

YEAR 11 COURSE SELECTION

2023



MACLEAN
HIGH SCHOOL



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INDEX	Page
Principal's Message	2
Information About the HSC	3
What Type of Courses Can I Select?	4
What are Units of Study?	5
Requirement for the Award of the HSC	6
Assessment and Reporting	7
TAFE and the HSC	8
Course Selection	9
What research do you need to do?	10
Subject Descriptions in Detail (Alphabetical)	11-50
Vocational Education and Training Courses in the HSC	51
Summary	54

ABORIGINAL STUDIES

Board Developed Course

Course Description:

The Year 11 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.

The Year 12 course provides for in depth study of, 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>MAIN TOPICS COVERED:</p> <p>Year 11 Course</p> <p>Part I: Aboriginality and the Land Aboriginal peoples' relationship to Country. Dispossession and dislocation of Aboriginal peoples from Country. Impact of British colonisation on Country.</p> <p>Part II: Heritage and Identity 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.</p> <p>Part III: International Indigenous Community: Comparative Study 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.</p> <p>Part IV: Research and Inquiry Methods: Local Community Case Study Methods and skills relating to: community consultation; planning research; acquiring information; processing information; communicating information.</p>	<p>Year 12 Course</p> <p>Part I – Social Justice and Human Rights Issues (50%) A Global Perspective Global understanding of human rights and social justice. AND B Comparative Study 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.</p> <p>Part II – Case Study of Aboriginal communities for each topic</p> <p>A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses.</p> <p>OR</p> <p>B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses.</p> <p>Part III – Research and Inquiry Methods – Major Project Choice of project topic based on student interest.</p>
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Particular Course Requirements:

In both courses, students must undertake mandatory community 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.

ASSESSMENT: YEAR 12 COURSE ONLY	
External Assessment	Internal Assessment
A three hour written examination	Section I Global Perspectives Social Justice and Human Rights Issues Section II Aboriginality and the Land or Heritage and Identity Section III Research and Inquiry Methods – Major Project

Contact: Mrs Jurd

ANCIENT HISTORY

Board Developed Course

Course Description:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 COURSE</p> <p>Investigating Ancient History</p> <ul style="list-style-type: none"> - Nature of Ancient History - Case studies - Features of Ancient Societies - Historical Investigation 	<p>YEAR 12 COURSE</p> <p>Core Study:</p> <ul style="list-style-type: none"> - Cities of Vesuvius-Pompeii and Herculaneum - Ancient Society - Personality in Their Times - Historical Period
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Particular Course Requirements:

The Historical Investigation and choice of topics in Part I and II must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.

Contact: Ms Brooks

BIOLOGY

Board Developed Course

Exclusions: Students may take only three of the following courses:

Biology, Chemistry, Physics, Earth & Environmental Science and Investigating Science.

Course Description:

Stage 6 Biology explores the diversity of life from molecular to biological systems level. It examines the interactions between living things and the environment in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses working scientifically skills and biological technologies, to focus on problem solving and critical thinking skills to understand the natural environment. It also complements the other science disciplines of STEM.

Year 11 students will develop knowledge and understanding of the structure and function of organisms, as well as, the Earth's biodiversity and the effect of evolution (120 hours including 35 hours of investigations and 15 hours of depth studies). Fieldwork is an integral part of the learning process.

Year 12 students will develop knowledge and understanding of heredity and genetic technologies, as well as the effects of disease and disorders (120 hours including 35 hours of investigations and 15 hours depth studies).

The syllabus provides a variety of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling.

<p>MAIN TOPICS COVERED: Year 11 Course Working Scientifically Skills Core Modules</p> <ul style="list-style-type: none"> • Cells as the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics 	<p>YEAR 12 Course Working Scientifically Skills Core Modules</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-Infectious Disease and Disorders
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Particular Course Requirements:

ASSESSMENT: YEAR 11 COURSE		ASSESSMENT: YEAR 12 COURSE	
Internal Assessment	Weighting	Internal Assessment	Weighting
Secondary source investigation	35%	Knowledge and Understanding	30%
Compulsory filed work and report	35%	Depth Study	20%
Yearly exam	30%	Scientific thinking problem solving and communication	25%
		Modelling & investigating	25%
	100		100
		External Assessment	Weighting
		A three hour written examination 4 Core modules	100

Contact: Mr Ford, Mr Cassidy, Ms Fira, Mrs Hollis, Mr Christinson

BUSINESS STUDIES

Board Developed Course**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.

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.

MAIN TOPICS COVERED:	
<p>YEAR 11 COURSE</p> <p>Nature of Business – the role and nature of business.</p> <p>Business Management – the nature and responsibilities of management.</p> <p>Business Planning – establishing and planning a small to medium enterprise.</p>	<p>YEAR 12 COURSE</p> <p>Operations – strategies for effective operations management.</p> <p>Marketing – development and implementation of successful marketing strategies.</p> <p>Finance – Financial information in the planning and management of business.</p> <p>Human Resources – human resource management and business performance</p>

Contact: Mrs Hamilton, Mrs Bramwell

CHEMISTRY**Board Developed Course**

Exclusions: Students may take only three of the following courses:

Biology, Chemistry, Physics, Earth & Environmental Science and Investigating Science.

Course Description:

Chemistry explores the structure, composition and reactions of elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry, providing the knowledge and skills required to study chemistry after completing school and a foundation in a wide range of Science, Technology, Engineering and Mathematics (STEM) related careers.

MAIN TOPICS COVERED:**YEAR 11 COURSE**

Working Scientifically Skills	Modules
	Module 1 - Properties and Structure of Matter
	Module 2 - Introduction to Quantitative Chemistry
	Module 3 - Reactive Chemistry
	Module 4 - Drivers of Reactions

MAIN TOPICS COVERED:**YEAR 12 COURSE**

Working Scientifically Skills	Modules
	Module 5 - Equilibrium and Acid Reactions
	Module 6 - Acid/base Reactions
	Module 7 - Organic Chemistry
	Module 8 - Applying Chemical Ideas

Particular Course Requirements:

Each module specifies content which provides opportunities for students to achieve the **Working Scientifically Skills** outcomes. In addition, students will undertake one **Depth Study** in both Year 11 and Year 12.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Depth studies provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning.

