

# YEAR 11 COURSE SELECTION

2022



**MACLEAN**  
HIGH SCHOOL



## INDEX

<b>Principal's Message</b>	<b>2</b>
<b>Information About The HSC</b>	<b>3</b>
<b>What Type of Courses Can I Select?</b>	<b>4</b>
<b>What are Units?</b>	<b>5</b>
<b>Requirements for the Award of the HSC</b>	<b>6</b>
<b>Assessment and Reporting</b>	<b>7</b>
<b>TAFE and the Higher School Certificate</b>	<b>8</b>
<b>Course Selection</b>	<b>9</b>
<b>What Research Do You Need to Do?</b>	<b>10</b>
<b>Subject Descriptions in Detail (Alphabetical)</b>	<b>11 6</b>
<b>Vocational Education &amp; Training Courses in the HSC</b>	<b>47 7</b>

## PRINCIPAL'S MESSAGE

The trend in education in recent years is for more and more students to complete a full secondary education through to Year 12. Students are realising that the valuable skills associated with staying on are a most necessary preparation for further study, training programs or the workforce generally.

Research shows that those students with an extended secondary education have a better chance of coping with post school studies. Such students shape the nature of our workforce in Australia which increasingly needs to compete with the highly trained workforces of our major trading partners. There is also evidence to show the impact on the future quality of their lifestyles. It is clearly in the interest of all concerned to promote the value of staying on and completing a suitable program of study in Years 11 and 12.

There are now many pathways to successful completion of Year 12 and students should be aware of the multiple options that now exist in the final years of secondary schooling.

Maclean High School has developed a diverse senior curriculum which accommodates a range of students from those seeking an academic tertiary education to those students who simply wish to stay on, improve their skills and complete courses with a more practical base. There has been significant national emphasis recently on the development of vocational courses specifically designed for senior students.

Maclean High School offers a number of such courses where combinations of workplace training and on-the-job experiences in specific industry based courses exist. There is great value for many students in these courses.

This handbook presents a synopsis of all courses we hope to offer at this school. There can be no guarantee, however, that all of these courses will actually run. Student selection will determine which courses run and which courses are unable to be sustained.

Many of these courses are traditional Board Developed Courses suited to those interested in matriculation and further study at a tertiary institution. Many of our students are not interested, or indeed suited, to such studies and may be more attracted to the vocational nature of some of the other courses on offer. Many of the Vocational Education and Training (VET) courses lead to Certificates and Diplomas in the Technical and Further Education field, e.g. Hospitality, Construction, Metal and Engineering, Furniture Making, Primary Industries etc.

In making your choice, be realistic. Consider your past strengths, weigh up your interests and abilities and above all, listen to the advice of teachers, parents and advisers around you. Miss Danielle Fisher, Careers Adviser, can provide specific information to individual students. Study the handbook carefully and ask questions of relevant personnel so that you are completely familiar with all the course options available. If you do this then you can be assured of an interesting and stimulating two years of learning that will prove invaluable as you move into your post secondary years.

Mr Greg Court

## INFORMATION ABOUT THE HSC

### General Information

This is your introduction to the HSC and the many options now available.

### THE HSC

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses will be linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.
- To be awarded the HSC at the completion of Year 12 from 2020 onwards (Year 11 2019), students must have met the HSC and possess the skills that are essential for success in learning and life after school. Students will show they have met the HSC minimum standard by passing minimum standard online tests. There are three online tests corresponding with the minimum standards in reading, writing and numeracy. Students master basic skills at different stages so there are multiple opportunities available to pass the tests, from Year 10 until a few years after Year 12. The school will communicate with families and provide opportunities to sit the online tests and develop their skills in preparation. Students will have two opportunities per year to pass each online test.
- More information about the HSC minimum standard can be found on the NESA website at [educationstandards.nesa.nsw.edu.au/HSC/minimum-standard](http://educationstandards.nesa.nsw.edu.au/HSC/minimum-standard).

## WHAT TYPES OF COURSES CAN I SELECT?

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

### Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains: the course objectives, structure, content and outcomes.

- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses.

These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

### Board Endorsed Courses

The Board Endorsed courses that Maclean High School offers have syllabuses that cater for areas of special interest not covered in the Board Developed Courses.

Many HSC VET (Vocational Education and Training) courses delivered by TAFE are Board Endorsed courses.

Some TAFE Board Endorsed Courses are one-year courses e.g. Beauty Therapy and Hairdressing.

There is no external examination for any Board Endorsed Course but all Board Endorsed Courses count towards the High School Certificate and appear on the Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR (University Ranking).

Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national Framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other RTO's (Registered Training Organisations).
- School Based Traineeships and Apprenticeships are linked to VET Courses.

## WHAT ARE UNITS?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year).

In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

At Maclean High School:

2 Units = 9 x 50 minute periods per fortnight = 100 mark

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

### 2 UNIT COURSE

This is the basic structure for all courses. It has a value of 100 marks.

### EXTENSION COURSE

Extension study is available in a number of subjects.

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

English and Mathematics Extension Courses are available at Year 11 and Year 12A levels. Students must study the Year 11 extension course in these subjects before proceeding onto the two Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

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

## REQUIREMENTS FOR THE AWARD OF THE HSC

### If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of 12 units in Year 11 and a minimum of 10 units in Year 12. Both Year 11 and Year 12 must include the following:
  - ◇ at least 6 units from Board Developed Courses including at least 2 units of an English Course
  - ◇ at least three courses of 2 units value or greater
  - ◇ at least four subjects

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

## ASSESSMENT AND REPORTING

The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

Teachers are being provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

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

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50.

On satisfactory completion of your HSC you will receive a portfolio containing:

- **The HSC Testamur**  
(The official certificate confirming your achievement of all requirements for the award.)
- **The Record of Achievement**  
(This document lists the courses you have studied and reports the marks and bands you have achieved).
- **Course Reports**  
(For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.)



## TAFE AND THE HIGHER SCHOOL CERTIFICATE

### TVET COURSES

There are a number of TAFE delivered VET courses that contribute to your Year 11 and Year 12 study and carry accreditation by the NESA, TAFE and in some instances VETAB (see TVET Booklet).

### UNIVERSITY ENTRANCE AND THE HSC

Places in University courses are allocated on the basis of the Australian Tertiary Admission Rank (ATAR). Applicants for any course are ranked in order of results and counted down from top to bottom until the quota is met.

It is important to note that VET courses have been allocated Category B status by the Universities and than no more that no 2 units of Category B courses can be used in the calculation of the ATAR.

#### **Some terms you need to know if contemplating University study:**

##### Course Prerequisites

Some courses require that students have achieved a prescribed standard in a specific HSC subject. If students have not completed the subject they will not be eligible for entry to that particular course.

##### Subject Prerequisites

As above, however, a student may still achieve entry to the University course but may be unable to participate in the related subject area at University level.

##### Assumed Knowledge

This is a level of achievement in a specified subject at NSW HSC (or equivalent) level considered desirable for successful study in a course.

If students do not have the assumed knowledge but do have a suitable ATAR they may still be selected for the course. Such students may be placed at a considerable disadvantage.

##### Recommended Studies

These are NSW HSC (or equivalent) subjects and levels. A background of study in this subject will assist students in their chosen course. It is neither required for admission or assumed as being held on commencement of studies.

##### Additional Selection Criteria

These are compulsory requirements in addition to, or instead of, normal entry requirements. Examples include: interviews, auditions, portfolios, supporting statements, questionnaires, tests etc.

## COURSE SELECTION

### THE ATAR IN BRIEF

Admission to most courses is based on performance in the HSC. When you receive your HSC results from NESA you will also receive a separate notice, the Australian Tertiary Admission Rank (ATAR) advice, issued by UAC.

The ATAR is a scale between 0 and 99.95 that indicates your rank in the state, relative to all other candidates who were in Year 12 with you. Top scores will receive a rank of 99.95 and all other candidates will be ranked below this number.

The ATAR is based on the best 10 units in Board Developed HSC Courses with the following restrictions:

- 2 units of English must be included
- no more than 2 units of Category B subject may be included.

### WHO GETS AN ATAR?

Every candidate for the HSC gets an ATAR advice notice. However, not all ATAR advice notices will include a rank. This depends on your pattern of study and whether you request an ATAR or not.

## COURSE SELECTION

Students and parents often ask for advice as to which courses students should select to obtain the best results.

**The answer is simple – Choose the subject that they are most interested in.**

A student is always going to achieve better results in a subject in which they are interested and motivated. This will flow through to HSC results and future career pathways.

It is possible to score good marks in any subject if the student has the ability to score those marks in the first place. The system is such that two students of equal general academic ability who take different sets of courses and perform to their ability will receive a similar ATAR. Therefore be realistic and listen to the advice given by your subject teachers when choosing subjects.

