



Year 11 and 12 Subject Information

For 2016 / 2017

Subjects have been ordered in the booklet as follows:

- Yellow Section – General Information
- Pink Section - Compulsory Subjects
- White Section – Category A Subjects
- Gold Section – Category B Subjects
- Green Section – Non-ATAR Subjects

Stage 6 2016
Subject Selection Guide and Handbook

This is a very important time in the lives of our year 10 students. They are thinking about their future and whether to remain at school, apply for entry to TAFE, or seek employment. Each of these choices has its own level of difficulty and needs careful thought, particularly in the current economic environment. We ask you to consider all options and make the choice that is the best for you.

Past history tells us that the option of remaining at Dungog High School will be the most popular choice for year 10 students. There are many reasons for this, including the ease of transition in a known environment, the quality of teaching available to all students, the school's academic record over many years. I encourage you to consider the importance of these reasons in your choice, and also to recognise the nature of the school community that makes Dungog High School unique.

Dungog High School is a country school with all the values this implies: closeness to the community, active participation in that community, staff understanding and knowledge of students that requires no "lead time" in an important senior year. Students have formed bonds within the school and with staff; they work in partnership with this highly qualified and experienced group of teachers. The values that the school embodies are those of this community and teach all students to be full participants in their local and wider community.

Subjects offered to students cover a range of academic and vocational areas, allowing a choice of study patterns that suit a variety of personal choices and needs. All senior subjects are taught by experienced teachers who have achieved excellent results in external examinations and vocational placement over many years.

Our expectations of senior students reflect the reality of the futures they seek: diligence in study, regular attendance, wearing of school uniform. We are sensitive to the needs of senior students and have developed co-curricular and well being programs that assist them in their development. Our aim is always to work together, ensuring students progress to the future that is right for them.

The curriculum selection process we are entering will involve information sessions for students and parents and interviews for all students. It is very important that choices are made for the best reasons, after information and discussion has occurred. There will be a number of opportunities for students to speak directly to staff and examine the choices on offer. Parents can also speak to staff to find out information that they need to help their sons and daughters in these decisions.

I look forward to being part of this process and discussing these matters with you.

Maureen Jarvis
Principal

HIGHER SCHOOL CERTIFICATE (HSC)

The Higher School Certificate is the highest educational award you gain in NSW schools. It is an internationally recognized credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

To be eligible for the award of the HSC you need to:-

- Be enrolled in a school/TAFE in NSW
- Study a permitted combination of courses
- Complete the requirements for each course including any necessary oral, practical or project work
- Complete required assessment tasks
- Sit for and make a genuine attempt at the HSC examinations

When choosing courses you need to pay particular attention to exclusions. Some courses share common content and outcomes with other courses and you cannot double dip. For example students who choose Photography cannot submit a photographic portfolio as their major work in Visual Arts. Other exclusions apply to Hospitality and Tourism, Retail Services and Hairdressing, and the Science courses.

Candidates for the Higher School Certificate must undertake a program of study comprising at least:

- 12 units of Preliminary courses; and
- 10 units of Higher School Certificate courses.

In Year 12 the majority of students choose to study only 10 units.

Both the Preliminary course pattern and the HSC course pattern must include:

- at least six units of Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value (or greater); and
- at least four subjects areas.

A **subject** is a defined area of study eg English, Mathematics, Science. A **course** is a branch of study within a subject. Some **subjects** contain a range of **courses**.

eg Mathematics courses are:

2U General Mathematics
2U Mathematics
Mathematics Extension 1 (3U)
Mathematics Extension 2 (4U)

Eg Science courses are:

2U Physics
2U Chemistry
2U Biology

Note: No more than six units of courses in Science can contribute to Higher School Certificate eligibility.

COURSES

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

BOARD DEVELOPED COURSES:

These courses are developed by the Board of Studies. There is a syllabus for each course, which contains:

- the course objectives, structure, content and outcomes;
- specific course requirements;
- assessment requirements;
- sample examination papers and marking guidelines;
- the performance scale (except for Vocational Education and Training Courses).

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR). If you plan any further studies at a tertiary institution after you leave school, you should make sure you study at least 10 units of these subjects.

Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR a student must complete at least ten units of Board Developed Courses including at least two units of English. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects.

If you are a reasonably capable student you need to keep all of your options open. Although you may not be considering a university course now, by the end of Year 12 this may be your preferred option. It is important that you meet the requirements of the ATAR. This is one decision that cannot be reversed. However, entry to university can be achieved in other ways after Year 12. For example the University of Newcastle runs the New Step program, as well as mature age entry.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

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

The **Category B (ICF Framework) courses** offered at DHS are:

- Business Services - Office Administration (240 hours) *
- Construction (240 hours) *
- Metal and Engineering (240 hours) *
- Hospitality Operations (240 hours) *
- Primary Industries (240 hours) *
- Retail Services (240 hours) *

Courses marked with an * have an optional examination for the HSC. This must be undertaken if you wish this course to contribute to the ATAR.

BOARD ENDORSED COURSES:

There are two main types of Board Endorsed Courses: - Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses (CECs)

These have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses (known as TVET – TAFE VET)

Content Endorsed Courses offered at DHS include:

- English Studies
- Exploring Early Childhood
- Mathematics General 1
- Sport, Lifestyle & Recreation
- Work Studies
- Visual Design

School Designed Courses

Schools may also design special courses to meet student needs. The Board of Studies must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the HSC.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed Courses do not count in the calculation of the ATAR

LIFE SKILLS COURSES as part of a Special Program of Study.

Stage 6 (Years 11 and 12) Life Skills courses have been available for students following a Special Program of Study for the Higher School Certificate since 2001.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

EXTENSION COURSES:

Extension courses are available in English and Mathematics. To be accepted into an extension course students must have demonstrated above average ability in prior course work and gained approval from the Head Teacher.

PATTERN OF STUDY

FULL-TIME:

A full-time student is required to study a **minimum of 12 units in Year 11**.
In Year 12 students must study a minimum of 10 units in total.

PART-TIME: Pathways

Most students complete their HSC studies over two years, however you may take up to five years to complete your HSC course. This **Pathways** option appeals to students with commitments outside school such as sporting representation or part-time employment. Students can opt to move to the Pathways option at any stage during Stage 6. If you are considering pathways, you need to consult with the Careers Adviser and the Principal.

HSC REPORT

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).

You will also receive four school reports during the Preliminary and HSC courses. Employers often request to see all four reports.

STUDY PATHWAYS AT DUNGOG HIGH SCHOOL

Our senior curriculum will operate through three programs. This should ensure that there is a suitable course available for each senior student, helping him or her to improve their chances for employment or further education.

OPTION 1: The ATAR HSC Program

If you plan to apply for tertiary study at a university at the end of Year 12 you should select HSC courses that keep the doors open for entry to a range of tertiary courses. Some universities stipulate that students achieve a certain standard in specified HSC courses. You should check that information with your Careers Advisor now.

