Dear Student & Parent/Guardian,

This booklet is a vital tool designed to assist you in making the correct decisions for the subjects you choose as your pattern of study for 2014-2015.

It is compulsory for all Stage 5 Students (Year 9 & 10) to study:

- English
- Mathematics
- Science
- Geography
- History
- PD/H/PE

The booklet provides you with information from these subjects areas as well as electives. You will need to study the same 2 electives in 2014 and 2015, so I urge you to choose wisely. Base your decisions on:

1. Subjects you are interested in,
2. Subjects you are good at,
3. Subjects you feel will assist you in your intended future career path.

Read the information carefully, ask questions of your teachers and the experts at school and I look forward to a committed performance from every student.

Yours Sincerely

Ms C.Phair
Deputy Principal Middle School
CONTENTS

1. INFORMATION RELATING TO BOS CREDENTIALS
2. INDIVIDUAL SUBJECT CONTRIBUTIONS
3. BOOKS & EQUIPMENT REQUIREMENTS
4. STAGE 5 BELMORE BOYS’ HIGH SCHOOL COURSE DESCRIPTIONS & PROGRAM SUMMARIES

MANDATORY SUBJECTS

❖ AUSTRALIAN GEOGRAPHY, CIVICS & CITIZENSHIP
❖ AUSTRALIAN HISTORY, CIVICS & CITIZENSHIP
❖ ENGLISH
❖ MATHEMATICS
❖ PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
❖ SCIENCE

ELECTIVES

➢ COMMERCE
➢ FILM & AUDIO
➢ FOOD TECHNOLOGY
➢ GRAPHICS TECHNOLOGY
➢ HISTORY ELECTIVE
➢ INDUSTRIAL TECHNOLOGY – ELECTRONICS
➢ INDUSTRIAL TECHNOLOGY – ENGINEERING
➢ INDUSTRIAL TECHNOLOGY – METAL
➢ INDUSTRIAL TECHNOLOGY – TIMBER
➢ INFORMATION AND SOFTWARE TECHNOLOGY
➢ MUSIC
➢ PHYSICAL ACTIVITY AND SPORT STUDIES
➢ VISUAL ARTS

5. SAMPLE BOS WARNING LETTER
1. INFORMATION RELATING TO BOS CREDENTIALS

In 2011 the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

Requirements for RoSA

The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

In summary, to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board’s curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

School attendance

Rules relating to school attendance remain unchanged. Under these rules, the Board does not set a minimum attendance for the satisfactory completion of a course. However, a principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Issuance of RoSA documentation by the Board of Studies

The formal Record of School Achievement credential will be awarded to eligible students when they leave school. Schools will be required to notify the Board of eligible students leaving school at the end of Year 10, 2012. The Record of School Achievement will be provided by the Board in printed format. Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.
Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student’s grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as ‘Completed’ with the footnote Refer to Vocational Documentation.
- Courses based on Life Skills outcomes and content will be recorded as ‘Completed’ with the footnote See Profile of Student Achievement.

(Where an ‘N’ determination is received in an additional study (elective), the course will not appear on the RoSA.)

Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an ‘N’ determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as ‘Not completed’. Where an ‘N’ determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

N’ determinations

‘N’ determinations are issued for the non-completion of requirements in a course.

The ‘N’ determination process for Year 10 students is unchanged from previous years. Schools should continue to issue warning letters to students who are in danger of not meeting course completion criteria. Warnings should be given in time for the problem to be corrected and should provide advice about the consequences of an ‘N’ determination in a course. A sample warning letter is available for schools to download from Schools Online.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an ‘N’ determination. All students who are issued with an ‘N’ determination have the right to appeal against the principal’s determination. A flowchart detailing the determination and appeal dates is available on Schools Online.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.
Life Skills

The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved by students undertaking Life Skills outcomes and content in Year 10. It will be printed and issued by the Board to school leavers, together with the RoSA (or Transcript of Study for ineligible students). In addition to students leaving school, the Profile for all students will be available in electronic format for schools to download and print.

Schools will report students’ achievement in Stage 5 outcomes through Schools Online in the same way as occurs for students undertaking HSC Life Skills courses.

Principal’s certification of completion of course requirements

You will be considered to have satisfactorily completed a course if, in your principal’s view, there is sufficient evidence that you have met the following course completion criteria:

1. Followed the course developed or endorsed by the Board of Studies.
2. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
3. Achieved some or all of the course outcomes.

If your principal determines that the above course completion criteria are not being met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then deem that the student has not met the requirements for the course.

