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 Covered

The Preliminary course 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%

- The Causes of International Terrorism

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 (Year 12)

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 (Russia and the Soviet Union 1917–1941; OR 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%

Resources and Advice – further guidance related to assessment and HSC examination in History can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc

Year 11, 2012 and Year 12, 2013

Music 1

Board Developed Course

Contact Person: Mr Nik Glass

Prerequisites: Music mandatory course or equivalent

Exclusions: Music 2

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 the context of a range of styles, periods and genres.

Main Topics Covered

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.

Particular Course Requirements

HSC Course

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics. Students selecting Composition electives 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.



Year 11, 2012 and Year 12, 2013

Music 2

Board Developed Course

Contact Person: Mr Nik Glass

Prerequisites: Music Additional Study course (or equivalent)

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.

Main Topics Covered

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).

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.



Year 11, 2012 and Year 12, 2013

Music Extension – 1 unit

Board Developed Course

Contact Person: Mr Nik Glass

Prerequisites: Music 2 (studied concurrently with HSC Course of 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 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.



Year 11, 2012 and Year 12, 2013

Personal Development, Health and Physical Education

Board Developed Course

Contact Person: Mr Mark Taylor

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 Covered

Preliminary

Core Topics (60%)

- Better Health for Individuals 30%
- The Body in Motion 30%

Optional Component (40%)

Students to select two options each from:

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

HSC

Core Topics (60%)

- Health Priorities in Australia 30%
- Factors Affecting Performance 30%

Optional Component (40%)

Students to select two options each from:

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



Year 11, 2012 and Year 12, 2013

Physics

Board Developed Course

Contact Person: Mr Geoff Derrin

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 conditions 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.

Main Topics Covered

Preliminary:

Physics Skills Module

- the World Communicates
- Electrical Energy in the Home
- Moving About
- the Cosmic Engine

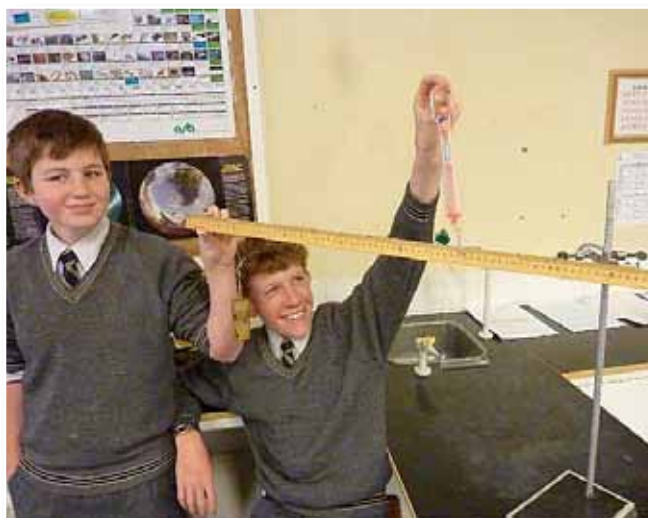
HSC

Physics Skills Module

- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following modules:

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon



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 Physics syllabus is available at the Board of Studies website.)

Year 11, 2012 and Year 12, 2013

Primary Industries – VET (Certificate II Agriculture)

Board Developed Course

Contact Person: Mr Michael Ball

For continuing students only – students have begun this course in Year 10 2010

Course Description

This course is for students who wish to work in, or gains 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 Covered

In addition to the base Units of Competency included in this course, students may select Units of Competency leading to a general Agriculture qualification or they may specialise by selecting Units from a specific industry sector.

Particular Course Requirements

Work placement – students must complete a minimum of 70 hours work placement. An annual cost of approximately \$250 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.

Year 11, 2012 and Year 12, 2013

Software Design and Development

Board Developed Course

Contact Person: Mr Martin Levins

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 Covered

Preliminary Course

Concepts and issues in the design and development of software

- Social and ethical issues
- Hardware and software
- Planning, Design and Implementation (20%)
- Software development approaches

Introduction to software development

- Planning
- Building
- Checking
- Modifying

Developing software solutions

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 or
- 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.