Contact: Mr Ford, Mr Cassidy, Ms Vadher

COMMUNITY AND FAMILY STUDIES**Board Developed Course**

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>TOPICS COVERED:</p> <p>YEAR 11 Course</p> <p>Resource Management:</p> <ul style="list-style-type: none"> • Basic concepts of the resource management process (approximately 20% of course time). <p>Individuals and Groups:</p> <ul style="list-style-type: none"> • The individual's roles, relationships and tasks within groups (approximately 40% of course time). <p>Families and Communities:</p> <ul style="list-style-type: none"> • Family structures and functions and the interaction between family and community (approx. 40% of course time). 	<p>YEAR 12 Course</p> <p>Research Methodology:</p> <ul style="list-style-type: none"> • Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). <p>Groups in Context:</p> <ul style="list-style-type: none"> • The characteristics and needs of specific community groups (approximately 25% of course time). <p>Parenting and Caring:</p> <ul style="list-style-type: none"> • Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).
<p>YEAR 12 Option Modules: Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> • Family and Societal Interactions: Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology. The impact of evolving technologies on individuals and lifestyle • Individuals and Work: Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	

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.

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
Section I – Core.		Knowledge and understanding of how the following impact on wellbeing:	40
Part A: Objective response questions	20	<ul style="list-style-type: none"> • Resource management • Positive relationships • Range of societal factors • Nature of groups, families and communities 	
Part B: Short-answer questions At least two items will be worth approximately 8 marks.	55		
Section II – Options. Candidates answer the question on the option they have studied. Each question contains: Short-answer parts worth 10 marks An extended response part worth 15 marks.	25	Skills in:	25
		<ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families and communities. • Planning to take responsible action to promote wellbeing. 	
		Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.	35
	100		100

Contact: Mrs Smith, Mr Obst

DRAMA**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 Costs: \$20

Course Description:

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

Year 11 course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

YEAR 12 COURSE CONTENT

Australian Drama and Theatre and Studies in Drama and Theatre involves 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 to 12 minutes duration). It provides an 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:	
<p>YEAR 11 COURSE</p> <ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 	<p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project

Particular Course Requirements:

The Year 11 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 'Course Prescriptions' 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 Year 12 course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list.

This list changes every two 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.

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre	20
Individual Project	30	Studies in Drama and Theatre	20
A one and a half hour written Examination comprising two compulsory sections:	40	Development of Group Performance	30
<ul style="list-style-type: none"> • Australian Drama and Theatre (Core) • Studies in Drama and Theatre 		Development of Individual Project	30
	100		100

Contact: Ms O'Neill

EARTH AND ENVIRONMENTAL SCIENCE

Board Developed Course**Exclusions: Students may take only three of the following courses:**

Biology, Chemistry, Physics, Earth & Environmental Science and Investigating Science.

Course Description:

The Earth and Environmental Science course explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 - Earth's Resources Module 2 - Plate Tectonics	60	15 hours in Modules 1 - 4
		Module 3 - Energy transformations Module 4 - Human Impacts	60	

Year 11 Course Structure and Requirements**15 hours must be allocated to depth studies within the 120 indicative course hours. Requirements for Practical Investigations**

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigation include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganizing secondary data and/or information One fieldwork exercise must be included in Year 12.

Year 12 Course Structure and Requirements**15 hours must be allocated to depth studies within the 120 indicative course hours.**

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5 - Earth's Processes Module 6 - Plate Tectonics	60 hours	15 hours in Modules 5-8
		Module 7 - Climate Science Module 8 - Resource Management	60 hours	

Contact: Mr Ford, Mr Cassidy, Mrs Johnson

YEAR 11 ENGLISH ADVANCED**Board Developed Course**

Course Description:

In the English Advanced course, students explore opportunities offered by challenging texts to investigate complex and evocative ideas and to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. The English Advanced course is designed for students who **have a particular interest** and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives.

YEAR 11 COURSE STRUCTURE AND REQUIREMENTS:

Year 11 course (120 hours)	ENGLISH ADVANCED	INDICATIVE HOURS
	Common module – Reading to Write	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40
Text Requirements	There are no prescribed texts for Year 11 Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts The Year 11 course requires students to support their study of texts with their own wide reading	

For the Year 11 English Advanced course students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete Modules A and B

YEAR 12 COURSE STRUCTURE AND REQUIREMENTS:

Year 12 course (120 hours)	ENGLISH ADVANCED	INDICATIVE HOURS
	Common module – Texts and Human Experiences	30
	Module A: A Textual Conversations	30
	Module B: Critical Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and / or Modules A and B	30
Text Requirements	Students are required to closely study four prescribed texts , one drawn from each of the following categories: <ul style="list-style-type: none"> • Shakespearean dreams • Prose fiction • Poetry OR drama The remaining text may be film, media or nonfiction text or may be selected from one of the categories above. The selection of texts for Module C: <i>The Craft of Writing</i> may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students must study ONE related text in the Common Module: Texts and Human Experiences.	

For the **Year 12 English Advanced** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course year

Contact: Mrs Mercy

YEAR 11 ENGLISH EXTENSION 1

Board Developed Course

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts from a broad range of literature and a range of contexts, they refine their understanding and appreciation of the cultural roles and significance of these texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake intensive investigation to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think relatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with a n interest in literature and a desire to pursue specialised study of English.

YEAR 11 COURSE STRUCTURE AND REQUIREMENTS:

	ENGLISH EXTENSION	INDICATIVE HOURS
Year 11 course (60 hours)	Module: Texts, Culture and Value	40
	Related research project This project may be undertaken concurrently with the module	20
Text Requirements	Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as a part of their independent project.	

For the year 1 English Advanced course students are required to:

- complete 60 indicative hours
- undertake the common module
- undertake the related independent research project

YEAR 12 COURSE STRUCTURE AND REQUIREMENTS:

	ENGLISH EXTENSION 1	INDICATIVE HOURS
Year 12 course (60 hours)	Common module: Literary Worlds with ONE elective option	60
Text Requirements	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts Students are required to study at least TWO related texts	

For the Year 12 English Extension 1 course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module

Contact: Mrs Mercy

YEAR 11 ENGLISH EXTENSION 2

Board Developed Course

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop keep knowledge and manipulate language in their own extended compositions.

Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experience, connects individuals to wider visions and perspectives and enhances a student's enjoyment of literature and the aesthetics of language.

This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

YEAR 12 COURSE STRUCTURE AND REQUIREMENTS:

	ENGLISH EXTENSION 2	INDICATIVE HOURS
Year 12 course (60 hours)	<ul style="list-style-type: none"> • weighting 30% • 40% • a Viva Voce • a Literature Review • Critique of the Creative Process 30% 	
Text Requirements	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.	