Reporting Methods

Achievement will be reported by:

- Grades
- Monitoring/moderating

Grades

- Course Performance Descriptors and Grades developed for each course
  - describe main features of a typical performance at each stage
- Grades to describe student achievement in their subject
  - A, B, C, D or E
Mandatory curriculum requirements

Students are required to complete the following mandatory curriculum for the RoSA:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.</td>
</tr>
<tr>
<td><strong>Human Society and Its Environment</strong></td>
<td>To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.</td>
</tr>
<tr>
<td><strong>Languages Other than English</strong></td>
<td>100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.</td>
</tr>
<tr>
<td><strong>Technological and Applied Studies</strong></td>
<td>The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.</td>
</tr>
<tr>
<td><strong>Creative Arts</strong></td>
<td>200 hours to be completed, consisting of the Board’s 100-hour mandatory courses in each of Visual Arts and Music. It is the Board’s expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.</td>
</tr>
<tr>
<td><strong>Personal Development, Health and Physical Education</strong></td>
<td>The Board’s mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.</td>
</tr>
</tbody>
</table>
2. INDIVIDUAL SUBJECT CONTRIBUTIONS
(EXCLUDES ‘MAJOR WORKS’ PROJECT EXPENSES)

SUBJECT CONTRIBUTIONS

Contributions are required for some subjects where materials are used by individual students. These subjects are chosen on the understanding that a contribution is required to provide materials necessary to learn and to meet the outcomes of the syllabus. Your “Centrelink” money is provided by the government so that you can pay your school contributions and expenses.

Such subjects are:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Year 9</th>
<th>Year 10</th>
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<tbody>
<tr>
<td>Voluntary Contribution</td>
<td>$70.00</td>
<td>$70.00</td>
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<tr>
<td>NOTE: THIS INCLUDES MATERIALS USED IN ENGLISH, MATHEMATICS, SCIENCE, HSIE, LANGUAGES, LIBRARY, CAREERS &amp; PD/HE/PE</td>
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<tr>
<td>Audio &amp; Film Studies</td>
<td>$30.00</td>
<td>$30.00</td>
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<tr>
<td>Food Technology</td>
<td>$80.00</td>
<td>$80.00</td>
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<tr>
<td>Graphics Technology</td>
<td>$20.00</td>
<td>$20.00</td>
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<tr>
<td>Industrial Technology ELECTRONICS</td>
<td>$60.00</td>
<td>$60.00</td>
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<tr>
<td>Industrial Technology ENGINEERING</td>
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<tr>
<td>Industrial Technology METAL</td>
<td>$60.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>NOTE: THIS INCLUDES MATERIALS USED FOR CLASS PROJECTS – IT EXCLUDES MATERIALS USED FOR MAJOR WORK PROJECTS</td>
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<tr>
<td>Industrial Technology TIMBER</td>
<td>$60.00</td>
<td>$60.00</td>
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<td>NOTE: THIS INCLUDES MATERIALS USED FOR CLASS PROJECTS – IT EXCLUDES MATERIALS USED FOR MAJOR WORK PROJECTS</td>
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</tr>
<tr>
<td>Information &amp; Software Technology</td>
<td>$20.00</td>
<td>$20.00</td>
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<tr>
<td>Music</td>
<td>$40.00</td>
<td>$40.00</td>
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<tr>
<td>Visual Arts</td>
<td>$50.00</td>
<td>$50.00</td>
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<td>NOTE: THIS INCLUDES MATERIALS USED FOR CLASS PROJECTS – IT EXCLUDES MATERIALS USED FOR MAJOR WORK PROJECTS</td>
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<tr>
<td>Sports</td>
<td>$60.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Depends on choice of elective subject</td>
<td>Depends on choice of elective subject</td>
</tr>
</tbody>
</table>

Additional costs for any individual projects are to be met by students.

NOTE: SUPPORT CLASS STUDENTS TO BE INVOICED ACCORDING TO YEAR OF STUDY

REFUND POLICY

Where a student leaves the school before the end of a year, application can be made for a refund for contributions on a pro-rata basis. This is available on written request to the Principal.
3. BOOK AND EQUIPMENT REQUIREMENTS

STUDENT DIARY

You must bring your student diary every day, take it out every lesson and record your homework in it neatly and accurately.

You should record your assessment dates in your diary and in this book. Also, write in a reminder for yourself about when each assessment task is due – at least two (2) weeks before the due date.

GENERAL REQUIREMENTS

- 2 x BLACK OR BLUE PENS
- 2 x PENCILS
- 1 x ERASER
- 1 x HIGHLIGHTER
- 1 x PROTRACTOR
- 1 x GLUE STICK
- 1 x SMALL STAPLER

- 1 x RED PEN
- 1 x SHARPENER
- 1 x 30CM RULER
- 1 x COMPASS
- 1 x 45°, 1 x 60° SET SQUARES
- 1 x SCISSORS

Students should also have a scientific, non-programmable calculator. You will need your calculator for various subjects. A calculator may be purchased from the front office before school and/or recess.