### WHO CAN HELP WITH SUBJECT CHOICE?

- Subject Teachers & Head Teachers can advise you on course requirements, content and your potential to cope with that course.
- The Careers Adviser Miss Fisher, can help you with requirements for tertiary study and employment as well as assistance with decision making
- The Deputy Principals, Mrs Kelsey & Mr Dinham, for information on the rules and requirements for the HSC.
- The School Counsellor can help you with any problems related to study, home life and monetary assistance.
- Your Year Adviser can provide overall support and direction
- Parents can help by supporting and listening to you. If parents need more information they can contact the school and arrange an appointment with a relevant contact person.

## WHAT RESEARCH DO YOU NEED TO DO?

Discuss subject content and requirements with senior subject teachers and students.

Investigate career and employment opportunities, appropriate training courses at University, TAFE and other training providers.

Read the following books to gain specific information:

- UAC Guide (NSW Universities)
- QTAC Guide (Queensland Universities).

Look up the following websites:

[www.jobjump.com.au](http://www.jobjump.com.au) Maclean High School's password is **lobster**

[www.jobguide.education.gov.au](http://www.jobguide.education.gov.au)

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.tafensw.edu.au](http://www.tafensw.edu.au)

Of particular use:

- [www.uac.edu.au](http://www.uac.edu.au)
- Media and Publications
- Publications
- Publications about undergraduate study
- Scroll down to school students 'University Entry Requirements 2020 for Year 10Students'

Talk to employers, students and tertiary personnel

## STUDENTS CAN UNDERTAKE THE FOLLOWING OPTIONS AT MACLEAN HIGH SCHOOL

### HSC

### HSC + ATAR

### HSC + VET Courses

### HSC + ATAR + VET Courses

It is important that students choose wisely and allow for changes in future goals.

## 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.

## MAIN TOPICS COVERED:

## Year 11 Course

**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.

**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.

**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.

**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.

## Year 12 Course

**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.

**Part II – Case Study of Aboriginal communities for each topic**

**A** Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses.

OR

**B** Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses.

**Part III – Research and Inquiry Methods – Major Project**

Choice of project topic based on student interest.

## 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	Weighting	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.

#### MAIN TOPICS COVERED:

##### YEAR 11 COURSE

##### Investigating Ancient History

- Nature of Ancient History
- Case studies
- Features of Ancient Societies
- Historical Investigation

##### YEAR 12 COURSE

##### Core Study:

- Cities of Vesuvius-Pompeii and Herculaneum
- Ancient Society
- Personality in Their Times
- Historical Period

#### 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.

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

## Particular Course Requirements:

ASSESSMENT: YEAR 11 COURSE		ASSESSMENT: YEAR 12 COURSE	
	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
		<b>External Assessment</b>	<b>Weighting</b>
		A three hour written examination	100
		4 Core modules	

CONTACT: Mr Ford, Ms Fira, Mrs Hollis, Mr Christinson, Mrs Rowe

## 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:

##### YEAR 11 COURSE

Nature of Business – the role and nature of business.

Business Management – the nature and responsibilities of management.

Business Planning – establishing and planning a small to medium enterprise.

##### YEAR 12 COURSE

Operations – strategies for effective operations management.

Marketing – development and implementation of successful marketing strategies.

Finance – Financial information in the planning and management of business.

Human Resources – human resource management and business performance

CONTACT: Mrs Dehnert

## 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.

## Assessment:

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination	100	Skills in Working Scientifically	60
		Knowledge and Understanding	40
			100



## 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.

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

## 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. <b>Part A:</b> Objective response questions <b>Part B:</b> Short-answer questions At least two items will be worth approximately 8 marks.	20  55	Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>Resource management</li> <li>Positive relationships</li> <li>Range of societal factors</li> <li>Nature of groups, families and communities</li> </ul>	40
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: <ul style="list-style-type: none"> <li>Applying management processes to meet the needs of individuals, groups, families and communities.</li> <li>Planning to take responsible action to promote wellbeing.</li> </ul>	25
		Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.	35
	100		100

CONTACT: Mr Stewart, 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 the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

### MAIN TOPICS COVERED:

#### YEAR 11 COURSE

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

#### YEAR 12 COURSE

- 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"> <li>• Australian Drama and Theatre (Core)</li> <li>• Studies in Drama and Theatre</li> </ul>		Development of Individual Project	30
	100		100

CONTACT: Ms O'Neill, Ms McLeod

## 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 (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	

## Year 12 Course Structure and Requirements

**15 hours must be allocated to depth studies within the 120 indicative course hours.**

CONTACT: Mr Ford, Mrs Johnson

## ENGINEERING STUDIES

## Board Developed Course

Course Costs: \$20

## Course Description:

Both Year 11 and Year 12 courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/ electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

## MAIN TOPICS COVERED:

## YEAR 11 Course

Students undertake the study and develop an engineering report for each of 4 modules:

Application modules (based on engineered products).