For the Year 12 English Extension 2 course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal

Contact : Mrs Mercy

YEAR 11 ENGLISH STANDARD

Board Developed Course

Course Description:

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning.

YEAR 11 COURSE STRUCTURE AND REQUIREMENTS:

	ENGLISH STANDARD	INDICATIVE HOURS
Year 11 course (120 hours)	Common module – Reading to Write: Transition to Senior English	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
Text Requirements	<p>There are no prescribed texts for Year 11</p> <p>Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film)</p> <p>Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts.</p> <p>The Year 11 course requires students to support the study of texts with their own wide reading</p>	

For the Year 11 English Standard Course, students are required to:

- complete 120 indicative hours
- complete the common module as the first unit of work
- complete Modules A and B

YEAR 12 COURSE STRUCTURE AND REQUIREMENTS:

	ENGLISH STANDARD	INDICATIVE HOURS
Year 12 course (120 hours)	Common module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	<p>Module C: The Craft of Writing</p> <p>Optional: This module may be studied concurrently with the common module and / or Modules A and B</p>	30
Text Requirements	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction • poetry OR drama • film OR media OR nonfiction <p>The selection of texts for Module c: <i>The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences.</p>	

For the **Year 12 English Standard** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course of the year.

CONTACT: Mrs Mercy

YEAR 11 ENGLISH STUDIES

Board Endorsed Course

Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

YEAR 11 COURSE STRUCTURE AND REQUIREMENTS:

	English Studies	Indicative hours
Year 11 course (120 hours)	Mandatory module - Achieving through English: English in education, work and community	30 - 40 hours
	An additional 2 - 4 modules to be studied	20 - 30 hours each
Additional requirements	In Year 11 students are required to: <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

For the **Year 11 English Studies** course:

- students complete 120 indicative hours
- students study the mandatory module, achieving through English: English in education, work and community
- Students complete the mandatory module, achieving through English, as the first unit of work
- Students complete an additional 2-4 modules from the elective modules

YEAR 12 COURSE STRUCTURE AND REQUIREMENTS:

	English Studies	Indicative hours
Year 12 course (120 hours)	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2 - 4 modules to be studied	20 - 45 hours each
Additional requirements	In Year 12 students are required to: <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

For the **Year 12 English Studies** course:

- students complete the Year 11 Course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory common module – Texts and Human Experiences as the first unit of work
- students complete an additional 2-4 modules from the elective modules provided

Record of School Achievement (RoSA) and Higher School Certificate (HSC)

- From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Contact: Mrs Mercy

FOOD TECHNOLOGY

Board Developed Course

Course Costs: \$60 00 (+ \$12.00 apron + \$10.00 cap which can be purchased from the school front office)

Course Description:

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

<p>MAIN TOPICS COVERED: YEAR 11 Course</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 	<p>MAIN TOPICS COVERED: YEAR 12 Course</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Food Issues in Nutrition (25%)
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Particular Course Requirements:

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.

In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

ASSESSMENT: YEAR 12 COURSE ONLY		YEAR 11 AND 12 COURSE		
External Assessment	Weighting	Internal Assessment	Weighting	
			Yr 11	Yr 12
Section I • Objective response questions	20	Knowledge and understanding of food technology	20	20
Section II • Short-answer questions	50	Skills in researching, analysing and communicating food issues	35	30
Section III • Candidates answer one structured extended response question	15	Skills in experimenting with and preparing food by applying theoretical concepts	25	30
Section IV • Candidates answer one extended response question	15	Skills in designing, implementing and evaluating solutions to food situations	20	20
	100		100	

Contact: Mrs Ellis

GEOGRAPHY

Board Developed Course**Course Description:**

The Year 11 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.

The Year 12 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.

Students will be required to undertake mandatory field work in both Year 11 and Year 12.

MAIN TOPICS COVERED:	
YEAR 11 COURSE <ul style="list-style-type: none"> • 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 	YEAR 12 COURSE <ul style="list-style-type: none"> • 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 at a local and global context

Key concepts incorporated across all topics:

Change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements:

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Year 11 and Year 12 courses. Students will be required to submit both oral and written geographic reports.

Contact: Mr Crowley, Miss Watts

INDUSTRIAL TECHNOLOGY - TIMBER

Timber Products and Furniture Industries

Board Developed Course**Course Costs: \$60.00** (safety glasses can be purchased from the school front office)**Course Description:**

Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

MAIN TOPICS COVERED:	
<p>Preliminary Course</p> <p>The following sections are taught in relation to the relevant focus area:</p> <p>Industry Study – structural, technical, environmental and sociological, personnel, Occupation Health and Safety.</p> <p>Design and Management – designing, drawing, computer applications, project management.</p> <p>Workplace Communication – literacy, calculations, graphics.</p> <p>Industry specific Content and Production.</p>	<p>HSC Course</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <p>Industry Study.</p> <p>Design and Management. Workplace Communication.</p> <p>Industry Specific Content and Production.</p>

Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

ASSESSMENT: HSC COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination Major Project and related management folio	40 60	Industry Study Designing, planning and management Workplace communication Industry specific content	20 20 10 50
	100		100

Contact: Mrs Ellis, Mr Patch

INFORMATION PROCESSES AND TECHNOLOGY (IPT)

Board Developed Course

Course Description:

Information Processes and Technology is the study of computer based information 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>MAIN TOPICS COVERED:</p> <p>YEAR 11 Course</p> <p>Information skills and Systems (20%)</p> <ul style="list-style-type: none"> Information Systems in Context Information Processes Digital Representation of Data Classification of Information Systems Social and Ethical Issues <p>Tools for Information processes (40%)</p> <ul style="list-style-type: none"> Collecting Organising Analysing Storing and Retrieving Processing Transmitting and Receiving Displaying <p>Planning, Design and Implementation (20%)</p> <ul style="list-style-type: none"> Understanding the Problem to be Solved Making Decisions Designing Solutions Implementing Testing, Evaluating and Maintaining Social and Ethical Issues <p>Personal and Groups Systems and Projects (20%)</p> <ul style="list-style-type: none"> Personal Information Systems Group Information Systems 	<p>YEAR 12 Course</p> <p>Project(s) (20%)</p> <ul style="list-style-type: none"> Understanding the Problem Making Decisions Designing Solutions Project Management Social and Ethical Design Implementing Testing, Evaluating and Maintaining <p>Information Systems and Databases (20%)</p> <ul style="list-style-type: none"> Information systems Examples of Database Information Systems Organisation Methods Storage and Retrieval Other Information Processes Issues related to Information Systems <p>Communication Systems (20%)</p> <ul style="list-style-type: none"> Characteristics of Communication Systems Examples of Communication Systems Transmitting and Receiving in Communication Systems Other Information Processes in Communication Systems Issues Related to Communication Systems <p>Option Strands (40%)</p> <p>Students will select two of the following options:</p> <ul style="list-style-type: none"> Transaction Processing Systems Decision Support Systems Automated Manufacturing Systems Multimedia Systems
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Particular Course Requirements:

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is prerequisite to the study of the 2 unit Year 12 Course.