It is advisable to have all equipment labelled with your name.

You must provide your own exercise books or lined A4 paper for folders.

Shoes - The Department of Education and Training as per occupational health and safety (OH&S) requirements, require enclosed, leather shoes (i.e. school uniform shoes) for all practical lessons such as design and technology, sciences and visual arts.

If you chose not to wear correct shoes you will be set alternative theory work as you will not be allowed to participate in practical work. This may impact on your assessment.
4. BELMORE BOYS HIGH SCHOOL

STAGE 5

COURSE DESCRIPTION

&

PROGRAM SUMMARIES
MANDATORY SUBJECTS
AUSTRALIAN GEOGRAPHY, CIVICS AND CITIZENSHIP
2014 TO 2015
YEAR 9

Stage 5 Geography incorporates learning related to Australian geography and the interaction of human and physical geography in a local context. The Study of Geography develops a wide range of skills and provides opportunities for students to use a wide range of geographical tools including information and communication technologies (ICT).

UNITS TO BE STUDIED

1. The Australian Continent:
   - Australia’s geographical dimensions
     - Relative size and shape
     - Latitude and longitude
   - The origins of the continent:
     - Aboriginal perspective
     - Geographical perspective

2. Physical Characteristics that make Australia Unique:
   - Major landforms and drainage basins
   - Patterns of:
     - Climate
     - Natural Resources
     - Weather
     - Vegetation
   - Unique flora and fauna
   - Natural hazards in Australia including:
     - Bushfires
     - Earthquakes
     - Droughts
     - Floods
     - Storms
     - Tropical cyclones

3. Natural Hazards Case Studies:
   - Droughts
   - One other hazard from the list in section 2
   - The responsibility and responses of individuals, groups and various levels of government to the impact of the natural hazard

4. Human Characteristics that make Australia Unique:
   - Demographic characteristics
     - Age structure
     - Distribution
     - Ethnic Composition
     - Gender
     - Growth rates
     - Population size

5. Types of Communities:
   - Types of communities in Australia including indigenous communities
   - Differences within and between Australian communities

6. Factors Causing Change in Australian Communities:
   - Changing nature & patterns of work
   - Cultural integration
   - Demographic change
   - Globalisation of economic activity
   - Lifestyle expectations
   - New technologies
   - Recognition of native title
   - Resource depletion

7. Australian Communities Case Studies:
   - Aboriginal communities
   - Lebanese migrant communities
- Chinese migrant communities
UNITED TO BE STUDIED

1. Geographical Issues Affecting Australian Environments:
   - Air quality
   - Coastal Management
   - Land and water management
   - Spatial inequality
   - Urban growth and decline
   - Waste management

2. Australian Case Studies:
   - At least TWO from the list above including a field study with Research Action Plan (RAP)
     o The geographical processes relevant to the issue
     o The perceptions of different groups about the issue
     o Individual, group and government responses to the issue
     o Decision making processes involved in the management of the issue
     o Management of the issue and implications for sustainability, social justice and equity

3. Australia in its regional and global contexts:
   - Australia’s place in the world
   - Australia’s regional and global links

4. Regional and Global Links:
   - Case Studies
     - Migration
     - Trade
     - Sport
     - Culture

5. Future Challenge:
   - Population trends
   - Implications of population trends

6. Human rights and reconciliation:
   - Human Rights
   - Reconciliation
History is a disciplined process of inquiry into the past that allows students to locate themselves in the broad continuum of human experience. It enables students to appreciate and enjoy the human endeavours and achievements of the past, both for their own intrinsic interest and for their legacy to later generations. History provides a firm context within which to develop general competencies considered essential for the acquisition of those effective, higher-order thinking skills which are necessary for further education, work and everyday life.

**UNITS TO BE STUDIED**

1. **Australia to 1914:**
   a. What was life like in Australia at the turn of the century?
   b. How and why did Federation occur?
   c. What were the voting rights of various groups in Australia at Federation?
   d. How and why was the *Immigration Restriction Act* of 1901 introduced?

2. **Australia and World War I**
   a. Why did Australia become involved in World War I?
   b. What were the experiences of Australians in the Gallipoli campaign?
   c. How and why was the Anzac legend created?
   d. What was the impact of World War I on the Australian home front 1914-18?

3. **Australia between the wars**
   a. What were the differing experiences of various groups during the interwar period?
   b. What was the contribution and significance of at least ONE Australian, ONE important event and ONE political development during the interwar period?