One VET course can count towards an ATAR. You must complete the HSC exam.

Many students begin Year 11 thinking they are not interested in university, but during Year 12 wish they had kept this ATAR option available to them.

OPTION 2: The NON-ATAR HSC Program

In addition to the normal range of Board Developed Courses this option offers the following alternatives:

- (a) VET Course/s;
- (b) TAFE Delivered VET Courses; and
- (c) Content Endorsed Courses

OPTION 3: The NON-ATAR HSC / Workplace Learning Program

This program is designed for students wishing to enter the working world or enrol in a TAFE course following their HSC. Students will receive their HSC but not an ATAR. The advantages of this option include the opportunity to gain an HSC, possible VET accreditation and valuable workplace learning. This option is designed to enhance the students' employment prospects.

GENERAL INFORMATION

PRELIMINARY AND HSC COURSES

Your studies are divided into 2 parts: **Preliminary Course** and **HSC Course**.

Most preliminary courses finish with a yearly examination at the end of Term 3 in 2014 and students commence their HSC courses at the beginning of Term 4 provided they have satisfactorily completed the preliminary course.

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 unit. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

2 UNIT COURSE

This is the basic structure for all courses.

EXTENSION COURSE

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

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

Some courses (e.g. Sport, Lifestyle and Recreation Studies, Visual Design and Exploring Early Childhood) can be undertaken as either a 1 unit or a 2 unit course.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
- At most 6 units of courses in Science can contribute to Higher School Certificate eligibility (studied in each of Preliminary and HSC).
- students who have studied any 2 unit Science course in the Preliminary year may take up Senior Science for the HSC.
- you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the required Higher School Certificate examinations.

SATISFACTORY COMPLETION OF A COURSE

You will be considered to have satisfactorily completed a course if in the school principal's view there is sufficient evidence that you have:

- 1 followed the course developed by the Board; and
- 2 applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- 3 achieved some or all of the course outcomes.
- 4 make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of available marks in the course.

Receiving a mark for a course on your Record of Achievement issued by the Board of Studies is an indication that you have satisfactorily completed that course.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary stage 6 courses. It is of specific use to students leaving school prior to the HSC. Any time a student or school wants an up-to-date snapshot of a student's academic progress, a transcript called a Student eRecord can be accessed via [Schools Online](#) or [Students Online](#) and printed or emailed.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC. Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

More information is available on the Board of Studies website.

Eligibility

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Board's [curriculum](#) and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or the Board; and completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

LITERACY AND NUMERACY TESTS

Students intending to leave school can take optional online literacy and numeracy tests. The tests are for students who intend to leave school before completing their HSC. They are designed to show an overview of a student's level of achievement in these areas. These tests are conducted twice a year by the Board of Studies at school.

SCHOOL TIMETABLE

All courses offered are organized into a TIMETABLE that is made up of 6 lines. We do our best to provide students with all of the courses they want but it is not possible to include ALL courses named in the course selection form, and a number of students may have to change some of their choices.

Students wishing to study a course that cannot be offered on our timetable may consider the following options:

- enrol in Distance Education and study in the library and have contact with the teacher through the mail; or
- study this course at another school or at TAFE.

CAREERS ADVISER

It is crucial to consult with your Careers Adviser. Many tertiary institutions require minimum standards in specified courses and this may be assumed knowledge or compulsory prerequisites.

STUDENT FINANCIAL CONTRIBUTIONS

The Department of Education and Communities guidelines relating to school contributions are that while the payment of school contributions is not compulsory, schools are free to continue the practice of seeking a **General School Contribution**. This has been in place for many years and is acknowledged by the community. Thank you to the families who pay this contribution.

The compulsory side of school fees is used for the PURCHASE OF MATERIALS used and consumed in particular Key Learning Areas. Parents or guardians will be made fully aware of the costs involved prior to student enrolment in subjects which require additional costs.

The following information is provided for parents in relation to the school's finances and family contributions. The school receives some financial grants from the state and federal government, however as you can imagine, it is nowhere near enough to provide all student requirements.

There are two separate forms of payment requested. The first is General School Contributions which apply to each student and vary according to their school year.

The second payment relates to consumable-specific subjects, and covers the actual amounts that will have to be paid if your child elects to study that particular subject.

The Administration Office will prepare details of these payments for your child, and an invoice will be sent home.

It is in this second area of payments that parents may apply to the school for financial support if there is a difficulty in meeting costs. This is done through the Student Assistance Scheme. The Student Assistance Scheme is available to students up to the age of 16 years; older students are eligible to apply for Youth Allowance, which can be used to meet these costs. The Principal will consider applications for Student Assistance Scheme from older students in special circumstances.

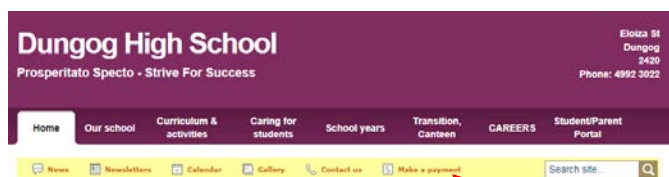
General School Contributions are as follows:

Year 11	\$100.00
Year 12	\$100.00

Subject Materials Consumables. Some subjects use a considerable amount of materials from which the individual students personally benefit. For example, Food Technology students experiment with recipes and Industrial Technology students take home the items they make. In Years 11 and 12 the total amount of subject material costs vary with the courses each student takes. Consumables are payable at the beginning of each year.

The preferred method of payment is via Parents Online Payments, accessed from the home page of the school's website, <http://www.dungog-h.schools.nsw.edu.au/> \$Make a payment button. By

selecting the link you will be taken to a secure Westpac Quickweb payment page. Payment of fees, excursions, etc can also be made by cash, cheque or EFTPOS which is available at the school office.



Details of all subject material contributions follow:

Year 11 & 12

Elective Subject	Course cost
Food Technology	\$90 per year
Industrial Technology	Year 11 - \$90; Year 12 – major project at student’s own cost
Music	\$10 per year
Textiles and Design	\$40 per year
Visual Arts	\$70 per year
Visual Design	\$70 per year
Construction	Year 11 - \$180 Year 12 - \$0
Hospitality	\$110 per year NB Industry standard uniform required for practical lessons (can be purchased new, secondhand or from ‘pool’ at school).
Primary Industries	\$30 per year NB Students must provide themselves with industry standard protective eyewear and leather gloves (these may be purchased through school)

Students who have OUTSTANDING FEES for “ELECTIVE” SUBJECTS completed in Years 8, 9 or 10 will be unable to elect subjects that have a course fee in Years 11 and 12.