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Project(s) Information Systems and databases Communication Systems Option Strand (two of the following) <ul style="list-style-type: none"> Transaction processing Decision support systems Automated manufacturing Systems Multimedia systems 	20 20 20 40
	100		100

Contact: Mrs Ellis

INVESTIGATING SCIENCE

Board Developed Course

Exclusions: Students may take only three of the following courses:

Biology, Chemistry, Physics, Earth & Environmental Science and Investigating Science. [Course Description:](#)

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

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

It is highly recommended for Science students to take this course in conjunction with taking either Physics, Chemistry, Biology or Earth and Environmental Science.

YEAR 11 COURSE	YEAR 12 COURSE
Module 1 Cause and Effect - Observing Module 2 Cause and Effect - Inferences and Generalisations Module 3 Scientific Models Module 4 Theories and Laws	Module 5 Scientific Investigations Module 6 Technologies Module 7 Fact or Fallacy? Module 8 Science and Society

Particular Course Requirements:

Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time for each year, including time allocated to practical investigations in depth studies. Scientific investigations include both practical investigations and secondary-sourced investigations.

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Depth Study - Scientific Method	15
		Data Analysis	25
		Depth Study - Testing Claims Report	30
		Trial Exam	30
	100		100

Contact: Mr Ford, Mr Cassidy

LANGUAGE BEGINNERS – ITALIAN or FRENCH

Board Developed Course

Exclusions: Eligibility rules apply to the study of this subject. Check with your Language teacher.

Course Description:

In the Year 11 course, students will begin to develop their knowledge and understanding of Italian or French. During this course, students will acquire knowledge of the Italian or French language as a system through topics listed below and through the integrated use of the four skills: listening, speaking, reading and writing.

Principals are required to certify that students have satisfactorily completed the Year 11 course before proceeding to the Year 12 course. The Board does not require schools to submit assessment marks for the Year 11 course. The Year 12 course assessment components may be used as a guide.

In the Year 12 course, students will continue to develop their knowledge and understanding of Italian or French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC.

Assessment for the Higher School Certificate is based on the Year 12 course only. The weightings allocated to each component are mandatory, although the allocation of marks to the various tasks set for the Year 12 course is left to individual schools.

Senior Beginners Language class will be decided pending student choices.

<p>MAIN TOPICS COVERED: Family life, Home and Neighbourhood Friends, Recreation and Pastimes People, Places and Communities</p>	<p>Education and Work Holidays, Travel and Tourism Future Plans and Aspirations</p>
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ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination: <ul style="list-style-type: none"> • Listening Skills • Speaking Skills 	30 20	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing 	30 20 30 20
A two hour written examination: <ul style="list-style-type: none"> • Reading Skills • Writing Skills 	30 20 100		100

Contact: Ms Doma

LEGAL STUDIES

Board Developed Course

Course Description:

The Year11 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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 COURSE The Legal System The Individual and the State The Law in Practice</p> <p>Themes and challenges to be incorporated throughout this topic:</p> <ul style="list-style-type: none"> • The need for law in the operation of society • The importance of the rule of law for society • The relationship between different legal institutions and jurisdictions • The development of law as a reflection of society • Influences on the Australian legal system 	<p>YEAR 2 COURSE Human Rights Core topics: Crime, Human Rights Additional Focus Studies:</p> <p>Themes and challenges to be incorporated throughout this topic:</p> <ul style="list-style-type: none"> • The role of discretion in the criminal justice system. • Issues of compliance and non-compliance in regard to criminal law. • The extent to which law reflects moral and ethical standards. • The role of law reform in the criminal justice system • The extent to which the law balances the rights of victims, offenders and society • The effectiveness of legal and non-legal measures in achieving justice <p>Students will study two focus studies chosen from:</p> <ul style="list-style-type: none"> • Consumers • Family • Global environment • Indigenous peoples • Shelter • Technological change • Workplace • World order
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Contact: Ms Hamilton

MARINE STUDIES

Content Endorsed Course Course Costs: \$20

No ATAR Calculation

Course Description:

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Year 11 Course	Year 12 Course
Marine safety + first aid The Marine environment Life in the sea Humans in the water Marine and maritime employment Aquaculture The anatomy and physiology of marine organisms Estuarine Studies	Commercial and recreational fishing Snorkelling Personal interest project Boating and seamanship

Particular Course Requirements:

This course has practical/physical components that must be attempted. Students must be able to swim 300m, tread water and perform other water based activities with confidence.

ASSESSMENT: YEAR 12 COURSE ONLY

External Assessment	Weighting	Internal Assessment	Weighting
There is no external exam for this subject.	0	Second hand investigation and report Dive log/portfolio Personal interest project Yearly exam	20 20 20 40
	0		100

Contact: Mr Ford, Mr Cassidy

YEAR 11 MATHEMATICS - NUMERACY

Content Endorsed Course

No ATAR Calculation

Course Description:

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

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

The study of Numeracy in Stage 6 enables students to build upon existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions.

CONTACT: Mr Thompson

YEAR 11 MATHEMATICS STANDARD

Board Developed Course

This course provides two units that can be included in the six units required to be eligible for a HSC. This course has a HSC Examination and it can contribute to a student's ATAR.

This course is suitable for students who have demonstrated the achievement of outcomes in Stage 5.1 and Stage 5.2. Students who select this course will study Year 12 Mathematics Standard 2 or Mathematics Standard 1.

Mathematics Standard is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level, if Mathematics Standard 2 is chosen in Year 12.

In year 11 the course is divided into four topics that include Algebra, Measurement, Financial Mathematics, and Statistical Analysis. In Year 12 Students will continue their study of these topics and include the additional topic of Networks.

Contact: Mr Thompson

YEAR 11 MATHEMATICS ADVANCED

Board Developed Course

This course provides two units that can be included in the six units required to be eligible for a HSC. This course has a HSC Examination and it can contribute to a student's ATAR.