4. **Australia and World War II**
   a. Why was Australia involved in World War II?
   b. What were some of the experiences of Australians as a result of their involvement in the war?
   c. What was the impact of the war on the Australian home front?
   d. How did Australia’s relationship with Britain & the USA change during WWII?

1. **Australia in the Vietnam War:**
   a. How did Australia respond to Communism after World War II?
   b. Why did Australia become involved in Vietnam?
   c. How did various groups respond to Australia’s involvement in the Vietnam War?
   d. What was the impact of the war on Australia and/or neighbouring countries?

2. **Changing Rights and Freedoms: Aboriginal Australians**
   a. Changing government policies towards Aboriginal peoples over time including: Protection, Assimilation, Integration, Self-determination
   b. The varying experiences of the stolen generations
   c. The struggle of Aboriginal peoples for rights and freedoms
   d. Self-determination: Progress and Problems

3. **Changing Rights and Freedoms: Women and Migrants**
   a. Women, work and lifestyle since 1945
   b. Group study: Women’s liberationists, feminism
   c. Impact of the women’s movement
   d. Changing patterns of migration 1945-2003
      - Assimilation
      - Integration
      - New Australians

4. **People Power and Politics in the Post-war Period**
   a. Overview: Political Change 1945-2003

5. **Australia’s Social and Cultural History in the Post-War Period**
   a. The impact of changing technology on everyday life in post-war Australia
   b. The social and cultural features of ONE post war decade including: fashion, music, entertainment, sport, British or American influences on popular culture
COURSE DESCRIPTIONS
The content has been designed to be realistically addressed by typical students in an indicative time of 400 hours. While some students may undertake this content and demonstrate expected standards of achievement in fewer hours, others may require additional time. Indicative hours may also provide a basis for programming and timetabling decisions by teachers and schools.
Students can be encouraged to respond to and compose additional texts that become increasingly sophisticated and complex by:

1. Responding to texts that are significant in historical, social, cultural and workplace contexts, drawn from fiction, drama (including Shakespearean drama), poetry, film, non-fiction and multimedia.
2. Composing extended imaginative, interpretive and critical texts based on their own investigations and their wider reading.
3. Applying the skills, knowledge and understanding they developed through the essential content to investigate and consider a variety of texts in areas of personal interest through:
   - study of a particular composer (author, poet, dramatist, film-maker)
   - study of media presentation of an event, person or issue
   - study of a fiction or non-fiction genre
   - study of the texts of a particular era
   - Reflecting on and articulating the relationship between their investigations and their own compositions.

PROGRAM SUMMARY

Year 9
1. Drama
2. Poetry
3. Film Study
4. Media/Multimedia
5. Novel Study

Year 10
1. Novel Study
2. Shakespeare
3. Poetry
4. Film Study
MATHEMATICS
2014 TO 2015

COURSE DESCRIPTIONS
This course aims to develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in life-long learning.
In order to meet student’s vocational and other learning needs beyond the compulsory years, a variety of mathematical learning experiences are required in Years 9 and 10. The arrangement of content in Stage 5 acknowledges a wide range of achievement in Mathematics as they enter the last two years of their compulsory schooling.

Stage 5.1 content is designed to meet the needs of students who will achieve stage 4 outcomes during years 9 and 10.

Stage 5.2 content builds on and includes the content of Stage 5.1 and is designed for students who have achieved Stage 4 content by the end of year 8 or early in Stage 9. Students who intend to study Stage 6 General Mathematics would need to complete 5.2. Students who intend to study Stage 6 Mathematics would need to complete 5.2 outcomes as well as some of 5.3 outcomes, especially in the topics of Real Numbers, Algebraic Techniques and Coordinate Geometry.

Stage 5.3 is designed for students who intend to study Stage 6 Extension 1 Mathematics.

Students who have not completed stage 3 outcomes by the end of year 8 can be expected to achieve some of the stage 5.2 outcomes by the end of year 10.
## PROGRAM SUMMARY