4 modules studied are:

- EAM 1 – Engineering Fundamentals
- EAM 2 – Engineering Products
- EAM 3 – Braking Systems
- EAM 4 – Biomedical Engineering.

## YEAR 12 Course

Students undertake the study and develop an engineering report for each of 4 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport.
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

## Particular Course Requirements:

Students develop an engineering report for each module studied.

At least one report in each of the Preliminary and the Year 12 courses must be the result of collaborative work.

## ASSESSMENT: YEAR 12 COURSE ONLY

External Assessment	Weighting	Internal Assessment	Weighting
<b>A three hour written examination:</b>		Tasks relating to module content exclusive of the Engineering reports	70
<b>Section I</b>	20	Engineering reports	30
<ul style="list-style-type: none"> <li>• Multiple-choice</li> </ul>			
<b>Section II</b>	80		
<ul style="list-style-type: none"> <li>• Short structured responses</li> <li>• Historical and societal Influence</li> <li>• Scope of the Profession</li> <li>• Application and Focus Modules</li> <li>• short structured responses</li> <li>• all modules</li> <li>• Engineering reports</li> </ul>			
	100		100

CONTACT: Mr Innes

## 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 <b>Optional:</b> This module may be studied concurrently with the common module and / or Modules A and B	30
Text Requirements	<p>Students are required to closely study <b>four prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Shakespearean dramas</li> <li>• Prose fiction</li> <li>• Poetry <b>OR</b> drama</li> </ul> <p>The remaining text may be film, media or nonfiction text <b>or</b> may be selected from one of the categories above.</p> <p>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.</p> <p>Students must study <b>ONE</b> related text in the Common Module: Texts and Human Experiences.</p>	

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: Ms McLeod

## 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:

Year 11 course (60 hours)	ENGLISH EXTENSION	INDICATIVE 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 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:

Year 12 course (60 hours)	ENGLISH EXTENSION 1	INDICATIVE HOURS
	Common module: Literary Worlds with <b>ONE</b> 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: Ms McLeod

## 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 deep 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:

Year 12 course (60 hours)	ENGLISH EXTENSION 2	INDICATIVE HOURS
	<ul style="list-style-type: none"> <li>a Viva Voce weighting 30%</li> <li>a Literature Review 40%</li> <li>Critique of the Creative Process 30%</li> </ul>	
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 : Ms McLeod

## 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:

Year 11 course (120 hours)	ENGLISH STANDARD	INDICATIVE 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.</p> <p>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:

Year 12 course (120 hours)	ENGLISH STANDARD	INDICATIVE HOURS
	Common module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close 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	<p>Students are required to closely study <b>three types of prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• prose fiction</li> <li>• poetry <b>OR</b> drama</li> <li>• film <b>OR</b> media <b>OR</b> nonfiction</li> </ul> <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.



## 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"> <li>• be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>• 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</li> <li>• engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>	

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"> <li>• be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>• 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</li> <li>• engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>	

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

CONTACT: M McLeod

## FOOD TECHNOLOGY

## Board Developed Course

Course Costs: \$50 00 (+ \$11.00 apron + \$9.00 cap)

## 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.

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

## 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: Mr Innes, Ms Chapman

## 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.

<b>MAIN TOPICS COVERED:</b> <b>YEAR 11 COURSE</b> <ul style="list-style-type: none"> <li>• Biophysical Interactions – how biophysical processes contribute to sustainable management</li> <li>• Global Challenges – geographical study of issues at a global scale</li> <li>• Senior Geography Project – a geographical study of student's own choosing</li> </ul>	<b>YEAR 12 COURSE</b> <ul style="list-style-type: none"> <li>• Ecosystems at Risk – The functioning of ecosystems, their management and protection</li> <li>• Urban Places – study of cities and urban dynamics</li> <li>• People and Economic Activity – geographic study of economic activity at a local and global context</li> </ul>
---	--

## 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 – Multimedia****Board Developed Course****Exclusions: Industrial Technology – Timber****Costs: \$30****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.

The Multimedia course covers two main areas:

- 1) Multimedia 1 – Web Design/Video production
- 2) Multimedia 2 – Apps and Interactivity/Games and Simulations.

**MAIN TOPICS COVERED:****Preliminary Course**

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological, personnel, Occupation Health and Safety.
- Design and Management – designing, drawing, computer applications, project management.
- Workplace Communication – literacy, calculations, graphics.
- Industry specific Content and Production.