This course is suitable for students who have demonstrated the achievement of outcomes in Stage 5.1 and Stage 5.2. and most of Stage 5.3. Students who select this course will study Year 12 Mathematics Advanced.

The Mathematics Advanced Course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

CONTACT: Mr Thompson

YEAR 11 MATHEMATICS EXTENSION 1

Board Developed Course

To select this course you must also select Year 11 Mathematics Advanced.

This course provides one unit that can be included in the six units required to be eligible for a HSC. This course has a HSC Examination and it can contribute to a student's ATAR.

This course is suitable for students who have demonstrated the achievement of outcomes in Stage 5.1, Stage 5.2 and Stage 5.3. Students who select this course will study Year 12 Mathematics Extension 1 and may select Year 12 Mathematics Extension 2.

Year 12 Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of this course is also advantageous for further studies in such areas as science, engineering, finance and economics.

Year 12 Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

CONTACT: Mr Thompson

MODERN HISTORY

Board Developed Course

Course Description:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 Course</p> <p>Investigating Modern History:</p> <ol style="list-style-type: none"> 1. Contestability of the Past <ul style="list-style-type: none"> - James Cook statues/Australia Day - Survival Day, Confederate Statues in the USA 2. Representation and commemoration of the Past <ul style="list-style-type: none"> - Pearl Harbour 3. Historical Investigation - Research Project 4. Nature of Modern History - Case Studies: <ul style="list-style-type: none"> - Meiji Restoration in Japan/Making of Modern South Africa - American Civil War 5. World War One <p>Assessment Tasks:</p> <ol style="list-style-type: none"> 1. Historical Research/analysis and presentation 30% 2. Research and essay 30% 3. Early Examination on various aspects of the course 40% 	<p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> • Core Study: <p>Power and Authority in the Modern World 1919 to 1946. Rise of Dictatorships based on Hitler and Nazi Germany.</p> <ul style="list-style-type: none"> • National Study: <p>Russia and the Soviet Union 1917 to 1941 Japan 1904 to 1937</p> <ul style="list-style-type: none"> • Peace and conflict in the Modern World: <p>Conflict in the Pacific 1937 to 1951 or Conflict in Indochina 1954 to 1979</p> <ul style="list-style-type: none"> • Change in the Modern World: <p>Civil Right in the USA - 1945 to 1968 Apartheid in South Africa 1960 to 1994</p>
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Contact: Ms Hamilton, Mrs Jurd, Ms Brooks

MUSIC 1

Board Developed Course Course Costs: \$20 Course Description:

In the Year 11 and Year 12 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:	
YEAR 11 Course	
Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.	
YEAR 11 ASSESSMENT	Weighting
Practical	25%
Aural	25%
Composition	25%
Musicology	25%

Particular Course Requirements:

For the practical elements in this course, students are expected to extend their performance skills learnt on an instrument.

YEAR 12 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.

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	20	Core Performance	10
A one hour aural exam	30	Core Composition	10
Electives:		Core Musicology	10
Three electives from any combination of:		Aural	25
Performance (one piece)		Elective 1	15
Composition (one submitted composition)		Elective 2	15
Musicology (one viva voce)		Elective 3	15
• Elective 1	20		
• Elective 2	20		
• Elective 3	20		
	110		100

Contact: Miss McGuinness

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Board Developed Course

Course Description:

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices. In the Year 12 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.

MAIN TOPICS COVERED:	
YEAR 11 Course Core Topics (60%) <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion 	YEAR 12 Course Core Topics (60%) <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance
Optional Component (40%) Students to select two options each from: <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 	Optional Component (40%) Students to select two options each from: <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health.

Particular Course Requirements:

In addition to core studies, students select two options in each of the Year 11 and Year 12 courses.

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
Section 1 – Core Part A: Objective response questions Part B: Short-answer questions	20 40	Knowledge and understanding of: <ul style="list-style-type: none"> • Factors that affect health • The way the body moves 	40
Section II – Options Candidates answer both questions on the two options they have studied. The first question is worth 8 marks and may contain parts. The second question is an extended response question worth 12 marks.	40	Skills in: <ul style="list-style-type: none"> • Influencing personal and community health. • Taking action to improve participation and performance in physical activity. 	30
		Skills in: <ul style="list-style-type: none"> • critical thinking, research and analysis. 	30
	100		100

Contact: Mrs Lowe, Mr Whiteside, Mrs Turner, Mrs Smith

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Board Endorsed Course No ATAR Calculation

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 Costs: \$50 (students to supply their own USB)

Course Description:

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images 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 photography and/or video and/or digital imaging.

<p>MAIN TOPICS COVERED:</p> <p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> • Wet Photography (Traditional Black & White Photography) • Video Making • Digital Imaging and Manipulation • WH&S 	<p>Modules include:</p> <p>Introduction to the Field; Developing a Point of View; Traditions; Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. A Work Health & Safety Module is mandatory.</p> <p>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.</p>
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Internal Assessment	Weighting
Making	70%
Critical & Historical Studies	30%

Particular Course Requirements:

Students are required to keep a diary throughout the course. 16G USB.

A3 Folio

Contact: Ms Stanford, Ms Simpson, Miss McGuinness

PHYSICS

Board Developed Course

Exclusions: Students may take only three of the following courses:

Biology, Chemistry, Physics, Earth & Environmental Science and Investigating Science.

Course Description:

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time - from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study Physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of Physics often provides the unifying link between interdisciplinary studies.

The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

MAIN TOPICS COVERED:	
YEAR 11 Course Core Modules: <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism 	YEAR 12 Course Core Modules: <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • the Nature of Light • From the Universe to the Atom

Particular Course Requirements:

Scientific investigations include both practical investigations and secondary sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum 35 hours of course time including time allocated to practical investigations in depth studies.

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination 4 modules	100	Knowledge and Understanding	40
		First-hand investigations	30
		Scientific thinking, problem solving and communication	30
	100		100

Contact: Mr Ford, Mr Cassidy

SCIENCE EXTENSION (Year 12 only - Starts in Term 4 2023)

Board Developed Course

Prerequisites: Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or

Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.

Corequisites: One of, or a combination (up to 7 units of study) of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Course Description: Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practicing research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary sourced data and examining this data in relation to relevant publicly available data sets.