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<th>Term</th>
<th>Week</th>
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<th>Week</th>
<th>Stage 5.2</th>
<th>Week</th>
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<td>PAS5.2.4</td>
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<td>Perimeter and area</td>
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<td>Coordinate geometry</td>
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<td>Coordinate geometry</td>
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<td>- index laws</td>
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<td>- simultaneous equations (non-algebraic methods &amp; graphs</td>
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<td></td>
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<td>- expansions</td>
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<td>SGS4.4</td>
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<td>MS5.1.2</td>
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<td>Properties of geometric figures</td>
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<td>Algebraic techniques</td>
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<td>Trigonometry</td>
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<td>1</td>
<td>PAS 5.2.2</td>
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<td>MS5.1.2</td>
<td>6</td>
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<td>Algebraic techniques</td>
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<td>Trigonometry</td>
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<td>Algebraic techniques</td>
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<td>- linear and simple quadratic equations</td>
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<td>- simultaneous equations (analytical methods)</td>
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<td></td>
<td>- linear inequalities</td>
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<td>7</td>
<td>1</td>
<td>PAS5.2.5</td>
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<td>PAS5.3.5</td>
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<td>Graphs of physical phenomena</td>
<td></td>
<td>Probability</td>
<td></td>
<td>Graphs of physical phenomena</td>
</tr>
</tbody>
</table>
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
2014 TO 2015

COURSE AIM
The aim of the PDHPE is to develop students’ capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

PROGRAM SUMMARY

YEAR 9

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lifelong Fitness</td>
</tr>
<tr>
<td>2</td>
<td>Nutrition Throughout Life</td>
</tr>
<tr>
<td>3</td>
<td>Know the Risk</td>
</tr>
<tr>
<td>4</td>
<td>Mental Health</td>
</tr>
</tbody>
</table>

YEAR 10

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sexual Health</td>
</tr>
<tr>
<td>2</td>
<td>Reducing the Risks</td>
</tr>
<tr>
<td>3</td>
<td>Future Challenges</td>
</tr>
<tr>
<td>4</td>
<td>Lifestyle Diseases</td>
</tr>
</tbody>
</table>
SCIENCE
2014 TO 2015

COURSE DESCRIPTIONS
The aim of the Science Syllabus is to provide learning experienced through which students will:

1. Acquire scientific knowledge and skills and develop understanding about phenomena within and beyond their experience.
2. Develop an appreciation of science as a human activity and apply their understanding to their everyday life.
3. Develop positive values about and attitudes towards themselves, others, lifelong learning.

PROGRAM SUMMARY:

YEAR 9

1. Waves and Light
2. Inside the Atom
3. Mysterious Universe
4. Explaining the Changes on the Surface of the Earth
5. The Impact of Humans on the Environment

YEAR 10

1. Motion and Gravity
2. Chemical Reaction
3. Cell Theory and Evolution
4. Electricity
5. Explaining the Changes on the Surface of the Earth  continued
ELECTIVES
COMMERCE
2014 TO 2015

YEAR 9
Commerce provides the knowledge and skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management.

UNITS TO BE STUDIED

1. Consumer Choice:
   a. Commerce and choice
   b. Consumer decisions
   c. Consumer protection
   d. Payment choices

2. Personal Finance:
   c. Earning an income
   d. Spending and saving income
   e. Borrowing money
   f. Managing finances
   g. Investing money

3. E-Commerce:
   a. The scope of e-commerce
   b. Online shopping
   c. Advise on consumer issues
   d. E-consumer protection issues
   e. Financial services
   f. Laws relating to young people using e-commerce
   g. Workplace issues

4. Promoting and Selling:
   a. The selling process
   b. Product promotion strategies
   c. Targeting customers
   d. Product promotion strategies: legal and ethical issues
   e. Applying selling techniques
   f. Monitoring and evaluating selling techniques

5. Running a Business:
   a. Being an entrepreneur
   b. Selecting business opportunities
   c. Selecting the appropriate structure
   d. Going into business
   e. Meeting regulations and selling products
   f. Maintaining records
   g. Risk management and key issues related to running a business
COMMERCE
2014 TO 2015
YEAR 10

Commerce provides the knowledge and skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management.

1. Employment Issues:
   a. Types of employment and changing work patterns
   b. Benefits of education and training for employment
   c. Types of employment contracts – unemployment
   d. Legal issues relating to the workplace
   e. The role of unions and employer groups
   f. Solving disputes
   g. Taxation and superannuation

2. Law and Society:
   a. Reasons for laws and the legal system
   b. The court structure and personnel
   c. Areas of law
   d. The making of law
   e. The relationship of laws to values, morals and ethics
   f. How laws are changed and accessed
   g. Issues of fairness in using the law

3. Travel:
   a. The global consumer
   b. Australia’s patterns of trade and the global investor
   c. Transnational organisations and global business
      a. International aid programs

4. Our Economy:
   1. Economic links
   2. The business cycle
   3. Interest rates and effects of rising and falling interest rates
   4. Inflation and exchange rates
Audio and Film play a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of audio and film as an important field of technological practice.

The broad areas of audio and film to youth culture are extremely relevant and of fundamental interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from areas of music and movies.

