



STAGE 6 COURSE INFORMATION HANDBOOK 2022

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Introduction

Completing Year 11 and Year 12 is a very important decision that needs to be made in conjunction with your parents after consultation with your teachers, and given as much thought as possible.

Your options after completing Year 10 are:

1. Completing the HSC at our school
2. Full time employment, including apprenticeships and traineeships
3. Full time and Part time TAFE courses plus Casual or Part time employment

This booklet aims to give you as much information as possible before you make your decision. It is crucial that you discuss your ideas, plans, dreams, goals, and aspirations with your friends, your parents, your teachers, and the Careers Adviser. The decision is an important one, and the information available and the advice of others must be considered.

Choosing a Program of Study at Irrawang High School

To assist you in making the most appropriate choice of subjects, two (2) Pathways have been devised. It is important that you think about the Pathway that best describes your needs, and then select subjects that will satisfy these needs.

PATHWAY 1: The University Pathway

Students who select Pathway 1 are students who wish to complete the Higher School Certificate Examination and score the Australian Tertiary Admissions Rank (ATAR) possible for entry into a university.

These students will have a very clear idea of the university course/s they wish to study, they will have discussed this thoroughly with the Careers Adviser, they are fully aware of the prerequisites necessary for entry, and the workload to ensure entry. Pathway 1 students should select Board Developed Courses only.

PATHWAY 2: The University/Vocational Pathway

Many students at Irrawang High School will choose Pathway 2. This Pathway offers a great variety of opportunities. Pathway 2 students might be interested in further studies at university, but they may also be interested in developing employment skills through vocational education and training. They may require an ATAR. Pathway 2 students select Board Developed Courses, Board Endorsed Courses, Vocational Education and Training (VET) courses, Life Skills Courses, or TAFE Delivered VET in Schools (TVET) courses.

A small number of students may have struggled with the study of mainstream subjects in Year 10 and thought that completing the HSC was beyond them. In Life Skills courses students can develop valuable employment skills and they can attain the Higher School Certificate. Students will be **invited** to apply for a position in Life Skills subjects.

The Australian Tertiary Admissions Rank (ATAR)

The ATAR is a rank (the highest being 99.95) used by universities to determine entry to the large range of university courses. The ATAR cut off score may change for each course from year to year as it is only a reflection of the demand for a particular course and does not necessarily reflect the difficulty or complexity of the course.

For some university courses there are selection criteria to be considered other than the ATAR. Some require interviews or other assessment formats. Therefore, you should check the requirements for entry in a University Admission Centre (UAC) Handbook - see the Careers Adviser for these details.

To be eligible for an ATAR, a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight (8) units from Category A courses; and
- two (2) units of English; and
- three (3) Board Developed courses of two units or greater; and
- four (4) subjects.

If you want to receive an ATAR, you must check your program of study carefully to ensure that you will be eligible.

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English; and
- your best eight units from the remaining units, which can include up to two units of Category B courses.

Marks to be included in the ATAR calculation can be accumulated over a five-year period but if a course is repeated only the last satisfactory attempt is used in the calculation of the ATAR.

For students accumulating courses towards their HSC, scaled marks are calculated the year the courses are completed. Marks are not re-scaled each year.

The ATAR is a rank NOT a mark

This book describes all courses we can offer for students at our school. There are four main types of courses to choose from -

Board Developed Courses:

a. Category A courses

These are courses whose syllabuses have been provided by NESA (New South Wales Education Standards Authority). They are assessed by internal school assessment and by an externally set and marked HSC examination at the end of the Year 12 course in a subject. They contribute to the ATAR. Most subjects offered for the 2022 HSC are Board Developed Courses and for the award of the Higher School Certificate, students must satisfactorily complete at least six (6) units of Board Developed Courses.

b. Category B courses

Vocational Education and Training Courses (VET)

Vocational Education and Training Courses (VET) are a vital part of our curriculum. The VET subjects involve training in employment skills, work placement and the completion of a competency record. The VET courses offered at Irrawang High School are accredited by NESA and the Vocational Training and Accreditation Board for the HSC and meet the requirements of the National Training Framework. This means that they are recognised by TAFE when a student enrolls for further studies. Only one category B course can be used in the determination of the ATAR

Students and parents must remember that participation in VET work placement is compulsory to successfully complete a VET subject.

TAFE delivered Vocational Education in Schools (TVET)

These courses enable you to incorporate vocational areas of study within your Year 11 and Year 12 studies. They are assessed by the TAFE campus you attend and your attainments are accredited by NESA. As well, a separate Statement of Attainment is issued by TAFE to show that you have gained part or all of a TAFE Certificate Course. Studies may be continued in future years at any TAFE college in Australia or articulated into a higher TAFE award. Only some TVET courses contribute to the ATAR, please check with the Careers Adviser. Students are provided with a TAFE Statement of Attainment which reports each of the modules completed.