Science extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

YEAR 12 COURSE	YEAR 12 INTERNAL ASSESSMENT	Weighting
Module 1 The Foundations of Scientific Thinking	Component	
Module 2 The Scientific Research Proposal	Communicating scientifically	30%
Module 3 The Data, Evidence and Decisions	Gathering, recording, analysing and evaluating data	30%
Module 4 The Scientific Research Report	Application of scientific research skills	40%

Particular Course Requirements Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All my own work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

Year 12 External Assessment

The HSC Exam is ONLINE and students will access it by computer. The time allowed is 2 hours plus 10 minutes reading time. The examination will be worth 50 marks.

STUDENTS DO NOT SELECT SCIENCE EXTENSION AS PART OF THE SUBJECT SELECTION PROCESS.

EXPRESSIONS OF INTEREST WILL BE CALLED FOR IN TERM 3 2023. IF THERE IS ENOUGH APPLICANTS WHO MEET THE ACADEMIC STANDARD THEN A CLASS WILL BE FORMED.

Contact: Mr Ford, Mr Cassidy

SPORT, LIFESTYLE AND RECREATION STUDIES

Content Endorsed Course No ATAR Calculation

Exclusions: Students studying Board Developed PDHPE must not study BEC modules which duplicate PDHPE

modules.**Course Description:**

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

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.

Through the study of Sport, Lifestyle and Recreation students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity;
- Knowledge and understanding of the principles and processes impacting on the realisation of movement potential;
- The ability to analyse and implement strategies that promote health, physical activity and enhanced performance;
- A capacity to influence the participation and performance of self and others;
- A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

This course caters for a wide range of student needs. It can assist students in developing:

- The qualities of a discerning consumer and an intelligent critic of physical activity and sport.
- High levels of performance skill in particular sports.
- The capacity to adopt administrative roles in community sport and recreation.
- The skills of coach, trainer, first aid officer, referee and fitness leader.

In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics; Athletics; Fitness; Specific Sports; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle and Officiating.

Contact: Mrs Smith, Mrs Lowe, Mr Whiteside

TEXTILES AND DESIGN**Board Developed Course**

Course Costs: \$40.00**Course Description:**

The Year 11 course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The Year 12 course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course integrates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

MAIN TOPICS COVERED:	
YEAR 11 Course <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%) 	YEAR 12 Course <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%)

Particular Course Requirements:

In the Year 11 course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work. In the Year 12 course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Year 11 course.

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours Major Textiles Project	50	Textile, Clothing, Footwear and Allied Industries	10
	50	Properties and Performance of Textiles Design Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.	20 20 50
	100		100

Contact: Mrs Ellis

VISUAL ARTS**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 Costs: \$50

Course Description:

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broadly focused, while the Year 12 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 who may have studied Visual Arts since Years 7 and 8.

<p>MAIN TOPICS COVERED:</p> <p>YEAR 11 COURSE</p> <ul style="list-style-type: none"> •The nature of practice in artmaking, art criticism and art history through study of artists and their works; past and present. •Experimentation with a variety of expressive forms, art materials and techniques. •The development of individual approaches to art making and the maintenance of a Visual Diary •Familiarization with HSC requirements and expectations 	<p>YEAR 12 COURSE</p> <ul style="list-style-type: none"> •Development of ideas and means of visual expression •Use of the Visual Diary and individualised artmaking practice to make a Body of Work •Study of artists artworks, the audience and the world, understanding their roles and impacts •appreciating, writing about artists, artworks, audience, world. Essay writing skills
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Particular Course Requirements:

A Visual Art Diary A 16G Pen Drive
A range of drawing pencils

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
A 1 ½ hour written paper	50	Development of the body of Work	50
Submission of a Body of Work	50	Art criticism and Art History	50
	100		100

Contact: Ms Stanford, Ms Simpson, Miss McGuinness

WORK STUDIES**Content Endorsed Course**

The Work Studies course is designed to assist students in their transition from school to work. It is suited to those students

who wish to gain employment prior to the end of Year 12, or at the completion of Year 12. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. The course consistently promotes positive behaviours that lead to a successful transition to the workplace, further education and training and preparation for the future world of work.

The development of workplace skills in Work Studies may occur in the context of class work, work placements, work experience, casual work, volunteer work, community projects, business competitions or participation in school and business links. In addition, the Work Studies syllabus provides students with the opportunity to consolidate their learning and skills from their other subjects to assist a successful transition from school to work.

Course Themes:


The course modules are designed to focus on a range of themes which include:

- Career Planning
- Performing Work tasks
- Working with others
- Managing Change

Modules available for the teacher and students to choose from in this course include:

- My Working Life
- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Team Work and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self Employment
- Team Enterprise Project
- Experiencing Work

CONTACT: Mr Obst, Miss Fisher, Mrs Smith

	2022 PRIMARY INDUSTRIES COURSE DESCRIPTION	
	AHC20116 Certificate II Agriculture Public Schools NSW, Tamworth Registered Training Organisation 90162 <small>This may change due to Training Package and NSW Education Standards Authority (NESA) updates.</small> <small>Notification of variations will be made in due time.</small>	
Course: Primary Industries Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)	
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.		

To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0)

Not all electives will be on offer in every school. Units of Competency Core

AHCWHS201 Participate in work, health and safety processes

AHCWRK209 Participate in environmentally sustainable

work practices

AHCWRK204 Work Effectively in the industry

Electives

AHCINF202 Install, maintain and repair farmfencing AHCINF201

Carry out basic electric fencing AHCMMOM202

Operate tractors

AHCWRK201 Observe and report on the weather AHCWRK205

Participate in workplace communication **Pest**

Management

AHCPMG201 Treat weeds

AHCCHM201 Apply chemical undersupervision AHCNSY202

Care for nursery plants

AHCPMG202 Treat plant pests, diseases and disorders

Livestock

AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK211 Provide feed for livestock

AHCLSK204 Carry out regular livestock observation AHCLSK206 Identify and

mark livestock AHCLSK209 Monitor water supplies

AHCLSK306 Prepare livestock for competition

Production Horticulture

AHPCPM201 Recognise plants

AHCNSY203 Undertake propagation activities AHCNSY201 Pot up plants

Soils and Media

AHCSOL202 Assist with soil or growing media sampling and testing

Biosecurity

AHCBIO201 Inspect and clean machinery for plant, animal and soil material

AHCMMOM304 Operate machinery and equipment

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can 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.

Recommended Entry Requirements

Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hours activities e.g. showing livestock at local agricultural show. There may be out of class homework, research activities and assignments.