MAKING YOUR SENIOR SUBJECT CHOICES

There are several things you should ask yourself -

1. *have I allowed enough **flexibility** to change my mind?* Interests change, so don't close off your options. If you are undecided about going to university, choose subjects that count towards an ATAR.
2. *have I chosen subjects that will allow me to follow the career I am **interested** in?* Some university courses assume or recommend certain senior school subjects. A few have prerequisites. That means that you have to have done a certain subject in Year 11 and 12 to be able to enrol in the University course. Usually these are science based courses. Some primary teaching courses and some nursing courses at some universities require you to have done Advanced English and/or Mathematics. There are reference books in the Careers Office if you need to know this - see the Careers Adviser.
3. *am I being **realistic**?* A student who wishes to become an engineer but who has trouble with Maths and Science would be wise to choose other options.

DO speak to other people - older students, parents, teachers. Listen to their advice but remember that it will be you who is studying the subject for the next two years. Choose what you enjoy and what you are good at and study at the level at which you can achieve good results.

DO NOT choose subjects on the basis of

- rumours - subjects are easy/hard; subjects are scaled up/down
- teachers - who will/will not be teaching the subject
- what your friends are doing
- pleasing other people

SUBJECT SELECTION PROCESS

From mid-2014 DHS will be implementing a new system to help students with their subject selection:

1. **Careers lessons**
During their Careers lessons students will be issued with their Student Information Booklet that contains all the vital information in relation to the courses on offer at Dungog High School, including any course fees. Mrs Smith will walk the students through the booklet and how they need to select their subjects.
2. **Parent Information Evening**
Students, along with their parents and caregivers, are invited to attend our Subject Information Evening. This is an opportunity for the students and parents to speak with the Head Teacher's from each faculty about the courses on offer.

3. Student Interviews

Each student in Year 10 will be interviewed by a Head Teacher, with support from the Careers Adviser, in relation to what the student wants to do after high school and what subjects they are considering selecting. The Head Teachers will also have information from English, Mathematics and Science to guide students to the most appropriate level of subject for their ability. The students will make their Round 1 Subject Selection at this interview.

All courses offered are organized into a TIMETABLE that is made up of 6 lines. We do our best to provide students with all of the courses they want but it is not possible to include ALL courses named in the course selection information booklet.

Once the information from Round 1 Subject Selection has been collated and the lines set, students will make their final subject selection. This final subject selection must be signed by parents/caregivers.

SUBJECT SELECTION SHEET

Please ensure you complete the following tasks:

- read the Subject Selection booklet carefully;
- consult with your parents, teachers and careers adviser;
- make your Round 1 subject selections at your interview; and
- make your Final subject selection, signed by your parents/caregiver, by the due date.

English Faculty Subjects

For further information on these courses please see **Mrs McKinna**.

Course: English (Standard)	Course No: 15130
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (ESL); English (Extension)
<p>Course Description</p> <p>In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.</p> <p>In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study. <input type="checkbox"/> Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. <input type="checkbox"/> Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of three Modules A, B and C. 	
<p>Particular Course Requirements</p> <p>In the Preliminary English (Standard) Course students are required to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> study Australian and other texts <input type="checkbox"/> explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts <input type="checkbox"/> undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts <input type="checkbox"/> integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate <input type="checkbox"/> engage in the integrated study of language and text. <p>HSC English (Standard) Course requires the close study of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 multimedia texts <input type="checkbox"/> a wide range of additional related texts and textual forms. 	

DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – COMPULSORY

Course: English (Advanced)	Course No: 15140
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); Fundamentals of English; English (ESL)
<p>Course Description</p> <p>In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study. <input type="checkbox"/> Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis. <input type="checkbox"/> Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules A, B and C. 	
<p>Particular Course Requirements</p> <p>In the Preliminary English (Advanced) Course students are required to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> study Australian and other texts <input type="checkbox"/> explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts <input type="checkbox"/> undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts <input type="checkbox"/> integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate <input type="checkbox"/> engage in the integrated study of language and text. <p>HSC English (Advanced) Course requires the close study of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts <input type="checkbox"/> a wide range of additional related texts and textual forms. 	

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – COMPULSORY

<p>Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2</p>	<p>Course No: TBA Course No: 15160 Course No: 15170</p>
<p>1 unit of study for each of Preliminary and HSC</p> <p>Prerequisites: (a) English (Advanced) (b) Preliminary English (Extension) is a prerequisite for English Extension Course 1 (c) English Extension Course 1 is a prerequisite for English Extension Course 2</p> <p>Exclusions: English (Standard); Fundamentals of English; English (ESL)</p>	
<p>Course Description</p> <p>In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.</p> <p>In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.</p> <p>In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.</p>	
<p>Main Topics Covered</p> <p>Preliminary English (Extension) Course The course has one mandatory section: Module: Texts, Culture and Value.</p> <p>HSC English Extension Course 1 The course has one section. Students must complete one elective chosen from one of the three modules offered for study:</p> <p><input type="checkbox"/> Module A: Genre <input type="checkbox"/> Module B: Texts and Ways of Thinking <input type="checkbox"/> Module C: Language and Values.</p> <p>HSC English Extension Course 2 The course requires students to complete a Major Work.</p>	
<p>Particular Course Requirements</p> <p>In the Preliminary English (Extension) Course students are required to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.</p> <p>HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).</p> <p>HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.</p>	

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – COMPULSORY

Course: English Studies (Non-ATAR)	Course No: TBA
2 units for each of Preliminary and HSC years Content Endorsed Course	Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)
<p>Course Entry Guidelines</p> <p>This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.</p> <p>Students considering choosing the course should be advised that:</p> <ul style="list-style-type: none"> • <i>English Studies</i> is a Stage 6 Content Endorsed Course with no HSC examination. • Satisfactory completion of <i>English Studies</i> as part of the pilot program will fulfil English pattern-of-study requirements for the Higher School Certificate. <i>English Studies</i> will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate. • Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR). 	
<p>Course Description</p> <p>In the <i>English Studies</i> course, 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 for a variety of purposes.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course (120 indicative hours):</p> <ul style="list-style-type: none"> <input type="checkbox"/> The module 'Achieving through English – English and the worlds of education, careers and community' is mandatory in the Preliminary course. <input type="checkbox"/> Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module. <p>HSC Course (120 indicative hours):</p> <ul style="list-style-type: none"> <input type="checkbox"/> The module 'We are Australians – English in citizenship, community and cultural identity' is mandatory in the HSC course. <input type="checkbox"/> Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module. <p>The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.</p> <p>Schools may develop and offer one 20-hour module of their own design for the Preliminary year.</p>	
<p>Particular Course Requirements</p> <p>In each of the Preliminary and HSC courses students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts • undertake study of at least one substantial print text and at least one substantial multi-modal text • be involved in planning, research and presentation activities as part of one individual and/or one collaborative project • engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year. 	

Creative and Performing Arts (CAPA) Faculty Subjects

For further information on these courses please see **Mrs Wilson**.

Course: Drama	Course No: 15090
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. Preliminary Course Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project , students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.	
Main Topics Covered Preliminary Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project	
Particular Course Requirements The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.	

DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY A

Course: Music 1	Course No: 15290
2 units for each of Preliminary and HSC Board Developed Course 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 studied in the course. 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.	