The study of a TVET course will involve travel to the relevant college (Cessnock, Kurri Kurri, Maitland, Newcastle or Glendale) at the student's own expense. Students will be required to make their own way to TAFE and return, and to pay any transport costs. Most courses will require one afternoon at the campus, usually from 2.00 p.m. to 6.00 p.m. or 1.30 p.m. to 5.30 p.m. Some courses delivered at Maitland or Newcastle involve extended hours of travel and missed class work. With all TVET courses, class work is missed and **must** be caught up within the next two (2) days.

It must be stressed that positions in the TVET courses are limited and it may not be possible for all students who elect TVET courses to be placed. Therefore, a maximum of one TVET course is available for students. Further information is available from Mr Tonks.

Content Endorsed Courses:

Content Endorsed Courses are developed by NESA, and they have similar content across many schools, e.g. Ceramics, Numeracy, Sport Lifestyle & Recreation Studies, Work Studies. These courses develop valuable vocational and employment skills.

They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

The Structure of the Higher School Certificate Examination

NESA Requirements:

- English is compulsory.
- All courses have a unit value and each unit is worth **50 marks** at the HSC.
- Most subjects are of 2 units value, and worth **100 marks** at the HSC.
- At Irrawang High School, 1 unit extension courses are available in some subjects, and will be studied in Year 12.
- You must study a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the Year 12 Course. Both the Year 11 Course and the Year 12 Course must include the following:
 - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English.
 - At least three courses of 2 units value or greater.
 - At least four subjects.
 - At most 6 units of courses in Science.
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- For the HSC Examination, 50% of the marks are scored through internally (school) marked assessment tasks, and 50% of marks through the externally marked HSC Examination.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Compulsory Fees for Subjects Selected

Some subjects charge fees to cover the cost of equipment and materials. These fees **MUST** be paid as soon as possible. Payment before the end of Term 3 will secure a student's place in the timetabled class if it runs.

Making the Most Appropriate Decision

It is important that you seek quality information. The table below helps you locate where this information is available.

| WHO? | HOW? |
|-------------------------------------|---|
| Your Teachers | Can tell you if you are good at certain subjects. Can describe to you the expectations of this subject for the HSC. |
| Your Careers Adviser | Can tell you what subjects (if any) are required for particular careers. Can discuss your Pathway with you. Can answer questions on the structure of the HSC. |
| Your Principal/ Deputy Principal | Can discuss your Pathway with you. Can discuss the study requirements with you. Can describe the structure of the HSC with you. |
| Your Year Adviser | Can help you with study skills. |
| Student Counsellor | Can help you by talking over your ideas. |
| Your Parents | You should discuss choices with your parents. Encourage them to make an appointment or telephone any of the above people if there are any issues or if they need more information. |

Types of Credentials

There are a range of credentials issued to eligible students upon completion of Year 12.

1. Higher School Certificate Testamur

This shows that a student has met the requirements for the award of the Higher School Certificate. It includes the student's name, school and date of the award.

2. Higher School Certificate Record of Achievement

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students:

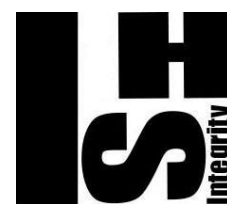
- Year 12 HSC (Stage 6) Results:
 - Assessment Mark;
 - Examination Mark;
 - HSC Mark;
 - Performance Band.
- Year 11 (Stage 6) Grades - other than Life Skills and Vocational Educational and Training (VET) courses.
- Year 10 (Stage 5) Grades - other than Life Skills and Vocational Educational and Training (VET) courses.

Results for each Stage appear on separate pages. This provides formal recognition of a student's senior secondary school achievements.

3. Life Skills Profile of Student Achievement

Where students satisfactorily complete a Life Skills Course, the course is listed on the Record of Achievement with the annotation '*Refer to Profile of Student Achievement*'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

ABORIGINAL STUDIES



| HSIE FACULTY | | Head Teacher: Mr Todd Hopper (Relieving) | | | | | |
|--------------|------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

Aboriginal history and culture are fundamental to the development of Australian identity. This course develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

Course Content:

| Year 11 Course | Year 12 Course |
|---|---|
| <p>Pre-contact to 1960s Part I – Aboriginality and the Land The nature of the relationship between Aboriginal people and the land and water, the dispossession of Aboriginals people, the impact of colonisation on land and water use.</p> <p>Part II - Heritage and Identity The nature of the Dreaming, the impact of invasion on traditional Aboriginal culture in order to gain an understanding of the diversity of traditional cultures.</p> <p>Part III – Colonialism, Racism and Prejudice. The nature and impact of Aboriginal political / legal systems as well as responses to colonialism and the impact of dispossession.</p> | <p>Part I: Social Justice and Human Rights Issues Students will complete in depth analysis of a two social equity issues on a regional, national and international indigenous community.</p> <p>Part II: Aboriginality and the Land The land rights movement and Native Title, government policies and legislation, and the non-Aboriginal response to these issues.</p> <p>Part III: Research and Inquiry Methods Students will complete a major research project on a topic of the choice. This task is completed with the input of the indigenous community.</p> |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|---|
| <p>Source and Perspectives Analysis 30 %</p> <p>Research and inquiry methods, including the Local Community Case Study 30%</p> <p>Preliminary Written Examination - 40%</p> | <p>Research Task: Aboriginality and the Land 10%</p> <p>Group Work: Social Justice/ Human Rights 20%</p> <p>Major Project: Research and Inquiry 40%.</p> <p>Trial HSC Written Examination 30%</p> |

Particular Course Requirements:

Each student must complete a Major Project in the Year 12 Course before the end of Term 2. It may be presented in written, oral or multimodal form.