This 2 year course offers an opportunity for students to engage in the creation of their own Audio CD's & film DVD’s. Students actively participate in the State wide event Youth Rock sponsored by the “Arrive Alive” and the Premiers Department. This involves filming and multi track recording as well as other aspects of a live event under the supervision of internationally acclaimed recording artists and industry professionals.

Task Requirements Yr 9 & Yr 10

Year 9 undertake a foundation course which is group work orientated, this is built upon in year 10 where individual projects are produced.

Semester 1

In this elective Semester 1 will focus on projects where our students will have the opportunity to produce their own Audio CD. This unit of work will consist of 30% theory and 70% practical. By the end of the unit, students will have hands on experience in multi-track recording using DAW (digital audio workstation) i.e. using computers to record, edit and manipulate music in a digital format, namely CUBASE.

Semester 2

During Semester 2, students will have the opportunity to make their own short film or music video.

Using the knowledge, skills and experience gained through the audio component, students will be introduced to using a digital video camera, capture their footage into the computer and edit video using Adobe Premier program. By the end of this unit students are expected to compose and produce their own original video/short film.
The aim is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

**Year 9**

**Around The World In 100 Days** –
This unit investigates the development of Australian cuisine from Aboriginal bush foods to first settlement rations, through to today’s multicultural food habits. Students are also introduced to basic food preparation skills necessary for all Food Technology units. Migration has had a dramatic effect on the food eaten in Australia. Students will examine the history of food in Australia, beginning with traditional bush foods prepared by Aborigines, the influence of early European settlers together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students will plan and prepare safe foods, which reflect the eclectic nature of Australian Cuisine.

**Let’s Celebrate** –
Food is an important component of many special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small and large scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

**Year 10**

**Trendy Looking Foods** –
Food is processed to varying degrees. Students will explore safety and hygiene practices relating to food and changes that occur in the functional properties of food. They will also examine the social, economic and environmental impact of food processing technology, and the role packaging plays in the distribution of food from the point of production to consumption.

Food trends influence food selection, food service and food presentation. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends.

**Edible Enterprises** –
Knowledge of nutrition is integral to making healthy food choices. Students will examine the nutritional components of food and food developments aimed at enhancing health, the impact of food consumption on nutrition and explore ways of meeting nutritional requirements to maintain optimum nutrition or manage nutritional issues.

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students will examine food service and catering ventures and their operations across a variety of settings and investigate employment opportunities. Students will plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.
GRAPHICS TECHNOLOGY
2014 TO 2015

COURSE DESCRIPTION
Graphics Technology Years 7–10 is an elective course that builds on the knowledge, skills and experiences developed in the study of the Technology (Mandatory) Years 7–8 Syllabus.

The major emphasis of the Graphics Technology Years 7–10 Syllabus is on students being actively involved in the planning, development and production of quality graphical presentations. Students should be provided with broad experiences to develop knowledge, understanding and skills in a range of media and areas of application.

Focus Areas & Modules

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CORE MODULE 1</th>
<th>CORE MODULE 2</th>
<th>OPTION MODULE 1</th>
<th>OPTION MODULE 2</th>
<th>OPTION MODULE 3</th>
<th>OPTION MODULE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAPHICS</td>
<td>GRAPHICS</td>
<td>GRAPHICS</td>
<td>ARCHITECTURAL DRAWING</td>
<td>COMPUTER AIDED DESIGN &amp; DRAFTING</td>
<td>PRODUCT ILLUSTRATION</td>
<td>GRAPHIC DESIGN &amp; COMMUNICATION</td>
</tr>
</tbody>
</table>
The History Elective course is a dynamic and flexible course, which will be offered for Belmore Boys’ High School in 2013.

The aim of the History Elective course is to stimulate students’ interest in, and enjoyment of, exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

Students must undertake ONE topic from each of Topics 1, 2 and 3, and at least TWO other choices from any Topic.

**Topic 1 - Constructing History**
- Biography
- Family History
- Film as History
- Historical Fiction
- Heritage and Conservation
- History and the Media
- Local History
- Museum and / or Archives Studies
- Oral History
- Historical Reconstructions
- A history website / CD-ROM

**Topic 2 - Ancient, Mediaeval and Early Modern Societies**
- Archaeology of the Ancient World
- Literature of the Ancient World
- Mediaeval and Early Modern Europe
- The Ottoman Empire
- An Asian Study
- The Americas
- The Pacific
- Africa
- A 19th Century study
- A 20th Century study

**Topic 3 - Thematic Studies**
- Children in History
- Heroes and Villains
- Religious Beliefs and Rituals through the Ages
- Sport and Recreation in History
- War and Peace
- World Myths and Legends
- Crime and Punishment
- Music through History
- Slavery
- Terrorism
INDUSTRIAL TECHNOLOGY – ELECTRONICS
2014 TO 2015

The Electronics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to electronics which are enhanced and further developed through the study of specialist modules in:

- Circuits and Components
- Computer Repair and Construction.