Year 11, 2012 and Year 12, 2013

Sport and Recreation – Fitness (VET)

Board Endorsed Course

Contact Person: Mr Jamie Moore

Certificate 3 TAFE Course



Course Description

This course is for people who want to acquire the knowledge and skills to work in the fitness or community recreation industry. Opportunities for part or full time employment in the field of personal and community fitness have increased due to an awareness of the role of physical activity in everyday life. Certificate III is a desirable and transportable qualification should students wish to travel.

Learners will develop skills in customer service, basic exercise and programming for the fitness and community recreation industries and will gain fundamental skills in working with individuals and groups within clearly defined contexts (e.g. “low risk” clients without special needs and under close supervision). The course will provide a pathway to further training that allows specialisation as a Gym, Aqua and/or a Group Exercise Instructor.

Main Topics Covered

Depending on the modules chosen students will gain the skills and knowledge to:

- Provide emergency care in the absence of and until the arrival of a health care professional or paramedic.
- Interact with colleagues and client groups.
- OH&S legislation relevant to the sport and recreation industry.
- Identify clients’ general fitness requirements.
- Plan and implement exercise activities.
- Describe the structural organisation and the structure and function of the human body, cardiovascular and respiratory system.

Particular Course Requirements

There are no particular requirements or pre-requisites for this course. The cost of the course is expected to be minimal depending upon modules chosen.

Competency Based Assessment

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed, to the standard requirement in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either “competent” or “not yet competent”.

Certificate III

The course can be completed as a Certificate III in two years of study. The primary source of delivery will be at TAS within the Year 11/12 timetable plus an extra component of study at Armidale TAFE for the duration of the Year 11 course. This would entitle the student to a Certificate III at the end of their Year 12 studies. If students do not finish the course due to leaving or not completing the TAFE component of study then they would qualify for a Certificate of Attainment that allows them to continue their study at a later date of their choosing.

External Assessment – HSC Examination

There is no HSC exam as this course is a Board Endorsed Course and as such all assessment is internal.

Qualifications

Statement of Attainment towards Certificate III Fitness Leadership.

Year 11, 2012 and Year 12, 2013

Visual Arts

Board Developed Course

Contact Person: Mr James White

Course Description

Visual Arts is suitable for any student with excellent expressive skills, including a desire to express an opinion.

It is not necessary to be fantastic at drawing or painting as there are many other ways to visually express your opinions or beliefs, attitudes or observations.

Visual Arts 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. Students investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for increasingly more independent investigations.

Main Topics Covered

Both the Preliminary and HSC course focus on:

- Artmaking, art criticism and art history.
- The role and function of an artists, 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.

Particular Course Requirements

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.



Year 11, 2012 and Year 12, 2013

School Based Apprenticeships & Traineeships (SBAT) Program

The TAS School Based Apprenticeship and Traineeship (SBAT) program of study leads to an HSC credential but not an ATAR (Australian Tertiary Entrance Rank). It also has the advantage of additional vocational credentials that will assist students in their transition from school to the workplace.

SBATs are required to study a vocational course at Certificate II or III level. Vocational courses offered by schools mostly lead to Certificate II qualifications meaning that some SBATs may need to complete study at TAFE as well as at school.

Each SBAT will be covered by a Vocational Training Order (VTO), which forms part of a Training Contract. School Based Apprentices are contracted for 5 years with an employer, two part time years during Years 11 and 12, and then a further 3 full time years of employment to complete the Apprenticeship. School Based Trainees are contracted part-time for the two years of Years 11 and 12 only.

Each group is required to complete at least 100 days of paid employment during Years 11 and 12 as well as their studies for the HSC and their vocational qualification. Some trades such as Plumbing, Electrical and Building require up to 180 days of paid employment. Payment is governed by an appropriate award, which is specified in the Training Contract. Contracts are legal documents signed by the employer, the student, their parents and the RTO (usually their school).

Traineeships and apprenticeships are available in a range of industries and trades although choices are often governed by available local training in an appropriate vocational HSC course, and places available with employers. At TAS we can generally support SBATs in Agriculture, Metals and Engineering, Building Construction, Information Technology, Hospitality, Automotive, Plumbing and Electrotechnology. In some cases, students will need to attend TAFE for their training.

SBATs can be organised through an Independent Industry Support Service, a branch of the NSW State Training Services. All you need is an employer and an appropriate course of study. TAS can facilitate these contracts and supply the necessary VTO.