**HSC Course**

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:

- Industry Study.
- Design and Management.
- Workplace Communication.
- Industry Specific Content and Production.

**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	40	Industry Study	20
Major Project and related management folio	60	Designing, planning and management	20
		Workplace communication	10
		Industry specific content	50
	100		100

CONTACT: Mr Innes, Mr Kelly

**INDUSTRIAL TECHNOLOGY - TIMBER**

Timber Products and Furniture Industries

**Board Developed Course****Exclusions: Industrial Technology - Graphics****Course Costs: \$55.00 (includes safety glasses)****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:****Preliminary Course**

The following sections are taught in relation to the relevant focus area:

Industry Study – structural, technical, environmental and sociological, personnel, Occupation Health and Safety.

Design and Management – designing, drawing, computer applications, project management.

Workplace Communication – literacy, calculations, graphics.

Industry specific Content and Production.

**HSC Course**

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:

Industry Study.

Design and Management.

Workplace Communication.

Industry Specific Content and Production.

**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	40	Industry Study	20
Major Project and related management folio	60	Designing, planning and management	20
		Workplace communication	10
		Industry specific content	50
	100		100

At the end of the Year 11 course, students who do not want to do a major project and folio may be moved to Furnishings for the HSC year.

CONTACT: Mr Innes, 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.

## MAIN TOPICS COVERED:

## YEAR 11 Course

## Information skills and Systems (20%)

- Information Systems in Context
- Information Processes
- Digital Representation of Data
- Classification of Information Systems
- Social and Ethical Issues

## Tools for Information processes (40%)

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying

## Planning, Design and Implementation (20%)

- Understanding the Problem to be Solved
- Making Decisions
- Designing Solutions
- Implementing
- Testing, Evaluating and Maintaining
- Social and Ethical Issues

## Personal and Groups Systems and Projects (20%)

- Personal Information Systems
- Group Information Systems

## YEAR 12 Course

## Project(s) (20%)

- Understanding the Problem
- Making Decisions
- Designing Solutions
- Project Management
- Social and Ethical Design
- Implementing
- Testing, Evaluating and Maintaining

## Information Systems and Databases (20%)

- Information systems
- Examples of Database Information Systems
- Organisation Methods
- Storage and Retrieval
- Other Information Processes
- Issues related to Information Systems
- Communication Systems (20%)
- 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

## Option Strands (40%)

Students will select two of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

## 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"> <li>• Transaction processing</li> <li>• Decision support systems</li> <li>• Automated manufacturing Systems</li> <li>• Multimedia systems</li> </ul>	20 20 20 40
	100		100

## 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 Data Analysis Depth Study - Testing Claims Report Trial Exam	15 25 30 30
	100		100

CONTACT: Mr Ford

## 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.

<b>MAIN TOPICS COVERED:</b> Family life, Home and Neighborhood Friends, Recreation and Pastimes People, Places and Communities	Education and Work Holidays, Travel and Tourism Future Plans and Aspirations
---	--

ASSESSMENT: YEAR 12 COURSE ONLY			
External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination: <ul style="list-style-type: none"> <li>Listening Skills</li> <li>Speaking Skills</li> </ul>	30 20	<ul style="list-style-type: none"> <li>Listening Skills</li> <li>Speaking Skills</li> <li>Reading Skills</li> <li>Writing</li> </ul>	30 20 30 20
A two hour written examination: <ul style="list-style-type: none"> <li>Reading Skills</li> <li>Writing Skills</li> </ul>	30 20 <b>100</b>		<b>100</b>

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.

## MAIN TOPICS COVERED:

## YEAR 11 COURSE

The Legal System

The Individual and the State

The Law in Practice

**Themes and challenges to be incorporated throughout this topic:**

- 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

## YEAR 2 COURSE

Human Rights

Core topics: Crime, Human Rights

Additional Focus Studies:

**Themes and challenges to be incorporated throughout this topic:**

- 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

Students will study two focus studies chosen from:

- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Technological change
- Workplace
- World order

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 Snorkeling 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

## YEAR 11 MATHEMATICS STANDARD 1

### Board Developed Course

### No ATAR Calculation

This course provides two units that can be included in the six units required to be eligible for a HSC. This course is a Category B subject and has an optional HSC Examination that allows this course to contribute to a student's ATAR.

Students will study the content that is required to continue to the Year 12 Standard 1 course or to meet the Australian Core Skills Framework numeracy level 3.