Practical projects will reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies. These will include:

- electronic circuits and kits
- robotic projects

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Projects produced include:
- The Decision Maker
- The Light Activated Switch
- The Electronic Dice
- The Bionic Ear
- The Wireless Microphone
- The Moon Explorer (Robotic Vehicle)

Focus areas and modules

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CORE MODULE 1</th>
<th>CORE MODULE 2</th>
<th>CORE MODULE 3</th>
<th>CORE MODULE 4</th>
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</thead>
<tbody>
<tr>
<td>ELECTRONICS</td>
<td>CIRCUITS &amp; COMPONENTS</td>
<td>CIRCUITS &amp; COMPONENTS</td>
<td>CIRCUITS &amp; COMPONENTS</td>
<td>CIRCUITS &amp; COMPONENTS</td>
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</tbody>
</table>
INDUSTRIAL TECHNOLOGY - ENGINEERING
2014 TO 2015

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:
- Control Systems
- Alternative Energy.

Practical projects will reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:
- small structures
- small vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems.

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Focus Areas & Modules

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CORE MODULE 1</th>
<th>CORE MODULE 2</th>
<th>CORE MODULE 3</th>
<th>CORE MODULE 4</th>
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</thead>
<tbody>
<tr>
<td>METAL</td>
<td>ENGINEERED STRUCTURES</td>
<td>ENGINEERED MECHANISMS</td>
<td>CONTROL SYSTEMS</td>
<td>ALTERNATIVE ENERGY</td>
</tr>
</tbody>
</table>
INDUSTRIAL TECHNOLOGY - METAL
2014 TO 2015

COURSE DESCRIPTION

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal or art metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication

Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These may include:

- sheet metal products
- metal machining projects
- fabricated projects

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Focus Areas & Modules

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CORE MODULE 1</th>
<th>CORE MODULE 2</th>
<th>CORE MODULE 3</th>
<th>CORE MODULE 4</th>
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<tr>
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<td>GENERAL METAL</td>
<td>GENERAL METAL</td>
<td>METAL FABRICATION</td>
<td>METAL FABRICATION</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:
- Cabinetwork
- Wood Machining.

Practical projects undertaken will reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:
- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units.

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Focus Areas & Modules

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CORE MODULE 1</th>
<th>CORE MODULE 2</th>
<th>CORE MODULE 3</th>
<th>CORE MODULE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMBER</td>
<td>GENERAL WOOD</td>
<td>GENERAL WOOD</td>
<td>CABINETWORK</td>
<td>WOOD MACHINING</td>
</tr>
</tbody>
</table>
GENERAL DESCRIPTION:
This course is a dynamic subject which involves hands on experience with computers. It is a course aimed at developing in students the abilities and confidence necessary to become competent users of computer technology.

MAIN TOPICS COVERED:
This course begins with students learning to use the different hardware. They are then introduced in the use of word processing, databases and spreadsheets. As the students become familiar with different software applications they are introduced to programming. In the past, some students have generated programs that have been adapted by the Department of School Education. Students will be able to communicate with other computer users all over the world via the Internet in the Library.

This course integrates the study of core content within the context of options delivered through projects. The following diagram shows how the content is organised.
COURSE DESCRIPTIONS
In addition to further development of musical skills in the key learning areas of performance, composing and listening, the Year 9 elective music course will direct the students towards developing an understanding of different stylistic, social, cultural and historical contexts of music. This will be achieved through a study of six topics over two years. Two topics from context group one, and another two from context group two, as stated in the music syllabus, page 36. Two other additional topics will also be studied; one must be the compulsory topic, Australian music.

PROGRAM SUMMARY

YEAR 9
Term 1 Description Music for a culture
Term 2 Description Baroque music
Term 3 Description Rock music
Term 4 Description Classical music

YEAR 10
Term 1 Description Music and the Media
Term 2 Description Music and the Theatre
Term 3 Description Renaissance Music
Term 4 Description Medieval
PHYSICAL ACTIVITY AND SPORT STUDIES
2014 TO 2015

COURSE DESCRIPTIONS
Physical Activity and Sport Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

This area of the PDHPE web site provides teachers with information and resources to support the teaching of the elective Physical Activity and Sports Studies course.

EXCLUSIONS
Only students who are participants in the Elite Football Program can choose this subject.