AGRICULTURE



TAS FACULTY

Head Teacher: Mr Michael Groth

**2
UNIT**

**BOARD DEVELOPED
COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Nil

Cost: \$30 per year

Course Description:

The Year 11 Course studies the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The Year 12 Course builds upon the Year 11 Course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| <p>Overview of Australian Agriculture The Farm Case Study Plant Production Animal Production</p> | <p>Plant/Animal Production Farm Product Study Elective - ONE of the following will be chosen: Agrifood, Fibre and Fuel Technologies Climate Challenge Farming for the 21st century</p> |

Assessment:

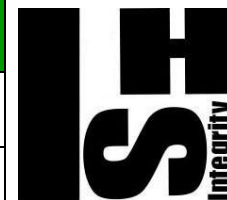
External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| <p>Farm Case Study Report 20%</p> <p>Research Project: Plant and Animal Production 40%</p> <p>Preliminary Written Examination 40%</p> | <p>Plant/Animal Production Presentation 20%</p> <p>Farm Product Study 20%</p> <p>Elective Research and Report 30%</p> <p>Trial HSC Written Examination 30%</p> |

Particular Course Requirements:

Nil

ANCIENT HISTORY



| HSIE FACULTY | | Head Teacher: Mr Todd Hopper (Relieving) | | | | | |
|--------------|------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Mandatory History 7-10

Cost: Nil

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. 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.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| <ol style="list-style-type: none"> Investigating Ancient History <ol style="list-style-type: none"> The Nature of Ancient History Case Studies Features of Ancient Societies Students study at least TWO ancient societies through an investigation of: <ol style="list-style-type: none"> a different key feature for each society, OR one key feature across the societies selected. Historical Investigation The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses. | <ol style="list-style-type: none"> Core study: Cities of Vesuvius – Pompeii and Herculaneum Ancient Society Personality in their times Historical period |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| <ol style="list-style-type: none"> Research and Source analysis task: 30% Historical investigation: 30% Year 11 Written Examination: 40% | <ol style="list-style-type: none"> Source Analysis: 20% Historical Analysis: 20% Case Study: 30% Trial HSC Written Examination: 30% |

Particular Course Requirements:

Nil

BIOLOGY



| SCIENCE FACULTY | | Head Teacher: Mr David Pearson | | | | | |
|-----------------|------------------------|--------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments 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 processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| Module 1 - Cells as the Basis of Life Module 2 - Organisation of Living Things Module 3 - Biological Diversity Module 4 - Ecosystem Dynamics 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 of 35 hours of course time, including time allocated to practical investigations in depth studies. | Module 5 – Heredity Module 6 - Genetic Change Module 7 - Infectious Disease Module 8 - Non-infectious Disease and Disorders 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. |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|---|
| Practical Depth Study: 30% Research and Report: 30% Preliminary Written Examination 40% | Research and Report: Non-infectious Disease and Disorders 20% Depth Study: Heredity and Genetic Change 30% Course Summary Notes: 20% HSC Trial Written Examination 30% |

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information; using and reorganising secondary data and/or information. One fieldwork exercise must be completed in Year 11.

BUSINESS STUDIES



| HSIE FACULTY | | Head Teacher: Mr Todd Hopper (Relieving) | | | | | |
|--------------|------------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

Business Studies is a distinctive course because it includes the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Contemporary business issues and case studies are embedded in the course.

Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| <ol style="list-style-type: none"> 1. The Nature of Business Types of businesses The business lifecycle 2. Business Management The management process & approaches Finance, Marketing, Human Resources Ethical business behaviour 3. Business Planning Business planning process Critical issues in business success and failure | <ol style="list-style-type: none"> 1. Operations The role of operations management Operations process & strategies 2. Marketing The role of operations management Operations process & strategies 3. Finance The role of finance management Influences on finance management Finance management process & strategies 4. Human Resources Processes of human resource management Effectiveness of human resource management |

Assessment:

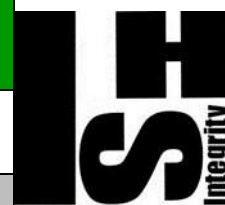
External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|--|
| Topic test – Nature of Business: 25% Business Report - SME: 35% Preliminary Written Examination: 40% | Stimulus 20% Knowledge and understanding 40% Inquiry and research 15% Written Business Communication 25% Including Trial HSC Written Examination |

Particular Course Requirements:

Nil

CERAMICS



| CAPA FACULTY | | Head Teacher: Ms Adele Robinson | | | | | |
|--------------|-------------------------|---------------------------------|---|---|-------------|-----|----|
| 2 UNIT | CONTENT ENDORSED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$70 per year

Course Description:

Ceramics is the art and technology of forming, firing and glazing clay to make a range of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces. This course enables students to develop a critical appreciation of aesthetic, expressive and practical qualities of ceramic forms in contemporary and past societies.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---------------------------------|
| Module 1: Introduction to Ceramics | Module 1: Throwing / Sculptural |
| Module 2: Handbuilding | FormModule 2: Mixed Media |
| Module 3: Surface Treatment | Module 3: Ceramics Project |
| 70 % Making 30% Critical & Historical Studies | |

Assessment:

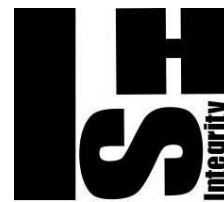
No External HSC Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| Ceramics Practice Portfolio and WHS Report 30% | Sculptural form and Journal 20% |
| Handbuilt Project and Journal 30% | Mixed Media Collection of Works and Research 20% |
| Surface Project and Journal 40% | Project Proposal and Artist Research 20% |
| | Resolved |
| | Individual |
| | Project 40% |

Particular Course Requirements:

A4 (unlined art book)

CHEMISTRY



| SCIENCE FACULTY | | Head Teacher: Mr David Pearson | | | | | |
|-----------------|------------------------|--------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all 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 further 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.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| <p>Working Scientifically Skills:</p> <p>Module 1: Properties and Structure of Matter</p> <p>Module 2: Introduction to Quantitative Chemistry</p> <p>Module 3: Reactive Chemistry</p> <p>Module 4: Drivers of Reactions</p> <p>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 of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> | <p>Working Scientifically Skills:</p> <p>Module 5: Equilibrium and Acid Reactions</p> <p>Module 6: Acid/base Reactions</p> <p>Module 7: Organic Chemistry</p> <p>Module 8: Applying Chemical Ideas</p> <p>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.</p> |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|---|
| <p>Practical: Properties and Structure of Matter 30%</p> <p>Research and Report: Quantitative and Reactive Chemistry 40%</p> <p>Preliminary Written Examination 30%</p> | <p>Research and Report: Equilibrium and Acid Reactions 20%</p> <p>Depth Study: Equilibrium and Acid Reactions/Acid/Base Reactions 30%</p> <p>Course Summary Notes: 20%</p> <p>HSC Trial Written Examination 30%</p> |

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information; using and reorganising secondary data and/or information.

COMMUNITY & FAMILY STUDIES



| | | | | | | | |
|----------------------|-------------------------------|---|----------|----------|--------------------|------------|-----------|
| PDHPE FACULTY | | Head Teacher: Mrs Rachelle Burns (Relieving) | | | | | |
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

This course is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Course Content:

| Year 11 Course | Year 12 Course |
|--|--|
| Resource Management Basic concepts of resource management. Individuals and Groups (Indicative course time: 20%) The individual's roles, relationships and tasks within and between groups. Families and Communities (Indicative course time: 40%) Family structures and functions and the interaction between family and community.(Indicative course time) 40% | Research Methodology (Indicative course time: 25%) Groups in Context (Indicative course time: 25%) Parenting and Caring (Indicative course time: 25%) HSC Option Modules (Select one of the following, Indicative course time: 25%): Family and Societal Interactions Social Impact of Technology Individuals and Work |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|---|
| Knowledge and understanding: impact on wellbeing of: resource management, positive relationships, range of societal factors, nature of groups, families and communities 40% Skills in: applying management processes to meet the needs of individuals, groups, families and communities, planning to take responsible action to promote wellbeing 25% Knowledge and understanding of research methodology, researching, critical thinking, analysing and communicating 35% | Independent Research Project Report 20% Groups in Context 25% Parenting and Caring 25% HSC Trial Written Examination 30% |

Particular Course Requirements: As part of the Year 12 Course, students are required to complete an Independent Research Project. The focus of this should be related to the course content of one or more of the following areas: Individuals, Groups, Families, Communities, Resource Management.

DANCE



| CAPA FACULTY | | Head Teacher: Ms Adele Robinson | | | | | |
|--------------|------------------------|---------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$30 per year

Course Description:

The Stage 6 Dance course concentrates on the study of dance as an artform and is based on three interrelated components of Performance, Composition and Appreciation. Students study dance in which the body is the instrument for non-verbal communication and expression.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| Performance Dance Technique Dance Technique applied to performance Composition The Compositional Process (creating choreography) Appreciation Skills of analysis, writing and criticism, prescribed choreographers and works An additional 20% is to be allocated by the teacher to suit the specific circumstances/ context of the class | Core Performance (20%): Students are required to individually perform a 3 to 5 minute technical dance which is followed by an interview. Core Composition (20%): Students are the choreographers. They create a 3 to 5 minute dance work and teach it to another student to perform. A300-word rationale is also submitted and discussed in an interview prior to the performance. Core Appreciation (20%): Students study two prescribed choreographers and their works. For the HSC external examination, a 1-hour written examination is completed. Major Study (40%): Students choose either Performance, Composition, Appreciation OR Dance and Technology to complete an in-depth study. |

Assessment:

External HSC Written Examination

Externally Marked Performance Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| Individual Performance and Safe Dance Report 30% Composition and Appreciation 30% Preliminary Examination including; Performance / Composition and Appreciation 40% | Core Performance 20% Core Composition 20% Core Appreciation 20% Major Study 40% |

Particular Course Requirements: Prior dance experience is recommended.