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

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

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: Mrs Fisher

## YEAR 11 MATHEMATICS STANDARD 2

### 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.

Mathematics Standard 2 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.

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: Mrs Fisher

## 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: Mrs Fisher

## 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: Mrs Fisher

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

CONTACT: Ms Hamilton

## 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:

## 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)	10	Core Performance	10
A one hour aural exam	30	Core Composition	10
<b>Electives:</b>		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		
	100		100

CONTACT: Mr Fisher, Miss Woodhouse



## PERSONAL DEVELOPMENT, HEALTH &amp; 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.

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

## 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
<b>Section 1 – Core</b> <b>Part A:</b> Objective response questions <b>Part B:</b> Short-answer questions	20 40	Knowledge and understanding of: <ul style="list-style-type: none"> <li>Factors that affect health</li> <li>The way the body moves</li> </ul>	40
<b>Section II – Options</b> 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"> <li>Influencing personal and community health.</li> <li>Taking action to improve participation and performance in physical activity.</li> </ul>	30
		Skills in: <ul style="list-style-type: none"> <li>critical thinking, research and analysis.</li> </ul>	30
	100		100

CONTACT: Mr Stewart, 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 wither 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.

**MAIN TOPICS COVERED:**

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

- Wet Photography (Traditional Black & White Photography)
- Video Making
- Digital Imaging and Manipulation
- WH&S

**Modules include:**

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.

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.

**Internal Assessment**

Making

Critical & Historical Studies

**Weighting**

70%

30%

**Particular Course Requirements:**

Students are required to keep a diary throughout the course.

16G USB.

A3 Folio

CONTACT: Ms Stanford, Mrs Cameron, Mr Fisher

## 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 help 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:

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

## YEAR 12 Course

Core Modules:

- 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		Knowledge and Understanding	40
4 modules		First-hand investigations	30
		Scientific thinking, problem solving and communication	30
	100		100

CONTACT: Mr Ford, MrCassidy

**SCIENCE EXTENSION (Year 12 only - Starts in Term 4 2022)****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 Component	Weighting
Module 1 The Foundations of Scientific Thinking	Communicating scientifically	30%
Module 2 The Scientific Research Proposal	Gathering, recording, analysing and evaluating data	30%
Module 3 The Data, Evidence and Decisions		
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 2022. IF THERE IS ENOUGH APPLICANTS WHO MEET THE ACADEMIC STANDARD THEN A CLASS WILL BE FORMED.**

CONTACT: Mr Ford

## 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: Mr Stewart, Mrs Lowe, Mr Whiteside, Mrs Smith.

## TEXTILES AND DESIGN

## Board Developed Course

Course Costs: \$25.00 (+ optional kit cost)

## 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

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)

## YEAR 12 Course

- 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	50	Textile, Clothing, Footwear and Allied Industries	10
Major Textiles Project	50	Properties and Performance of Textiles	20
		Design	20
		Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.	50
	100		100

CONTACT: Mr Innes

## 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.

**MAIN TOPICS COVERED:****YEAR 11 COURSE**

- 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

**YEAR 12 COURSE**

- 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

**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, Mrs Cameron, Mr Fisher

## 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




<div>  </div> <div> <b>2022 PRIMARY INDUSTRIES COURSE DESCRIPTION</b>  <b>AHC20116 Certificate II Agriculture</b>            Public Schools NSW, Tamworth Registered Training Organisation 90162            This may change due to Training Package and NSW Education Standards Authority (NESA) updates.            Notification of variations will be made in due time.         </div>	
Course: <b>Primary Industries</b> 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.	
<b>Agriculture, Horticulture and Conservation &amp; Land Management Training Package (AHC 4.0)</b> <b>Not all electives will be on offer in every school.</b> <b>Units of Competency</b> <b>Core</b> AHCWHS201 Participate in work, health and safety processes AHCWRK209 Participate in environmentally sustainable work practices AHCWRK204 Work Effectively in the industry <b>Electives</b> AHCINF202 Install, maintain and repair farmfencing AHCINF201 Carry out basic electric fencing AHCMOM202 Operate tractors AHCWRK201 Observe and report on the weather AHCWRK205 Participate in workplace communication <b>Pest Management</b> AHCPMG201 Treat weeds AHCCHM201 Apply chemical undersupervision AHCNSY202 Care for nursery plants AHCPMG202 Treat plant pests, diseases and disorders	<b>Livestock</b> 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 <b>Production Horticulture</b> AHCPCHM201 Recognise plants AHCNSY203 Undertake propagation activities AHCNSY201 Pot up plants <b>Soils and Media</b> AHCSOL202 Assist with soil or growing media sampling and testing <b>Biosecurity</b> AHCPIO201 Inspect and clean machinery for plant, animal and soil material AHCCHM304 Operate machinery and equipment
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
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.	
<b>Recommended Entry Requirements</b> 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 hour's activities e.g. showing livestock at local agricultural show. There may be out of class homework, research activities and assignments.	
<b>Examples of occupations in Primary Industries</b> <ul style="list-style-type: none"> <li>animal attending</li> <li>dairy farming</li> <li>livestock rearing and breeding</li> <li>beef production</li> <li>nursery worker</li> <li>horticulture</li> <li>crop production</li> <li>horse care</li> <li>pest and disease control</li> </ul>	
<b>Mandatory HSC Course Requirements.</b> 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.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> 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.	
<b>Competency-Based Assessment</b> 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.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: Preliminary - \$20     HSC - \$20</b> <b>School Specific equipment and associate requirements for students</b>	<b>Refunds</b> 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: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Exclusions - VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></b>	