An alternative to finding your own SBA or SBT, is to apply for a position in the TAS Traineeship/Apprenticeship Program.

Details of this unique program are supplied below.



produced by the TAS Agriculture Department
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The TAS SBAT Program

This program takes a limited number of students each year (around 8 to 10) and organises employers and VTOs to suit each student.

Students' timetables are adjusted to allow for a regular weekly placement with an employer without missing any classes. Their choice of subjects is limited and a prescribed program of study has to be followed to allow for the regular work placement.

Students may enter the program in Years 10 or 11, although Year 10 students must complete the requirements of the NSW School Certificate in conjunction with their place in the SBAT program. Most of the information below relates to entry in Year 11 and interested Year 10 students and their parents should direct their enquiries to the school's VET and Careers Co-ordinator, Mr Trevor Thatcher.

Year 11, 2012 and Year 12, 2013

Program of Study

This traineeship program involves students in a program that includes English Studies and Applied Maths as Board Endorsed Courses in Years 11 and 12. Whilst these BOS courses do not have a HSC exam, students will receive an assessment mark as part of their HSC results. English Studies satisfies the BOS 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 Yr 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 with a possible 120 hour extension. The extension may not necessarily be classroom based, but could be a mixture of short courses and on-the-job training or additional TAFE training. TAS offers Certificate III courses in Agriculture (Beef Production), Metals and Engineering (Fabrication), Information Technology and Sport, Recreation and Fitness and Commercial Cookery (in conjunction with PLC).

Students would also undertake the new Board course of 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 and Master of Apprentices.

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 Cert II in Construction during Year 11 and will be using these skills to contribute to meaningful community service projects in the local area as part of their course.

In summary, the common pattern of study for students in the TAS SBAT program would be:

Year 11 Preliminary Course		Year 12 HSC Course	
English Studies	2 units	English Studies	2 units
Applied Maths	2 units	Applied Maths	2 units
Industry Based Learning	2 units	Industry Based Learning	2 units
VET course 1	2 or 3 units	VET Course 1	2 or 3 units
VET course 2	2 or 3 units	VET Course 2	2 or 3 units
Cert II Construction	2 units		
Total units = 12 or 13		Total units = 10 or 11	

Year 11, 2012 and Year 12, 2013

Employment and Contracts

All students would be signed to a SBT or SBA in a field of their choice that complemented their VET subject(s). The traineeship is a 2 year contract with an employer that requires students to complete a minimum 100 days of work. The number of days is dependent on the industry award. This work is paid at traineeship rates and governed by a State or Federal award. The traineeship is effectively the first full year of a 4 year apprenticeship but the student has to find an employer to complete their apprenticeship after finishing the HSC and SBT.

The SBA has the same requirements as the SBT but lasts for 5 years, two of which are Years 11 and 12. The remaining 3 years involve fulltime work and further study at TAFE or similar. There is also an opportunity of continuing as a full-time apprentice with the same employer after the HSC is completed.

Employers for both Traineeships and Apprenticeships are required at the start of the training contract ie no later than the start of Year 11. To achieve this, we engage the services of a registered Group Training Organisation (GTO). Whilst they have the responsibility of placing students in appropriate host employment, this GTO would be the actual employer.

This allows students to have more than one host employer during the year. This is particularly useful for boarders who may have one job during school time and another during holidays. In many cases, the holiday job could involve their parents' business and Agricultural traineeships often have work on parents' properties as a component. The GTO remains the employer but the parent pays the wage whilst working at home and is one of the host employers.

Additional Work and Community Service Projects

Even with regular weekly employment, this type of program would usually give students large amounts of block study time. It is planned that this time would largely be spent **outside** the TAS study facilities in the care of a Master of Apprentices. This is a non-teaching position filled by a qualified TAS employee with Certificate IV in Workplace Training. Apprentices and trainees will be supervised by the Master of Apprentices in community service projects learning related employable skills and engaging with the local community.

These community service projects will vary from term to term and generally utilise the skills that students are developing in the Certificate II in Construction.

The Master of Apprentices oversees student participation in these areas, ensuring safe practice, proper costing, invoicing and job completion as well as quality control.