Examples of occupations in Primary Industries

- animal attending
- dairy farming
- livestock rearing and breeding
- beef production
- nursery worker
- horticulture
- crop production
- horse care
- pest and disease control

Mandatory HSC Course Requirements.

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary - \$20 HSC - \$20

School Specific equipment and associate requirements for students

Refunds

Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020

Contact: Mr Kirkland, Mr Ford, Mr Cassidy



2023 CONSTRUCTION COURSE DESCRIPTOR
CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120
Certificate II in Construction
 Public Schools NSW, Tamworth RTO 90162

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Construction** Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

Construction, Plumbing and Services Training Package (CPC 6.6) Units of Competency

Core Units

CPCCWHS2001	Apply WHS requirements, policies and procedures in Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

Elective Units

CPCCCM1011	Undertake basic estimation and costing
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2006	Apply basic levelling procedures
CPCCCM2005	Use construction tools and equipment
CPCCWHS1001	Prepare to work safely in the construction industry

Option 3	CPCCJN2001 Assemble components CPCCJN3004 Manufacture and assemble joinery components
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White Card

CPCCWHS1001 - Prepare to work safely in the construction industry. **The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.
- This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

Examples of occupations in the construction industry:
This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:

Carpentry	Joinery	Builder's labourer	Bricklaying
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Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Preliminary - \$60

HSC - \$60

**White Card – Approx \$150
(External Provider)**

Refunds

Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

School Specific equipment and associate requirements for students

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, for more information:



2023 HOSPITALITY COURSE DESCRIPTOR

SIT20316 Certificate II in Hospitality

Public Schools NSW, Tamworth RTO 90162

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)																												
<p>By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) https://training.gov.au/Training/Details/SIT20316</p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>																													
<p>Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.</p>																													
Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency																													
<p>Core</p> <table border="0"> <tr> <td>BSBWOR203</td> <td>Work effectively with others</td> </tr> <tr> <td>SITXCOM002</td> <td>Show social and cultural sensitivity</td> </tr> <tr> <td>SITXWHS001</td> <td>Participate in safe work practices</td> </tr> <tr> <td>SITHIND002</td> <td>Source and use information on the Hospitality Industry</td> </tr> <tr> <td>SITXCCS003</td> <td>Interact with customers</td> </tr> <tr> <td>SITHIND003</td> <td>Use hospitality skills effectively</td> </tr> </table>	BSBWOR203	Work effectively with others	SITXCOM002	Show social and cultural sensitivity	SITXWHS001	Participate in safe work practices	SITHIND002	Source and use information on the Hospitality Industry	SITXCCS003	Interact with customers	SITHIND003	Use hospitality skills effectively	<p>Electives</p> <table border="0"> <tr> <td>SITXFSA001</td> <td>Use hygienic practices for food safety</td> </tr> <tr> <td>SITHFAB004</td> <td>Prepare and serve non-alcoholic beverages</td> </tr> <tr> <td>SITHFAB005</td> <td>Prepare and serve espresso coffee</td> </tr> <tr> <td>SITHFAB007</td> <td>Serve food and beverage</td> </tr> <tr> <td>SITHCCC001</td> <td>Use food preparation equipment</td> </tr> <tr> <td>SITXFSA002</td> <td>Participate in safe food handling practices</td> </tr> <tr> <td>BSBSUS201</td> <td>Participate in environmentally sustainable work practices</td> </tr> <tr> <td>BSBCMM201</td> <td>Communicate in the workplace</td> </tr> </table> <p>Refer to the TAS</p>	SITXFSA001	Use hygienic practices for food safety	SITHFAB004	Prepare and serve non-alcoholic beverages	SITHFAB005	Prepare and serve espresso coffee	SITHFAB007	Serve food and beverage	SITHCCC001	Use food preparation equipment	SITXFSA002	Participate in safe food handling practices	BSBSUS201	Participate in environmentally sustainable work practices	BSBCMM201	Communicate in the workplace
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Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.																													
Pathways to Industry - Skills gained in this course transfer to other occupations																													
<p>Working within the hospitality industry involves</p> <ul style="list-style-type: none"> ▪ organising information and records in both paper and electronic forms ▪ customer (client) service 	<ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents 																												
<p>Examples of occupations in the hospitality industry:</p> <ul style="list-style-type: none"> • café attendant • catering assistant • food and beverage attendant 																													
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>																													
<p>Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p>Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>																													
<p>Course Cost: Preliminary - \$100 HSC - \$100 School Specific equipment and associate requirements for students</p>	<p>Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>																												
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships																													
Exclusions: VET course exclusions can be checked on the NESA website at																													

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Manufacturing and Engineering - Introduction**
Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

Manufacturing and Engineering Training Package (MEM 2.1) Units of Competency

<p>Core MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry</p> <p>Refer to the TAS for the qualification packaging rules.</p>	<p>Electives: MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/handheld operations MEM16008 Interact with computing technology MEM07032 Use workshop machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment</p>
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Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

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

Examples of occupations in the Manufacturing and Engineering industry:

- fitter
- machinist
- refrigeration and air conditioning mechanic
- horticulture
- toolmaker
- maintenance fitter

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. **External Assessment** There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$60 HSC - \$60
School Specific equipment and associate requirements for students

Refunds
Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is NOT available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>



2023 SPORT COACHING COURSE DESCRIPTOR

SIS30521 Certificate III in Sport Coaching
Public Schools NSW, Tamworth RTO 90162

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates

Course: Sport Coaching Board Endorsed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total There is not an Australian Tertiary Admission Rank (ATAR) option for this course
By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching training.gov.au - SIS30521 - Certificate III in Sport Coaching You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.	
Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a sports coaching environment. They should be able to use a personal digital device including a personal computer or laptop.	
Sport, Fitness and Recreation Training Package (SIS 5.2)	Units of Competency
Core Units HLTWHS001 Participate in workplace health and safety SISSSCO002 Work in a community coaching role SISSSCO005 Continuously improve coaching skills and knowledge HLTAID011 Provide first aid SISSSCO003 Meet participant coaching needs BSBPOS403 Apply business risk management processes	Electives SISSSCO012 Coach sport participants up to an intermediate level SISXIND006 Conduct sport, fitness and recreation event SISXCAI009 Instruct strength and conditioning techniques SISSSOF002 Continuously improve officiating skills and knowledge SISXDIS001 Facilitate inclusion for people with a disability Units selected for Cluster 3 from the list above.
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.	
Pathways to Industry - Skills gained in this course transfer to other occupations	
Working within the sport coaching industry <ul style="list-style-type: none"> possess a range of well-developed skills where discretion and judgement are required 	<ul style="list-style-type: none"> teamwork and communication applying skills and knowledge to coach participants to an intermediate level in a specific sport
Examples of occupations in the Sport Coaching Industry This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 35 work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.	
Course Cost: As per activity requirements School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES IN THE HSC

The expansion of vocational education and training (VET) in schools has strengthened the links between schools, industry and TAFE in order to improve students' transition from school to work and to further education and training.