Course: Music 2	Course No: 15300
2 units for each of Preliminary and HSC Board Developed Course 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 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. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.	

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Course: Visual Arts	Course No: 15400
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the nature of practice in artmaking, art criticism and art history through different investigations <input type="checkbox"/> the role and function of artists, artworks, the world and audiences in the artworld <input type="checkbox"/> the different ways the visual arts may be interpreted and how students might develop their own informed points of view <input type="checkbox"/> how students may develop meaning and focus and interest in their work <input type="checkbox"/> building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how students may develop their practice in artmaking, art criticism, and art history <input type="checkbox"/> how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations <input type="checkbox"/> how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations <input type="checkbox"/> how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Artworks in at least two expressive forms and use of a process diary <input type="checkbox"/> a broad investigation of ideas in art making, art criticism and art history. <p>HSC Course:</p> <ul style="list-style-type: none"> <input type="checkbox"/> development of a body of work and use of a process diary <input type="checkbox"/> a minimum of five Case Studies (4–10 hours each) <input type="checkbox"/> deeper and more complex investigations in art making, art criticism and art history. 	

Human Society and its Environment (HSIE) Faculty Subjects

For further information on these courses please see **Ms Archer**.

Course: Aboriginal Studies	Course No: 15000
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Part I: Aboriginality and the Land (20%) <ul style="list-style-type: none"> – Aboriginal peoples' relationship to Country – Dispossession and dislocation of Aboriginal peoples from Country – Impact of British colonisation on Country <input type="checkbox"/> Part II: Heritage and Identity (30%) <ul style="list-style-type: none"> – The Dreaming and cultural ownership – Diversity of Aboriginal cultural and social life – Impact of colonisation on Aboriginal cultures and families – Impact of racism and stereotyping <input type="checkbox"/> Part III: International Indigenous Community: Comparative Study (25%) <ul style="list-style-type: none"> – Location, environment and features of an international Indigenous community – Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity <input type="checkbox"/> Part IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Part I – Social Justice and Human Rights Issues (50%) <ul style="list-style-type: none"> A Global Perspective (20%) Global understanding of human rights and social justice AND B Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence <input type="checkbox"/> Part II – Case Study of an Aboriginal community for each topic (20%) <ul style="list-style-type: none"> A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR 	

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<p>B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</p> <p><input type="checkbox"/> Part III – Research and Inquiry Methods – Major Project (30%) Choice of project topic based on student interest.</p>
<p>Particular Course Requirements In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community- based fieldwork.</p>

Course: HSC Ancient History	Course No: 15020
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.</p> <p>The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p><input type="checkbox"/> Part 1: Introduction</p> <ul style="list-style-type: none"> o Investigating the past: History, Archaeology and Science o Case Studies (at least ONE) <p><input type="checkbox"/> Part II: Studies of Ancient Societies, Sites and Sources At least ONE study to be chosen.</p> <p><input type="checkbox"/> Part III: Historical Investigation The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</p> <p>HSC Course</p> <p><input type="checkbox"/> Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)</p> <p><input type="checkbox"/> Part II: ONE Ancient Society (25%)</p> <p><input type="checkbox"/> Part III: ONE Personality in their Times (25%)</p> <p><input type="checkbox"/> Part IV: ONE Historical Period (25%)</p>	
<p>Particular Course Requirements In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.</p>	

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Course: Business Studies	Course No: 15040
2 units for each of Preliminary and HSC	Exclusions: Nil
Board Developed Course	
<p>Course Description Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>Preliminary Course</p> <p>Nature of business (20%) – the role and nature of business</p> <p>Business management (40%) – the nature and responsibilities of management</p> <p>Business planning (40%) – establishing and planning a small to medium enterprise</p> <p>HSC Course</p> <p>Operations (25%) – strategies for effective operations management</p> <p>Marketing (25%) – development and implementation of successful marketing strategies</p> <p>Finance (25%) – financial information in the planning and management of business</p> <p>Human resources (25%) – human resource management and business performance</p>	

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Year 11 and 12 Subject Information – CATEGORY A

Course: Economics	Course No: 15110
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Economics – the nature of economics and the operation of an economy <input type="checkbox"/> Consumers and Business – the role of consumers and business in the economy <input type="checkbox"/> Markets – the role of markets, demand, supply and competition <input type="checkbox"/> Labour Markets – the workforce and role of labour in the economy <input type="checkbox"/> Financial Markets – the financial market in Australia including the share market <input type="checkbox"/> Government in the Economy – the role of government in the Australian economy. <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Global Economy – Features of the global economy and globalisation <input type="checkbox"/> Australia's Place in the Global Economy – Australia's trade and finance <input type="checkbox"/> Economic Issues – issues including growth, unemployment, inflation, wealth and management. <input type="checkbox"/> Economic Policies and Management – the range of policies to manage the economy. 	

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Course: Geography	Course No: 15190
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p>Preliminary Course</p> <p>Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale. Senior Geography Project – a geographical study of student's own choosing.</p>	
<p>HSC Course</p> <p>Ecosystems at Risk – the functioning of ecosystems, their management and protection. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of economic activity in a local and global context.</p>	
<p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

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Course: Legal Studies	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Preliminary Course</p> <p><input type="checkbox"/> Part I – The Legal System (40% of course time)</p> <p><input type="checkbox"/> Part II – The Individual and the Law (30% of course time)</p> <p><input type="checkbox"/> Part III – The Law in Practice (30% of course time)</p> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <p><input type="checkbox"/> Core Part I: Crime (30% of course time)</p> <p><input type="checkbox"/> Core Part II: Human Rights (20% of course time)</p> <p><input type="checkbox"/> Part III: Two options (50% of course time)</p> <p>Two options are chosen from:</p> <p><input type="checkbox"/> Consumers</p> <p><input type="checkbox"/> Global environment and protection</p> <p><input type="checkbox"/> Family</p> <p><input type="checkbox"/> Indigenous peoples</p> <p><input type="checkbox"/> Shelter</p> <p style="padding-left: 20px;">Workplace</p> <p><input type="checkbox"/> World order.</p> <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
Particular Course Requirements No special requirements	

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY A

Course: HSC Modern History	Course No: 15270
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.</p> <p>The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p><input type="checkbox"/> Part 1: Case Studies (50%) At least TWO Case Studies should be undertaken (see below).</p> <p><input type="checkbox"/> Part II: Historical Investigation (20%) The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</p> <p><input type="checkbox"/> Part III: Core Study: The World at the Beginning of the C20th (30%) A source-based approach is to be used.</p> <p>HSC Course</p> <p><input type="checkbox"/> Part I: Core Study: World War I: 1914–1919: A source-based study (25%)</p> <p><input type="checkbox"/> Part II: ONE National Study (25%)</p> <p><input type="checkbox"/> Part III: ONE Personality in the C20th (25%)</p> <p><input type="checkbox"/> Part IV: ONE International Study in Peace and Conflict (25%)</p>	
<p>Particular Course Requirements</p> <p>In the Preliminary course, <u>one Case Study</u> must be from Europe, North America or Australia (see list A on p.18 of the syllabus). <u>One Case Study</u> must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus). The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.</p>	