The interrelation of the course components of Performance, Composition and Appreciation is a major feature in the study of Dance as an artform and is emphasised throughout both courses. The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the Year 12 Course in Core Appreciation and Major Study Appreciation.

DRAMA



| CAPA FACULTY | | Head Teacher: Ms Adele Robinson | | | | | |
|--------------|------------------------|---------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$30 per year

Course Description:

Students study the practices of Making, Performing and Critically Studying in Drama, through collaborative and individual experiences. The study of Drama emphasises experiential learning and develops students' ability to make, perform and appreciate Drama as a significant art form.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| Theatrical Traditions and Performance Styles Improvisation, Playbuilding & Acting Elements of Production in Performance | Core Component: Australian Drama and Theatre Core Component: Group Performance <ul style="list-style-type: none"> - In groups of 3 to 6, students devise & perform a unique, original piece of theatre (8 to 12 minutes duration). Studies in Drama and Theatre: Traditional and Contemporary Theatre <i>Students study one of the following topics:</i> <ul style="list-style-type: none"> - The Voice of Women in Theatre, Approaches to Acting, Verbatim Theatre, Black Comedy, Multi-Discipline Theatre, Significant Plays of the 20th Century, Japanese Traditional and Contemporary Theatre Individual Project <i>Students choice of either:</i> Individual Performance: Monologue OR Individual Project: Critical Analysis, Design (Costume, Lighting, Promotion and Program, or Set), Script Writing or Video Drama. |

Assessment:

External HSC Written Examination

Externally Marked Performance Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|---|
| Theatrical Traditions and Performance Styles (30%) Improvisation/Playbuilding/Acting (30%) Individual Project: Individual Performance/Design and Essay (40%) | Core Component: Australian Drama and Theatre: Group Performance and Reflection 20% Individual Project (IP) 20% Studies in Drama and Theatre 20% Trial HSC Examination: Performances [IP / Group] and Essay 40% |

Particular Course Requirements:

The Year 11 Course underpins learning in the Year 12 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.

Students are required to participate in the Group Performance, as well as present an Individual Project (negotiated between the students and the teacher at the beginning of the Year 12 Course).

ENGLISH ADVANCED



| ENGLISH FACULTY | | Head Teacher: Ms Sarah Barry (Relieving) | | | | | |
|-----------------|------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: English 7-10

Cost: Nil

Course Description:

Year 11 students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

Year 12 students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| Common Module: Reading to Write (40 hours) | Common Module: Texts and Human Experiences (30 hours) |
| Module A: Narratives that Shape our World (40 hours) | Module A: Textual Conversations (30 hours) |
| Module B: Critical Study of Literature (40 hours) | Module B: Critical Study of Literature (30 hours) |
| | Module C: The Craft of Writing (30 hours) |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|---|
| <p>There will be three assessment tasks, minimum weighting of 20% and maximum weighting of 40%.</p> <p>There will be one formal examination weighting. One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.</p> <p>Assessment of the Common Module must include one related text.</p> | <p>There will be four assessment tasks, minimum weighting of 10% and a maximum weighting of 40%.</p> <p>There will be one formal examination with a maximum weighting of 30%.</p> <p><i>Module C – The Craft of Writing</i> will be studied as a separate Module with an assessment weighting of 25%.</p> <p>One task must be a multimodal presentation. Assessment of the Common Module must include one related text.</p> |

Particular Course Requirements: Across Stage 6 the selection of texts will give students experience of:

A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
 Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples

Texts with a wide range of cultural, social and gender perspectives

Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

ENGLISH EXTENSION 1



| ENGLISH FACULTY | | Head Teacher: Ms Sarah Barry (Relieving) | | | | | |
|-----------------|------------------------|--|---|---|-------------|-----|----|
| 1 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: English Advanced

Cost: Nil

Course Description:

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| Module: Texts, Culture and Value (40 hours) Related Research Project (20 hours) | Common Module: Literary Worlds with ONE elective option (60 hours) - Literary Homelands - Literary Mindscapes - Worlds of Upheaval - Intersecting Worlds - Reimagined Worlds |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|--|
| There will be three assessment tasks; minimum weighting is 20% and maximum weighting is 40%. There will be one formal examination. One task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%. | There will be three assessment tasks; minimum weighting is 20% and maximum is 40%. There will be one formal examination with weighting of 30%. One task must be a creative response with a maximum weighting of 40%. One task must integrate student selected related material. |