VET Courses are based on National Competency Standards that have been determined by industry. Each vocational course leads to a nationally recognised qualification under the Australian Qualifications Framework (AQF).

WHAT COURSES CAN I STUDY AND HOW DO THEY DIFFER?

There are two types of Vocational Courses that can be studied, as shown in the following table:

<p>Vocational Board Developed Courses (one of these courses can be included in your ATAR calculation)</p>	<p>Vocational Board Endorsed Courses (Non ATAR Courses)</p>
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<ul style="list-style-type: none"> ■ Automotive - TAFE ■ Business Services - TAFE ■ Construction ■ Electrotechnology - TAFE ■ Hospitality ■ Human Services - TAFE ■ Information Technology - TAFE ■ Primary Industries ■ Tourism - TAFE 	<ul style="list-style-type: none"> ■ Animal Care – TAFE ■ Beauty Therapy - TAFE ■ Children’s Services – TAFE ■ Deckhands - TAFE ■ Sport Coaching ■ Manufacturing & Engineering Introduction 	<ul style="list-style-type: none"> ■ Hairdressing - TAFE ■ Music Industry – TAFE ■ Photography, Video & Digital ■ Sport, Leisure & Recreation
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VOCATIONAL BOARD DEVELOPED COURSES		Can these courses be included in the ATAR?	Do these courses include a compulsory work placement?
Automotive	Maclean TAFE	Y	Y
Business Services	Grafton TAFE	Y	Y

Construction	MHS	Y	Y
Electrotechnology	Grafton TAFE	Y	Y
Hospitality	MHS	Y	Y
Human Services	Grafton TAFE	Y	Y
Information & Digital Technology	Maclean TAFE	Y	Y
Live Production and Services	MHS	Y	Y
Primary Industries	MHS	Y	Y
Tourism	Grafton TAFE	Y	Y

VOCATIONAL BOARD ENDORSED COURSES			
Animal Care	Maclean TAFE	x	x
Aquaculture	MHS	x	x
Beauty Therapy	Maclean TAFE	x	x
Early Childhood Education and Care	Maclean TAFE	x	Y
Deckhands	Maclean TAFE	x	x
Hairdressing	Grafton TAFE	x	x
Music Industry	Grafton TAFE	x	x
Photography, Video & Digital	MHS	x	x
Manufacturing & Engineering	MHS	x	Y
Sport Coaching	MHS	x	Y
Sport Lifestyle & Recreation	MHS	x	x

Note: All Vocational Board Developed Courses have been given ATAR Category B status, which means only one of these courses can be included in the calculation of the ATAR. However, there is no restriction to the number of Category B courses that can be included in the HSC.

VOCATIONAL COURSES

VET courses are designed to enable students to acquire formal credentials and a range of technical, personal and organisational skills valued both within and beyond the work place.

Students will acquire underpinning skills and knowledge related to functional areas within any industry context that can be used in making informed career choices.

Students receive a nationally recognised Australian Qualifications Framework(AQF) credential on successful completion of a course. Students can include one Industry Curriculum Framework course in their Australian Tertiary Admission Rank (ATAR).

ASSESSMENT

Competency Based Assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry, to be assessed as competent.

External Assessment

- The Higher School Certificate (HSC) examination for Industry Curriculum Framework courses (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items.
- The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the NESA syllabus.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.
- The HSC examination is optional.

WORK PLACEMENT

- All Board Developed VET courses require work placement of 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses at the rate of 35 hours for 120 hours of HSC credit.

WHAT IS THE AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)?

- The AQF integrates twelve National Qualifications issued by Registered Training Organisations which includes Schools, TAFE, private providers and universities under one single system.
- This structure encourages students to continuously upgrade knowledge and skills in a flexible pathway between all sectors as shown in the table.

SCHOOLS SECTOR	VOCATIONAL EDUCATION AND TRAINING SECTOR	HIGHER EDUCATION SECTOR
		Doctoral Degree
		Masters Degree
		Graduate Diploma
		Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
Higher School Certificate	Certificate IV	
Certificate III	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	

SUMMARY

Things to consider:

Under the rules for the HSC, you can only include one Vocational Board Developed Category B Course in your Australian Tertiary Admission Rank (ATAR) calculation. For these courses, you may also be awarded a Certificate I, II or III under the Australian Qualifications Framework.

While the Vocational Board Endorsed Courses do not count towards the ATAR, you will receive credit towards completion of a TAFE NSW Credential in the related industry area.

You may be able to do a school based traineeship and be paid while you are studying for your HSC.

You could save time in your future apprenticeship or other TAFE courses through doing VET courses at school.

TAFE Board Endorsed Courses may continue for a second year depending on student numbers. If this happens, a higher credential may be achieved.

What's in it for me?

- Most students find they are more independent and confident as a result of doing a vocational course. It can give you an insight into the kind of career you might like and help you make better decisions to avoid getting into a program of tertiary study in an area you are not sure about.
- A vocational course will equip you with knowledge and skills to seek and gain employment. It certainly makes you more job-ready and attractive to employers.

What other costs are involved?

School-delivered vocational courses may require a subject contribution to cover costs of consumables. The TAFE charges for students at government schools are paid by the Department of Education and Training. However, there will be travel costs if travelling to Grafton each week.

A SCHOOL BASED PART-TIME TRAINEESHIP

- is a combination of paid work and training
- is completed part-time as part of the Higher School Certificate
- prepares young adults for a career in a particular industry

The trainee receives:

- a job
- free training
- ongoing advice and support
- a training wage
- credit towards their HSC
- a nationally recognised Vocational Education and Training qualification
- a Certificate of Proficiency on satisfactory completion of the traineeship

HSC/TAFE CREDIT TRANSFER

Recognition

TAFE NSW recognises skills and knowledge gained through previous studies. Recognition may allow students to complete TAFE NSW qualifications faster, and is based on formal arrangements between educational institutions.

Students completing some HSC courses at a satisfactory level may count these towards a TAFE qualification.

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