DUNGOG HIGH SCHOOL
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Course: Society and Culture	Course No: 15350
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Social and Cultural World – the interaction between aspects of society and cultures <input type="checkbox"/> Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. <input type="checkbox"/> Intercultural Communication – how people in different cultures interact and communicate. <p>HSC Course</p> <p>Core</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country <input type="checkbox"/> The Personal Interest Project – an individual research project. <p>Depth Studies Two to be chosen from:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Popular Culture – the interconnection between individuals and popular culture <input type="checkbox"/> Belief Systems – role of belief systems in societies, cultures and personal life <input type="checkbox"/> Equality and Difference – the nature of equality and difference in societies and cultures <input type="checkbox"/> Work and Leisure – the nature and role of work and leisure in society. 	
<p>Particular Course Requirements Completion of Personal Interest Project.</p>	

Mathematics Faculty Subjects

For further information on these courses please see **Mr Brown**.

Course: General Mathematics	Course No: 15230
<p>2 units for each of Preliminary and SC Board Developed Course</p> <p>Prerequisites: For students who intend to study the General Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>, particularly the Patterns and Algebra topics and <i>Trigonometry</i>, if not all of the content.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics.</p>	
<p>Course Description</p> <p>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. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Financial Mathematics <input type="checkbox"/> Data Analysis <input type="checkbox"/> Measurement <input type="checkbox"/> Probability <input type="checkbox"/> Algebraic Modelling 	<p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Financial Mathematics <input type="checkbox"/> Data Analysis <input type="checkbox"/> Measurement <input type="checkbox"/> Probability <input type="checkbox"/> Algebraic Modelling

DUNOGG HIGH SCHOOL
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Course: Mathematics	Course No: 15240		
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Real Numbers, Algebraic Techniques</i> and <i>Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p> <p>Exclusions: General Mathematics</p>			
<p>Course Description</p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. 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.</p>			
<p>Main Topics Covered</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic arithmetic and algebra <input type="checkbox"/> Real functions <input type="checkbox"/> Trigonometric ratios <input type="checkbox"/> Linear functions <input type="checkbox"/> The quadratic polynomial and the parabola <input type="checkbox"/> Plane geometry – geometrical properties <input type="checkbox"/> Tangent to a curve and derivative of a function </td> <td style="width: 50%; border: none; vertical-align: top;"> <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate methods in geometry <input type="checkbox"/> Applications of geometrical properties <input type="checkbox"/> Geometrical applications of differentiation <input type="checkbox"/> Integration <input type="checkbox"/> Trigonometric functions <input type="checkbox"/> Logarithmic and exponential functions <input type="checkbox"/> Applications of calculus to the physical world <input type="checkbox"/> Probability <input type="checkbox"/> Series and series applications </td> </tr> </table>		<p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic arithmetic and algebra <input type="checkbox"/> Real functions <input type="checkbox"/> Trigonometric ratios <input type="checkbox"/> Linear functions <input type="checkbox"/> The quadratic polynomial and the parabola <input type="checkbox"/> Plane geometry – geometrical properties <input type="checkbox"/> Tangent to a curve and derivative of a function 	<p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate methods in geometry <input type="checkbox"/> Applications of geometrical properties <input type="checkbox"/> Geometrical applications of differentiation <input type="checkbox"/> Integration <input type="checkbox"/> Trigonometric functions <input type="checkbox"/> Logarithmic and exponential functions <input type="checkbox"/> Applications of calculus to the physical world <input type="checkbox"/> Probability <input type="checkbox"/> Series and series applications
<p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic arithmetic and algebra <input type="checkbox"/> Real functions <input type="checkbox"/> Trigonometric ratios <input type="checkbox"/> Linear functions <input type="checkbox"/> The quadratic polynomial and the parabola <input type="checkbox"/> Plane geometry – geometrical properties <input type="checkbox"/> Tangent to a curve and derivative of a function 	<p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate methods in geometry <input type="checkbox"/> Applications of geometrical properties <input type="checkbox"/> Geometrical applications of differentiation <input type="checkbox"/> Integration <input type="checkbox"/> Trigonometric functions <input type="checkbox"/> Logarithmic and exponential functions <input type="checkbox"/> Applications of calculus to the physical world <input type="checkbox"/> Probability <input type="checkbox"/> Series and series applications 		

Course: Mathematics Extension 1	Course No: 15250
<p>1 unit in each of Preliminary (<i>Preliminary Mathematics Extension</i>) and HSC Board Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i>, and <i>Circle Geometry</i> of <i>Mathematics Years 7–10 Syllabus</i>.</p> <p>Exclusions: General Mathematics</p>	
<p>Course Description</p> <p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. 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.</p>	

DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY A

<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Other inequalities <input type="checkbox"/> Further geometry <input type="checkbox"/> Further trigonometry <input type="checkbox"/> Angles between two lines <input type="checkbox"/> Internal and external division of lines into given ratios <input type="checkbox"/> Parametric representation <input type="checkbox"/> Permutations and combinations <input type="checkbox"/> Polynomials <input type="checkbox"/> Harder applications of the Mathematics Preliminary course topics 	<p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Methods of integration <input type="checkbox"/> Primitive of $\sin^2 x$ and $\cos^2 x$ <input type="checkbox"/> Equation $\frac{dN}{dt} = k(N - P)$ <input type="checkbox"/> Velocity and acceleration as a function of x <input type="checkbox"/> Projectile motion <input type="checkbox"/> Simple harmonic motion <input type="checkbox"/> Inverse functions and inverse trigonometric functions <input type="checkbox"/> Induction <input type="checkbox"/> Binomial theorem <input type="checkbox"/> Further probability <input type="checkbox"/> Iterative methods for numerical estimation of the roots of a polynomial equation <input type="checkbox"/> Harder applications of Mathematics HSC course topics
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Course: Mathematics Extension 2	Course No: 15260
<p>1 unit for the HSC Board Developed Course</p> <p>The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.</p> <p>Exclusions: General Mathematics</p>	
<p>Course Description</p> <p>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</p>	
<p>Main Topics Covered</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graphs <input type="checkbox"/> Complex Numbers <input type="checkbox"/> Conics <input type="checkbox"/> Integration <input type="checkbox"/> Volumes <input type="checkbox"/> Mechanics <input type="checkbox"/> Polynomials <input type="checkbox"/> Harder Mathematics Extension 1 topics 	

Personal Development, Health and Physical Education (PDHPE) Faculty Subjects

For further information on these courses please see **Mrs Wilson**.