Particular Course Requirements: Across Stage 6 the selection of texts will give students experience of the following:

Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples

A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts

Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

ENGLISH EXTENSION 2 (Yr 12)



| ENGLISH FACULTY | | Head Teacher: Ms Sarah Barry (Relieving) | | | | | |
|-----------------|------------------------|--|---|---|-------------|-----|----|
| 1 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite:

Cost: Nil

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Course Description:

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Course Content:

| |
|--|
| Year 12 Course |
| <p>Students are required to complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p> <p>Students can choose to compose in ONE of the following forms:</p> <p>Short fiction</p> <p>Creative nonfiction</p> <p>Poetry</p> <p>Critical response</p> <p>Script – short film, television, drama</p> <p>Podcasts – drama, storytelling, speeches, performance poetry</p> <p>Multimedia.</p> |

Assessment:

| |
|---|
| Year 12 Course |
| <p>Assessment will be based on the process of composing the Major Work worth 40 marks and a Reflection Statement worth 10 marks.</p> <p>There will be three assessment tasks:</p> <p>A Viva Voce with a weighting of 30%.</p> <p>A Literature Review with a weighting of 40%</p> <p>A Critique of the Creative Process with a weighting of 30%.</p> <p>The Major Work Journal must be submitted for monitoring with each assessment task.</p> <p><input type="checkbox"/> The examination will consist of a Major Work and a Reflection Statement.</p> |

Particular Course Requirements: Across Stage 6 the selection of texts will give students experience of the following:

Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples

A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts

Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

ENGLISH STANDARD



| ENGLISH FACULTY | | Head Teacher: Ms Sarah Barry (Relieving) | | | | | |
|-----------------|------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: English 7-10

Cost: Nil

Course Description:

Year 11 students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

Year 12 students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

Course Content:

| Year 11 Course | Year 12 Course |
|--|--|
| <p>Common Module: Reading to Write (40 hours)</p> <p>Module A: Contemporary Possibilities (40 hours)</p> <p>Module B: Close Study of Literature (40 hours)</p> | <p>Common Module: Texts and Human Experiences (30 hours)</p> <p>Module A: Language, Identity and Culture (30 hours)</p> <p>Module B: Close Study of Literature (30 hours)</p> <p>Module C: The Craft of Writing (30 hours)</p> |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|---|
| <p>There will be three assessment tasks; minimum weighting of 20% and a maximum weighting of 40%.</p> <p>There will be one formal examination.</p> <p>One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.</p> <p>Assessment of the Common Module must include one related text.</p> | <p>There will be four assessment tasks; minimum weighting of 10% and a maximum weighting of 40%.</p> <p>There will be one formal examination with a maximum weighting of 30%.</p> <p>Module C – The Craft of Writing will be studied as a separate Module with an assessment weighting of 25%.</p> <p>One task must be a multimodal presentation.</p> <p>Assessment of the Common Module must include one related text.</p> |

Particular Course Requirements:

Across the English Standard Stage 6 course students are required to study:

Arrange of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts

Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples

Texts with a wide range of cultural, social and gender perspectives.

ENGLISH STUDIES



| ENGLISH FACULTY | | Head Teacher: Ms Sarah Barry (Relieving) | | | | | |
|-----------------|------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: English 7-10

Cost: Nil

Course Description:

Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their literacy skills to enhance their personal, social, educational and vocational lives.

Course Content:

| Year 11 Course | Year 12 Course |
|---|---|
| Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each) | Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each) |

Assessment:

Students can elect to sit the HSC examination.

Students who sit this WILL receive an ATAR if have met Required units

| Year 11 Course Internal | Year 12 Course Internal |
|---|---|
| There will be three assessment tasks; minimum weighting of 20% and maximum weighting of 40%. There will be one formal examination. One task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%. One task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes. | There will be a maximum of four assessment tasks; minimum weighting of 10% and maximum of 40%. There will be one formal examination with a weighting of 20%. One task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%. Assessment of the Common Module must include one related text |

Particular Course Requirements:

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

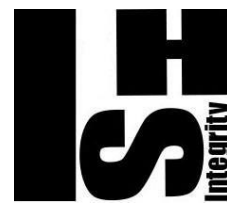
Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia

Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples

Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures

A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

ENGINEERING STUDIES



| TAS FACULTY | | Head Teacher: Mr Michael Groth | | | | | |
|-------------|------------------------|--------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$40 per year

Course Description:

Both the Year 11 and Year 12 Courses offer student's 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 will investigate various fields of engineering and a range of applications. They will also utilise their mathematical and scientific knowledge to develop an understanding of technology. This will allow them to make more informed choices of materials, products and processes in real life situations.

This course covers areas and answers questions that students may not have thought about before. E.g., from their school science they should be asking why can we see through glass and not see through bricks?