		<b>2022 CONSTRUCTION COURSE DESCRIPTION</b> <b>CPC20211 Certificate II in Construction Pathways</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.		
Course: <b>Construction</b> 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.				
<b>Construction, Plumbing and Services Training Package (CPC08 v9.5)</b> <b>Units of Competency</b> <b>Core</b> CPCCCM1012 Work effectively and sustainably in the Construction Industry CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1013 Plan and organise work CPCCCM1014 Conduct workplace communication CPCCCM1015 Carry out measurements and calculations CPCCCM2001 Read and interpret plans and specifications		<b>Electives</b> CPCCCA2011A Handle carpentry materials CPCCCA2002B Use carpentry tools and equipment CPCCCM2005B Use construction tools and equipment CPCCJN2001A Assemble components CPCCJN2002B Prepare for off-site manufacturing process CPCCCM2006 Apply basic levelling procedures CPCCWF2001A Handle wall and floor tiling materials CPCCWF2002A Use wall and floor tiling tools and equipment CPCCCO2013A Carry out concreting to simple form		
<b>Course Prerequisite</b> CPCCWHS1001 - Prepare to work safely in the construction industry. <b>The Construction General Induction Training (Whitecard) will be delivered as part of this course by:</b> <ul style="list-style-type: none"><li><b>cost of approx. \$100 per student</b></li></ul>		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		
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>				
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.				
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.				
<b>Examples of occupations in the construction industry:</b>				
• building	• concreting	• shop fitting	• bricklaying	• carpentry
<b>Mandatory HSC Course Requirements</b> 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. <b>External Assessment (optional HSC examination for ATAR purposes)</b> 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.				
<b>Competency-Based Assessment</b> 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 they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.				
<b>Course Cost: Yr 11 \$55 (includes safety glasses)</b> <b>School Specific equipment and associate requirements for students</b>		<b>HSC - \$55</b> <b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy		
A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>				
<b>Exclusions</b> - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>				
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020				

		<b>2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION</b>	
		<b>SIT20316 Certificate II in Hospitality</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Hospitality - Food and Beverage</b> 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.			
<b>Tourism, Travel and Hospitality training package (SIT 1.2)</b>  <b>Units of Competency</b> <b>Core</b> BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITHIND003 Use hospitality skills effectively SITXCCS003 Interact with customers SITXCOM002 Show Social and Cultural sensitivity SITXWHS001 Participate in safe work practices  <b>Electives</b> SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITHFAB007 Serve food and beverage		<b>Plus, additional competencies</b>  <b>Category A</b> SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads OR <b>Category B</b> SITXCOM001 Source and present information BSBCMM201 Communicate in the workplace BSBSUS201 Participate in environmentally sustainable work practices HLTAID003 Provide First Aid	
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>			
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.			
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Examples of occupations in the hospitality industry:</b>  <div><div>• Café attendant</div><div>• Barista</div><div>• Kitchen hand</div><div>• Food and beverage attendant</div></div>			
<b>Mandatory HSC Course Requirements</b> 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.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality Food and Beverage 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.			
<b>Competency-Based Assessment</b> 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.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.			
<b>Course Cost: Year 11 - \$90 HSC - \$90</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>			
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020			