Course: Personal Development, Health and Physical Education	Course No: 15320
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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 Australian society.</p>	
<p>Preliminary Course</p> <p>Core Topics (60%)</p> <p><input type="checkbox"/> Better Health for Individuals</p> <p><input type="checkbox"/> The Body in Motion</p> <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <p><input type="checkbox"/> First Aid</p> <p><input type="checkbox"/> Composition and Performance</p> <p><input type="checkbox"/> Fitness Choices</p> <p><input type="checkbox"/> Outdoor Recreation</p>	<p>HSC Course</p> <p>Core Topics (60%)</p> <p><input type="checkbox"/> Health Priorities in Australia</p> <p><input type="checkbox"/> Factors Affecting Performance</p> <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <p><input type="checkbox"/> The Health of Young People</p> <p><input type="checkbox"/> Sport and Physical Activity in Australian Society</p> <p><input type="checkbox"/> Sports Medicine</p> <p><input type="checkbox"/> Improving Performance</p> <p><input type="checkbox"/> Equity and Health</p>
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>	

Science Faculty Subjects

For further information on these courses please see **Mrs Amos**.

Course: Agriculture	Course No: 15010
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overview (15%) <input type="checkbox"/> The Farm Case Study (25%) <input type="checkbox"/> Plant Production (30%) <input type="checkbox"/> Animal Production (30%) <p>HSC Course</p> <p>Core (80%)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plant/Animal Production (50%) <input type="checkbox"/> Farm Product Study (30%) <p>Elective (20%)</p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agri-food, Fibre and Fuel Technologies <input type="checkbox"/> Climate Challenge <input type="checkbox"/> Farming for the 21st Century 	
<p>Particular Course Requirements</p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.</p>	

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY A

Course: Biology	Course No: 15030
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Senior Science (Preliminary only)
<p>Course Description Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.</p> <p>The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. 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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Biology Skills Module 8.1</p> <p>Core Modules</p> <p><input type="checkbox"/> A Local Ecosystem <input type="checkbox"/> Patterns in Nature <input type="checkbox"/> Life on Earth <input type="checkbox"/> Evolution of Australian Biota</p>	<p>HSC Course Biology Skills Module 9.1</p> <p>Core Modules</p> <p><input type="checkbox"/> Maintaining a Balance <input type="checkbox"/> Blueprint of Life <input type="checkbox"/> The Search for Better Health</p> <p>One Option from the following modules:</p> <p><input type="checkbox"/> Communication <input type="checkbox"/> Biotechnology <input type="checkbox"/> Genetics: The Code Broken? <input type="checkbox"/> The Human Story <input type="checkbox"/> Biochemistry</p>
<p>Particular Course Requirements Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes a field study related to local terrestrial and aquatic environments. 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. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY A

Course: Chemistry	Course No: 15050
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Senior Science (Preliminary only)
<p>Course Description</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Chemistry Skills Module 8.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Chemical Earth <input type="checkbox"/> Metals <input type="checkbox"/> Water <input type="checkbox"/> Energy 	<p>HSC Course Chemistry Skills Module 9.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> <input type="checkbox"/> Production of Materials <input type="checkbox"/> The Acidic Environment <input type="checkbox"/> Chemical Monitoring and Management <p>One Option from the following modules:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Industrial Chemistry <input type="checkbox"/> Shipwrecks, Corrosion and Conservation <input type="checkbox"/> The Biochemistry of Movement <input type="checkbox"/> The Chemistry of Art <input type="checkbox"/> Forensic Chemistry
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1.</p> <p>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. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY A

Course: Earth and Environmental Science	Course No: 15100
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Senior Science (Preliminary only)
<p>Course Description</p> <p>Earth and Environmental Science is the study of the planet Earth, its processes and its environment. The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students' understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.</p> <p>The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p>Topics Covered</p> <p>Preliminary Course Earth and Environmental Science Skills Module 8.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planet Earth and Environment <ul style="list-style-type: none"> – A Five Thousand Million Year Journey <input type="checkbox"/> The Local Environment <input type="checkbox"/> Water Issues <input type="checkbox"/> Dynamic Earth 	<p>HSC Course Earth and Environmental Science Skills Module 9.1</p> <p>Core Modules</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tectonic Impacts <input type="checkbox"/> Environments Through Time <input type="checkbox"/> Caring for the Country <p>One Option from the following modules:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduced Species and the Australian Environment <input type="checkbox"/> Organic Geology – A Non-renewable Resource <input type="checkbox"/> Mining and the Australian Environment <input type="checkbox"/> Oceanography
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve the Earth and Environmental Science skill outcomes. Earth and Environmental Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Earth and Environmental Science skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. 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. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

DUNOGG HIGH SCHOOL
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Course: Physics	Course No: 15330
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Senior Science (Preliminary only)
<p>Course Description Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.</p> <p>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.</p> <p>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 flight, 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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Physics Skills Module 8.1</p> <p>Core Modules</p> <p><input type="checkbox"/> The World Communicates <input type="checkbox"/> Electrical Energy in the Home <input type="checkbox"/> Moving About <input type="checkbox"/> The Cosmic Engine</p>	<p>HSC Course Physics Skills Module 9.1</p> <p>Core Modules</p> <p><input type="checkbox"/> Space <input type="checkbox"/> Motors and Generators <input type="checkbox"/> From Ideas to Implementation</p> <p>One Option from the following modules:</p> <p><input type="checkbox"/> Geophysics <input type="checkbox"/> Medical Physics <input type="checkbox"/> Astrophysics <input type="checkbox"/> From Quanta to Quarks <input type="checkbox"/> The Age of Silicon</p>
<p>Particular Course Requirements Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1.</p> <p>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. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

DUNOGG HIGH SCHOOL
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Course: Senior Science	Course No: 15340
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics
<p>Course Description</p> <p>The Preliminary course incorporates the study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It examines issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.</p> <p>The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.</p> <p>The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environment Science or</p> <p>Physics to a maximum of six units. Students who are undertaking the Senior Science HSC course must have satisfactorily completed the Preliminary course in Senior Science or Biology or Chemistry or Earth and Environmental Science or Physics.</p>	
<p>Topics Covered</p> <p>Preliminary Course Senior Science Skills Module 8.1</p> <p>Core Modules</p> <p><input type="checkbox"/> Water for Living</p> <p><input type="checkbox"/> Plants</p> <p><input type="checkbox"/> Humans at Work</p> <p><input type="checkbox"/> The Local Environment</p>	<p>HSC Course Senior Science Skills Module 9.1</p> <p>Core Modules</p> <p><input type="checkbox"/> Lifestyle Chemistry</p> <p><input type="checkbox"/> Medical Technology – Bionics</p> <p><input type="checkbox"/> Information Systems</p> <p>One Option from the following modules:</p> <p><input type="checkbox"/> Polymers</p> <p><input type="checkbox"/> Preservatives and Additives</p> <p><input type="checkbox"/> Pharmaceuticals</p> <p><input type="checkbox"/> Disasters</p> <p><input type="checkbox"/> Space Science</p>
<p>Particular Course Requirements</p> <p>Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. 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. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

Technical Applied Studies (TAS) Faculty Subjects

For further information on these courses please see **Mr Garland**.