This course gives the students a unique opportunity to relate the knowledge they have learned at school, allowing them to better understand and cope with key developments and inventions as they occur in our modern technological society and everyday life.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| Engineering application module 1 Engineering Fundamentals Engineering application module 2 Engineered Products Engineering application module 3 Braking systems Engineering application module 4 Biomedical Engineering | Engineering application module 1 Civil structures Engineering application module 2 Personal and public transport Engineering application module 3 Aeronautical engineering Engineering application module 4 Telecommunications Engineering |

Assessment:

External HSC Written Examination

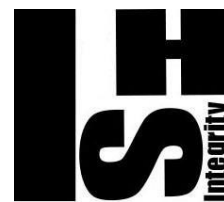
| Year 11 Course Internal | Year 12 Course Internal |
|--|---|
| Engineering Principles Task 30% Engineering Report 30% Preliminary Written Examination 40% | Knowledge and understanding of engineering principles and developments in technology 50% Skills in research, problem solving and communication related to engineering 30% Understanding of the scope and role of engineering including management and problem solving 20% |

Particular Course Requirements:

This course would be of benefit to students looking toward a career in Trades, Technology Based or University Career paths.

Note: This is a practical course which requires students to comply with Work Health & Safety Regulations. Protective Footwear (Leather Uppers with Substantial Non-slip soles) MUST be worn.

EARTH AND ENVIRONMENTAL SCIENCE



| SCIENCE FACULTY | | Head Teacher: Mr David Pearson | | | | | |
|-----------------|------------------------|--------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

The Earth and Environmental Science Stage 6 Syllabus 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 Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| Module 1 Earths Resources Module 2 Plate Tectonics Module 3 Energy Transformations Module 4 Human Impacts 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 of 35 hours of course time, including time allocated to practical investigations in depth studies. | Module 5 Earths Processes Module 6 Hazards Module 7 Climate Science Module 8 resource management 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. |

Assessment:

| Year 11 Course Internal | Year 12 Course Internal |
|---|---|
| Depth Study 30% Research and Report 40% Preliminary Written Examination 30% | Depth Study 20% Research and Report 30% Course Summary Notes 20% HSC Trial Written Examination 30% |

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information and using and reorganising secondary data and/or information. One fieldwork exercise must be included in Year 12.

EXPLORING EARLY CHILDHOOD



| | | | | | | | |
|-------------------------|--|---|----------|----------|--------------------|------------|-----------|
| PDHPE FACULTY | | Head Teacher: Mrs Rachelle Burns (Relieving) | | | | | |
| 2 UNIT | CONTENT ENDORSED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace.

Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.

Course Content:

| Year 11 | Year 12 |
|---|---|
| Pregnancy and Childbirth Child Growth and Development Play and the Developing Child Food & Nutrition | Promoting Positive Behaviour Children and change Child Health and Safety Learning experience for Young Children Children's Literature |

Assessment:

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

Internal Assessment:

| Year 11 | Year 12 |
|---|--|
| Pregnancy and Childbirth Research Task Child Growth and Development presentation Preliminary Exam | Promoting Positive Behaviour Virtual parenting task and nutrition task Young Children and the media task Children's Story book presentation Play and the developing child task |

FOOD TECHNOLOGY



| TAS FACULTY | | Head Teacher: Mr Michael Groth | | | | | |
|-------------|------------------------|--------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$36 Year 11 & \$30 Year 12

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.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| Food Availability and Selection (30%) Food Quality (40%) Nutrition (30%) | The Australian Food Industry (25%) Food Manufacture (25%) Food Product Development (25%) Contemporary Nutrition Issues (25%) |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| Practical and Theoretical Components: Food Availability Selection 20% Nutrition and Food Quality 40% Preliminary Written Examination 40% | Knowledge and understanding of food technology 20% Skills in researching analysing and communicating food issues 30% Skills in experimenting with and preparing food by applying theoretical concepts 25% Skills in designing, implementing and evaluating solutions to food situations 25% |

Particular Course Requirements:

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

Note: This is a practical course which requires students to comply with Work Health & Safety Regulations. Protective Footwear (Leather Uppers with Substantial Non-slip soles) MUST be worn.

GEOGRAPHY

HSIE FACULTY

Head Teacher: Mr Todd Hopper (Relieving)



**2
UNIT**

**BOARD DEVELOPED
COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Mandatory Geography 7-10

Cost: See Course Requirements

Course Description:

The Year 11 Course draws on contemporary developments in biophysical (natural) and human geography and refines students' knowledge and understanding of the world we live in.