		<b>2022 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION</b> <b>MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413</b> <b>Certificate II in Engineering Pathways</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.									
Course: <b>Manufacturing and Engineering - Introduction</b> Board Endorsed Course		2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank									
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.											
<b>Manufacturing and Engineering Training Package (MEM 2)</b>  <b>Units of Competency</b> <b>Core</b> 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		<b>Electives</b> MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEM16008 Interact with computer technology MEM07032 Use machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment									
<b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b>											
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.											
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.											
<b>Examples of occupations in the Manufacturing and Engineering industry</b> <table><tr><td>▪ fitter</td><td>▪ refrigeration and air</td><td>▪ toolmaker</td><td>▪ locksmith</td></tr><tr><td>▪ machinist</td><td>conditioning mechanic</td><td>▪ maintenance fitter</td><td></td></tr></table>				▪ fitter	▪ refrigeration and air	▪ toolmaker	▪ locksmith	▪ machinist	conditioning mechanic	▪ maintenance fitter	
▪ fitter	▪ refrigeration and air	▪ toolmaker	▪ locksmith								
▪ machinist	conditioning mechanic	▪ maintenance fitter									
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be 'N' determined as required by NESA.  There is <b>no</b> external examination in the HSC year for students.											
<b>Competency-Based Assessment</b> 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.											
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.											
<b>Course Cost: Preliminary - \$55 safety glasses included      HSC - \$55</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy									
A school-based traineeship and apprenticeship are available in this industry area, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>											
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>											
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020											

		<b>2022 SPORT COACHING COURSE DESCRIPTION</b> <b>SIS30519 Certificate III in Sport Coaching</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Sport Coaching</b> Board Endorsed Course		2 or 4 Preliminary and/or HSC units in total <b>Does not contribute towards Australian Tertiary Admission Rank</b>	
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.			
<b>Sport, Fitness and Recreation Training Package (SFR2.0)</b>  <b>Units of Competency</b>  <b>Core units</b> HLTWHS001 Participate in workplace health and safety SISSSCO002 Work in community coaching role SISSSCO005 Continuously improve coaching skills and knowledge SISSSCO003 Meet participant coaching needs BSBRK401 Identify risk and apply risk management procedures HLTAID003 Provide first aid (delivered by an external RTO)		<b>Elective units</b>  <b>Complete the follow competency:</b> SISXIND006 Conduct sport, fitness and recreation events SISSSCO012 Coach sports participants up to an intermediate level  <b>And complete TWO of the following THREE elective competencies:</b>  SISXCAI009 Instruct strength and conditioning techniques SISSSOFO02 Continuously improve officiating skills and knowledge SISXDIS001 Facilitate inclusion for people with a disability	
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>			
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.			
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.			
<b>Examples of occupations in sport, fitness and recreation industries</b> <ul style="list-style-type: none"><li>Sports coach</li><li>Sports trainer</li><li>Assistant Coach</li><li>Sports administration officer</li><li>Sports official</li><li>Sports event manager</li><li>Team manager</li></ul>			
<b>Mandatory HSC Course Requirements.</b> 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 the NESA.			
<b>External Assessment</b> There is no Higher School Certificate (HSC) examination for the Sport Coaching course.			
<b>Competency-Based Assessment</b> 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.			
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.			
<b>Course Cost: Preliminary and HSC - as required</b> <b>School Specific equipment and associate requirements for students</b>		<b>Refunds</b> 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: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>			
<b>Exclusions</b> - VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020			



## 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:

Vocational Board Developed Courses (one of these courses can be included in your ATAR calculation)	Vocational Board Endorsed Courses (Non ATAR Courses)	
<ul style="list-style-type: none"> <li>■ Automotive - TAFE</li> <li>■ Business Services - TAFE</li> <li>■ Construction</li> <li>■ Electrotechnology - TAFE</li> <li>■ Hospitality</li> <li>■ Human Services - TAFE</li> <li>■ Information Technology - TAFE</li> <li>■ Primary Industries</li> <li>■ Tourism - TAFE</li> </ul>	<ul style="list-style-type: none"> <li>■ Animal Care – TAFE</li> <li>■ Beauty Therapy - TAFE</li> <li>■ Children's Services – TAFE</li> <li>■ Deckhands - TAFE</li> <li>■ Sport Coaching</li> <li>■ Manufacturing &amp; Engineering Introduction</li> </ul>	<ul style="list-style-type: none"> <li>■ Hairdressing - TAFE</li> <li>■ Music Industry – TAFE</li> <li>■ Photography, Video &amp; Digital</li> <li>■ Sport, Leisure &amp; Recreation</li> </ul>

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
Sport, Leisure & Recreation	MHS	x	x
Manufacturing & Engineering	MHS	x	Y
Sport Coaching	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 NES 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.





■ CREATING OPPORTUNITIES, ACHIEVINGSUCCESS