Course: Community and Family Studies	Course No: 15060
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resource Management Basic concepts of the resource management process (approximately 20% of course time). <input type="checkbox"/> Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). <input type="checkbox"/> Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). <input type="checkbox"/> Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). <input type="checkbox"/> Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). <p>HSC Option Modules Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. <input type="checkbox"/> Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. <input type="checkbox"/> Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
<p>Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	

DUNGOG HIGH SCHOOL
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Course: Design and Technology	Course No: 15080
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands- on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Particular Course Requirements</p> <p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	

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Course: Food Technology	Course No: 15180
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p><input type="checkbox"/> Food Availability and Selection (30%)</p> <p><input type="checkbox"/> Food Quality (40%)</p> <p><input type="checkbox"/> Nutrition (30%)</p> <p>HSC Course</p> <p><input type="checkbox"/> The Australian Food Industry (25%)</p> <p><input type="checkbox"/> Food Manufacture (25%)</p> <p><input type="checkbox"/> Food Product Development (25%)</p> <p><input type="checkbox"/> Contemporary Nutrition Issues (25%)</p>	
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

DUNGOG HIGH SCHOOL
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Course: Industrial Technology	Course No: 15200
2 units for each of Preliminary and HSC Board Developed Course	
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses	
<p>Course Description</p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) <input type="checkbox"/> Design – elements and principles, types of design, quality, influences affecting design (10%) <input type="checkbox"/> Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) <input type="checkbox"/> Production – display a range of skills through the construction of a number of projects (40%) <input type="checkbox"/> Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) <p>HSC Course</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Industry Study (15%) <input type="checkbox"/> Major Project (60%) <ul style="list-style-type: none"> - Design, Management and Communication - Production <input type="checkbox"/> Industry Related Manufacturing Technology (25%) 	
<p>Particular Course Requirements</p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	

DUNGOG HIGH SCHOOL
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Course: Information Processes and Technology	Course No: 15210
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Introduction to Information Skills and Systems (20%) Tools for Information Processes (50%) Developing Information Systems (30%)</p> <p>HSC Course Project Management (20%) Information Systems and Databases (20%) Communication Systems (20%) Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.</p>	
<p>Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.</p>	

DUNGOG HIGH SCHOOL
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Course: Software Design and Development	Course No: 15360
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description</p> <p>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.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> - Social and ethical issues - Hardware and software - Software development approaches <input type="checkbox"/> Introduction to Software Development (50%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and designing software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions <input type="checkbox"/> Developing software solutions (20%) 	<p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> - Social and ethical issues - Application of software development approaches <input type="checkbox"/> Software Development Cycle (40%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and design of software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions <input type="checkbox"/> Developing a Solution Package (25%) <input type="checkbox"/> Options (20%) <ul style="list-style-type: none"> Study one of the following options: <ul style="list-style-type: none"> - Programming paradigms or - The interrelationship between software and hardware
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</p>	

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY A

Course: Textiles and Design	Course No: 15390
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016
<p>Course Description</p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design (40%) <input type="checkbox"/> Properties and Performance of Textiles (50%) <input type="checkbox"/> The Australian Textiles, Clothing, Footwear and Allied Industries (10%). <p>HSC Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design (20%) <input type="checkbox"/> Properties and Performance of Textiles (20%) <input type="checkbox"/> The Australian Textiles, Clothing, Footwear and Allied Industries (10%) <input type="checkbox"/> Major Textiles Project (50%). 	
<p>Particular Course Requirements</p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

VET Course Information 2016

FREQUENTLY ASKED QUESTIONS

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

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

What is the Australian Quality Framework (AQF)?

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

What are Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

The Board of Studies has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course.

ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

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

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

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

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

For further information on the following courses, please see:

Teacher	Faculty	VET Subjects
Ms Archer	HSIE	Business Services Retail Services
Mr Garland	TAS	Hospitality Metals & Engineering Construction
Mrs Amos	Science	Primary Industries

**BSB20112 Certificate II in Business (BSB07 release 12)
2015 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES**

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective Units	
BSBCMM201A	Communicate in the workplace	BSBADM311A	Maintain business resources
BSBCUS201B	Deliver a service to customers	BSBITU301A	Create and use databases
BSBIND201A	Work effectively in a business environment	BSBINM202A	Handle mail
BSBINM201A	Process and maintain workplace information	BSBITU201A	Produce simple word processed documents
BSBWHS201A	Contribute to health and safety of self and others	BSBITU202A	Create and use spreadsheets
BSBSUS201A	Participate in environmentally sustainable work practices		
BSBWOR202A	Organise and complete daily work activities		
BSBWOR203B	Work effectively with others		
BSBWOR204A	Use business technology		
Course contribution (to be made directly to school): Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>			
Exclusions: VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .			

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY B

**CPC20211 Certificate II in Construction Pathways (CPC08 release V9)
2015 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION**

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

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

Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCOHS1001A	Work safely in the construction industry	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2005A	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
		CPCCCO2013A	Carry out concreting to simple forms
		CPCCCA2003A	Erect and dismantle formwork for foots and slabs on ground

Course contribution (to be made directly to school): \$170 (Year 11) \$0 (Year 12)
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.
If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

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

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

Exclusions:
VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY B

**MEM10105 Certificate I in Engineering (MEM05 release 11)
2015 STAGE 6 COURSE DESCRIPTION – METAL AND ENGINEERING**

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

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

Compulsory/Core Units – HSC Examinable		Elective Units	
N/A	Manufacturing ,engineering and related services industries induction (BOSTES requirement)	MEM11011B	Undertake manual handling
MEM16007A	Work with others in a manufacturing, engineering or related environment	MEM03001B	Perform manual production assembly
MEM12023A	Perform engineering measurements	MEM03003B	Perform sheet and plate assembly
MEM10314A	Apply principles of occupational health and safety in the work environment		
MEM12024A	Perform computations		
MEM14004A	Plan to undertake a routine task		
MEM15002A	Apply quality systems		
MEM15024A	Apply quality procedures		
MEM18001C	Use hand tools		
MEM09002B	Interpret technical drawing		
MEM18002B	Use power tools/hand held operations		

Course contribution (to be made directly to school): \$40 per year

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

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

Exclusions:

VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Enrolment in a Certificate I Engineering excludes you from studying Industrial Technology - Metals and Engineering focus area.

Assessment and course completion

Competency-based assessment

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

Credit Transfer and Recognition of Prior Learning (RPL)

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

Mandatory Work Placement

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

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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

Appeals

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

Qualification changes and updates

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

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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

DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY B

**SIT20213 Certificate II in Hospitality (SIT12 release 2)
2015 STAGE 6 COURSE DESCRIPTION – HOSPITALITY**

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units – HSC Examinable		Elective Units	
SITHIND202	Use Hospitality skills effectively	SITHCCC101	Use food preparation equipment
SITXCOM201	Show social and cultural sensitivity	SITHCCC103	Prepare sandwiches
SITXCCS202	Interact with customers	SITXFSA201	Participate in safe food handling practices
BSBWOR203B	Work effectively with others	BSBSUS201A	Participate in environmentally sustainable work practices
SITXWHS101	Participate in safe work practices	SITHACS101	Clean premises and equipment
SITHIND201	Source and use information on the hospitality industry		
SITXFSA101	Use hygienic practices for food safety		
SITHFAB203	Prepare and serve non-alcoholic beverages		
SITHFAB206	Serve food and beverage		
SITHFAB204	Prepare and serve espresso coffee		
Course contribution (to be made directly to school): \$100 per year Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>			Industry standard uniform required for practical lessons (can be purchased new, secondhand or from “pool” at school)
Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .			