PROGRAM SUMMARY

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>Foundations of Physical Activity</th>
<th>Physical Activity and Sport in Society</th>
<th>Enhancing Participation and Performance</th>
</tr>
</thead>
</table>
| M O D U L E S   | • Body systems and energy for physical activity  
• Physical activity for health  
• Physical fitness  
• Fundamentals of movement skill development  
• Nutrition and physical activity  
• Participating with safety | • Australia’s sporting identity  
• Lifestyle, leisure and recreation  
• Physical activity and sport for specific groups  
• Opportunities and pathways in physical activity and sport  
• Issues in physical activity and sport | • Promoting active lifestyles  
• Coaching  
• Enhancing performance – strategies and techniques  
• Technology, participation and performance  
• Event management |

Learning through

experiences in physical activity and sport movement applications
VISUAL ARTS
2014 TO 2015

COURSE DESCRIPTIONS
Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students’ knowledge is acquired in this way. Visual Arts serves to engage in visual forms of communication. The subject of Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Art serves to facilitate an interpretation and organisation of such information.

PROGRAM SUMMARY

YEAR 9

Term 1 Description Aboriginal Concerns/Multiculturalism
Students explore patterns and visual symbols that represent different cultures.

Term 2 Description Heroes and Idols
Exploration of popular culture through contemporary heroes and idols.

Term 3 Description Words, Symbols and Signs
Exploration of how artists use words, symbols and signs to communicate messages in art

Term 4 Description Anger through Art
Exploration of how politics and other issues have been explored by artists in order to turn their attention to raising awareness

YEAR 10

Term 1 Description The Apocalyptic and Surreal
Students explore how artists have represented images of horror and disquiet through the visual arts

Term 2 Description Interiors
Exploration of impressionism and the life and art of Vincent Van Gogh. Creation of Preliminary drawings and paint on canvas of an interior

Term 3 Description Issues & Theories in Art
Exploration of social and political issues through Visual Arts. Creation of preliminary drawing and lino print

Term 4 Description Multimedia Studies
Experimental studies in word documents, power point and image manipulation
5. SAMPLE BOS WARNING LETTER

BELMORE BOYS HIGH SCHOOL

Phone: 9758 2800 Fax: 9740 5834
Burwood Road, Belmore 2192
Email: belmoreboyh.school@det.nsw.edu.au

PRINCIPAL
Sandra Robinson M.Ed. B.Sc Dip.Ed

Non-Completion of a School Certificate Course

Mr & Mrs family name  Date: 14 August 2010
address

Student's Name: student's name

Dear Mr & Mrs family name

The purpose of this letter is to warn you that students name is in danger of receiving an "N" determination in the course listed below.

This determination will mean that he will not receive a result in this course and it may/will affect his eligibility for the award of a Higher School Certificate.

Course in jeopardy: subject name. This is/is not a mandatory course.

The following information specifies those areas where students name is failing to meet Board of Studies course requirements:

Section A
The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

a) followed the course developed or endorsed by the Board; and
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
c) achieved some or all of the course outcomes.

students name has not to date satisfactorily met the following course completion requirement/s listed above (indicate (a), (b) and/or (c))

Section B
Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; task worth in excess of 50% must be completed.

In the case of competency-based courses, it is a matter for the principal to determine whether the attempts made by the student to complete the courses are genuine.

Where students are studying for a course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations.

Whilst the Board of Studies does not determine minimum attendance requirements, principals may determine that, as a result of absence, the course completion criteria, as detailed under Section A, have not been met. All such warnings must relate the absences to specific unsatisfactory completion of course requirements.

The following list notifies you of those tasks, requirements or outcomes not yet completed and/or for which students name has not made a genuine attempt. In order for him to satisfy course requirements the following tasks, requirements or outcomes need to be satisfactorily completed:

<table>
<thead>
<tr>
<th>Task Name/Course Requirement/Course outcomes</th>
<th>Date Task Initially Due (if applicable)</th>
<th>Action required by student</th>
<th>Date to be completed by (if applicable)</th>
</tr>
</thead>
</table>

Please regard this letter as an official warning. The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the 1st, 2nd warning letter we have issued concerning course name.

The Board requires principals to issue a minimum of two course-specific warnings prior to a final "N" determination being made for a course.

Please discuss this matter with students name and contact the school if further information or clarification is needed.

Yours sincerely

__________________________________________
__________________________________________
Class Teacher/Head Teacher Principal

Please detach this section and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

I have received the letter dated__, indicating that ___ is in danger of not having satisfactorily completed ___ (course name). I am also aware that this course may not appear on his Higher School Certificate Record of Achievement. I am also aware that the "N" determination may make him ineligible to proceed to the Higher School Certificate course.

Parent/Guardian's signature: __________________________ Date: __/__/____
Student's signature: __________________________ Date: __/__/____