There may be a number of short courses in specialist areas to assist in the initial training of students, whilst engaged in projects eg White Card. These may involve outside providers with RTO status or part-time employees of the school.

The Master of Apprentices would also be a regular visitor to students' workplaces and would liaise with employers and the GTO. The Master of Apprentices and Careers Advisor are involved with the students weekly from the time of their first interviews through to their graduation from the program. They also provide reports to the GTO and to parents regularly.



Year 11, 2012 and Year 12, 2013

Assessment and Reporting

All courses studied by SBATs either do not have HSC exams or the HSC exam is optional (VET subjects).

In English Studies and Applied Maths, assessment tasks will be scheduled in both the Preliminary and HSC years. These tasks will be a combination of in class tasks and assignments/portfolios.

Assessment for VET subjects is primarily competency based. This means that the students are given opportunities to demonstrate competency in various skills throughout the course. As each competency is achieved, a pass grade is recorded for that course component.

Students will be given a number of chances to achieve a competency but must pass all competencies to gain their Certificate II or III. If they fail to achieve all competencies, students still receive a HSC credential and a Statement of Attainment listing the competencies achieved.

Each VET course is assessed separately and additional competencies can be gained through short courses, special projects with the Master of Apprentices and community service.

Students receive the same reports as other HSC students. English Studies and Applied Maths will have an assessment mark and rank order based on tasks completed at TAS during the HSC year. The other subjects will have an outcomes based report or a report listing progress towards competencies. There will be normal advisor, Housemaster and Headmaster reports as well as reports from employers and the Master of Apprentices/Careers Advisor.

Students will participate in normal sport and the activities program and these will be reported each semester.

Fees and Costs

Normal tuition and boarding fees apply to students in this program.

As trainees or apprentices, students may be exempt from the normal TAFE tuition fee **if the TAFE course is part of the VTO**. They will however be required to pay a TAFE administrative fee.

Additional short courses not covered in the VTO will be charged on a cost recovery basis. Examples of these courses are Chemical Handling, AI and Pregnancy Testing, White Card. The school will seek additional funding to subsidise these costs where possible.

Project costs and the funding of the Master of Apprentices will be borne by the school.

The cost associated with the GTO will be funded through government subsidy.

Application and Selection Criteria

Students need to apply for a position in this program. Application is initially through an expression of interest, completed along with initial subject choices on the Subject Survey form issued early in Term 3 of Year 10. The program is explained in greater detail to students and parents through individual interview during the subject selection process.

An interview with the Group Training Organisation and Master of Apprentices dictates whether a student will be accepted into the program. These interviews will be conducted late in Term 3 and the Careers Advisor will assist with interview technique. Students are then placed with prospective host employers on a trial basis in Term 4 of Year 10.

If students are unsuccessful in gaining a place with a host employer, and hence the TAS SBAT program, they can still nominate for a HSC program of their own design including VET and TAFE options. However, the English Studies and Applied Mathematics courses will not be available to them. Industry Based Learning will only be available if they have their own Traineeship or Apprenticeship. Weekly work placement will also be dependent on their timetable.

Year 11, 2012 and Year 12, 2013

Sample Weekly Timetable: Year 11 TAS SBAT Program

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Community Service Projects and IB Work placement for some trainees	Applied Maths	Work Placement	English Studies	English Studies
2		Assembly		Applied Maths	
3				Fitness	IBL Log Books and diaries
4		VET Courses			VET Courses
5					
6					
7					
After School					

In Year 12 the students undertake community service projects during the VET Construction time and have an additional day of work with their host employer each Monday.

Conclusion

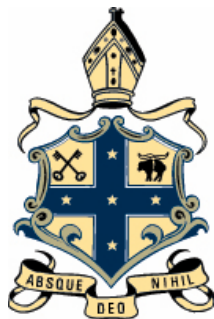
The TAS SBAT Program is designed to encourage students to complete a HSC whilst also preparing for their transition to the workplace. Whether they enrol in a SBT or SBA, they will still have completed a full year of an apprenticeship by the end of Year 12.

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.

If students later decide to enter tertiary study, then they will do so as mature aged students with vocational qualifications which may attract Recognition of Prior Learning and a shortened study program.

For further information about the program, it is recommended that parents arrange an extended interview with the VET Co-ordinator/Careers Advisor and the Director of Studies.



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