Assessment and course completion**Competency-based assessment**

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

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Mandatory Work Placement

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

2 Unit x 1 year courses: 35 hours

2 Unit x 2 years courses: 70 hours

4 Units x 1 year courses 70 hours

Some Specialisation Courses may require additional work placement

Optional HSC examination

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

Specialisation studies

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

N Determinations

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Appeals

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

Qualification changes and updates

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

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au/>

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.sbatjobs.info/>

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DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY B

**AHC20110 Certificate II in Agriculture (AHC release 8)
2015 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES**

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>	
Compulsory/Core Units – HSC Examinable	Elective units
AHCOHS201A	Participate in OHS processes Participate in environmentally sustainable work practices Observe and report on weather Apply chemicals under supervision Work effectively in the industry and either Care for health and welfare of livestock Treat plant pests, diseases and disorders Students may study a range of drawn from the following areas <ul style="list-style-type: none"> • Basic fencing • Weed and pest treatment and prevention • Use and maintenance of farm machinery • Safe use of tractors and other farm vehicles • Livestock care and welfare • Plants and propagation <i>A variety of other units relevant to farm assistance and agricultural work may also be delivered by other RTOs. Talk to your school for more information.</i>
AHCWRK209A	
AHCWRK201A	
AHCCHM201A	
AHCWRK204A	
AHCLSK202A	
AHCPMG202A	
Course contribution (to be made directly to school): \$30 per year Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>	
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>	
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	
Exclusions: VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html .	

Assessment and course completion**Competency-based assessment**

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Mandatory Work Placement

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

Optional HSC examination

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

Specialisation studies

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

N Determinations

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Appeals

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

Qualification changes and updates

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

Employability skills:

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School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

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DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – CATEGORY B

SIR20212 Certificate II in Retail (SIR07 release 3.2)
2015 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

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

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

Compulsory/Core Units – HSC Examinable		Elective Units	
SIRXCCS201	Apply point-of-sale handling procedures	SIRXFIN201	Balance and secure point-of-sale terminal
SIRXCCS202	Interact with customers	SIRXINV001A	Perform stock control procedures
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	SIRXMER202	Plan, create and maintain displays
SIRXIND101	Work effectively in a customer service environment	SIRXFIN002A	Perform Retail Finance Duties
SIRXRSK201	Minimise loss		
SIRXSLS201	Sell products and services		
SIRXWHS101	Apply safe work practices		
SIRXCLM101	Organise and maintain work areas		
SIRXICT001A	Operate retail technology		
SIRXMER201	Merchandise products		
SIRXSLS002A	Advise on products and services		

Course contribution (to be made directly to school):

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

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

Please discuss any matters relating to refunds with your school

Course specific resources and equipment:

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Exclusions:

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Assessment and course completion

Competency-based assessment

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DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – NON-ATAR

Course: Exploring Early Childhood (TAS)	
Content Endorsed Course	Exclusions: Nil
<p>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years <input type="checkbox"/> recognise the uniqueness of all children, including those who have special needs <input type="checkbox"/> become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play <input type="checkbox"/> identify the range of services developed and provided for young children and their families <input type="checkbox"/> consider the role of family and community in the growth, development and learning of young children <input type="checkbox"/> reflect upon potential implications for themselves as adults, in relation to young children <input type="checkbox"/> understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families <input type="checkbox"/> become aware of the work opportunities available in the area of children’s services. 	

Course: Mathematics General 1	
Content Endorsed Course	Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics.
<p>2 units for Preliminary Board Developed Course and 2 units HSC Content Endorsed Course</p> <p>Prerequisites: For students who intend to study the General Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>, particularly the Patterns and Algebra topics and <i>Trigonometry</i>, if not all of the content.</p> <p>Course Description</p> <p>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. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.</p> <p>Main Topics Covered</p> <p>Preliminary Course</p> <p>5 Strands</p> <ul style="list-style-type: none"> • Financial Mathematics • Data Analysis • Measurement • Probability • Algebraic Modelling <p>HSC Course</p> <p>5 Strands</p> <ul style="list-style-type: none"> • Financial Mathematics • Data Analysis • Measurement • Probability • Algebraic Modelling <p>Focus Studies</p> <ul style="list-style-type: none"> • Mathematics and Communication • Mathematics and Driving <p>Focus Studies</p> <ul style="list-style-type: none"> • Mathematics and Design • Mathematics and Household Finance • Mathematics and the Human Body • Mathematics and Personal Resource Usage <p>Note: This is a CEC Course only in Year 12</p>	

DUNOGG HIGH SCHOOL
Year 11 and 12 Subject Information – NON-ATAR

Course: Sport, Lifestyle and Recreation Studies (PDHPE)	
Content Endorsed Course	Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
<p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <input type="checkbox"/> knowledge and understanding of the factors that influence health and participation in physical activity <input type="checkbox"/> knowledge and understanding of the principles that impact on quality of performance <input type="checkbox"/> an ability to analyse and implement strategies to promote health, activity and enhanced performance <input type="checkbox"/> a capacity to influence the participation and performance of self and others. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aquatics <input type="checkbox"/> Athletics <input type="checkbox"/> First Aid <input type="checkbox"/> Fitness <input type="checkbox"/> Specific Sports <input type="checkbox"/> Gymnastics <input type="checkbox"/> Outdoor Recreation <input type="checkbox"/> Sports Administration <input type="checkbox"/> Coaching <input type="checkbox"/> Social Perspectives of Sport <input type="checkbox"/> Healthy Lifestyle. 	

Course: Work Studies (HSIE)	
Content Endorsed Course	Exclusions: Nil
<p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities <input type="checkbox"/> to develop an understanding of the changing nature of work organisation and the implications for individuals and society <input type="checkbox"/> to undertake an extended work placement to allow for the development of specific job-related skills <input type="checkbox"/> to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas <input type="checkbox"/> to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. <p>The course has two core studies, and elective course modules.</p> <p>Core 1 – Work and change Core 2 – Experiencing work Modules</p> <p>There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.</p>	

DUNGOG HIGH SCHOOL
Year 11 and 12 Subject Information – NON-ATAR

Course: Visual Design (CAPA)

Content Endorsed Course

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

Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

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

- graphic design
- wearable design
- product design
- interior/exterior design.

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

Particular Course Requirements

Students are required to keep a diary throughout the course.