The Year 12 Course draws on specific case studies of environments, large cities and economic activities as well as integrating spatial (mapping) and technological skills. Fieldwork is an important part of the course.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| <p>Biophysical interactions - a study of biophysical processes and issues and their management such as climate.</p> <p>Global challenges - an investigation of population and development issues occurring on a global scale.</p> <p>The Senior Geography Project - a practical research project on a geographical issue chosen by the student.</p> | <p>Ecosystems at Risk - an investigation of ecosystems at risk, their management and protection.</p> <p>Urban Places - a study of world cities, mega-cities and the urban dynamics of large cities and urban dynamics.</p> <p>People and Economic Activity - a study of factors affecting global patterns of viticulture and winemaking and a local case study of winery in the Hunter Valley.</p> |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|---|
| <p>Knowledge and understanding of course content 40%</p> <p>Geographical tools and skills 20%</p> <p>Geographical inquiry and research, including fieldwork 20%</p> <p>Communication of geographical information 20%</p> | <p>Geographical tool/ fieldwork 20%</p> <p>Geographical research 20%</p> <p>Knowledge and understanding / Interpretation and synthesis of geographical stimulus 40%</p> <p>Geographical explanations, discussion, expositions and reports 20%</p> |

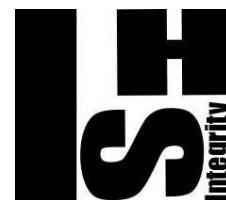
Particular Course Requirements:

Students complete a Senior Geography Project (SGP) in the Year 11 Course and must undertake mandatory fieldwork in both the Year 11 and Year 12 Courses.

Excursion costs associated with fieldwork are the responsibility of the student.

There will be local excursions and an excursion to a large city as part of the fieldwork expectations. If the chosen city is Sydney it will cost approx. \$400 (excluding food).

HISTORY EXTENSION (Yr 12)



| HSIE FACULTY | | Head Teacher: Mr Todd Hopper (Relieving) | | | | | |
|--------------|---------------------------|--|---|---|-------------|-----|----|
| 1 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Ancient or Modern History

Cost: Nil

Course Description: History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Course Content:

| |
|--|
| Year 12 Course |
| Project: any topic in History of the student's choice (with teacher approval). It is marked within the school. It cannot be the same topic as completed in Year 11 or any topic studied in HSC history courses. It is advisable to link it to the Historiography section of this course. |
| Case Study: a choice made from over ten topics in either Ancient, Medieval or Modern History topics Only one choice can be made and this will be determined by whether the students are enrolled in HSC Ancient History and/or Modern History. |
| Historiography: Investigating the how historians decide what to include in their account of an historical period and how this impacts on how people view that time period. |

Assessment:

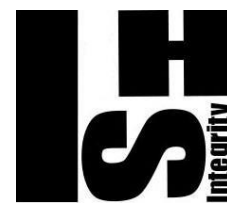
External HSC Written Examination

| |
|-----------------------------------|
| Year 12 Course Internal |
| Individual Project 40% |
| Trial HSC written Examination 10% |

Particular Course Requirements:

History Extension can be taken by students from either Ancient or Modern History and is a One Unit subject. Students should not consider this subject unless they are achieving at 70% or above in their Preliminary History course.

INDUSTRIAL TECHNOLOGY METAL



| TAS FACULTY | | Head Teacher: Mr Michael Groth | | | | | |
|-------------|------------------------|--------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$90 Year 11 & \$20 Year 12 + Major Project Costs

Course Description:

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| The Year 11 Course deals mainly with the production of small metal based projects and a study of a local engineering business. A number of smaller items will be produced, along with a related Project Folio. Typical projects are: Tool Box, Sliding Clamps, Golf Buggy etc. | The Year 12 Course students must develop a Major Project and associated Project Folio. The student is responsible for designing, ordering material for and making their Major Project (with teacher assistance). Typical Major Projects include; Trailers, Farm equipment, Weight Equipment, Metal Storage Units, Fire Pits etc. Students will do a study of the overall Metals & Engineering Industry. |

Assessment:

External HSC Written Examination

Externally Marked HSC Major Project and Folio

| Year 11 Course Internal | Year 12 Course Internal |
|--|--|
| Research, Planning and Production task 30% Project and Folio 40% Preliminary Written Examination 30% | Major Project proposal and planning 20% Industry Report 20% Production and Management 40% Trial Written Examination 20% |

Particular Course Requirements:

Exclusions: Only one focus area of Industrial Technology can be studied. Some Industry Focus Areas with similar VET Curriculum Framework Streams and Content Endorsed Courses.

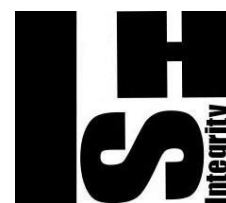
Note: This is a practical course which requires the students to comply with Work Health & Safety Regulations. Personal Protective Equipment must be worn, Safety Glasses will be issued upon payment of the course fee, Protective Footwear, (Leather Uppers with Substantial Non-slip soles) MUST be worn.

The fee for the Year 11 Course is \$60, which is to cover the cost of the material used to make the projects. This is a compulsory fee and must be paid. Students who are under financial hardship are able to apply for the fee to be paid through the Student Assistance Scheme.

The Fee for the Year 12 Course is \$20. This fee only covers consumable materials supplied by the school & used by the student e.g., welding rods, gas, fasteners, finishes etc. The cost of the material for the students' Major Project is the responsibility of the individual student.

This subject is useful to students interested in pursuing a career in Metal and/or Engineering related industries or those wishing to pursue university study in the fields of Industrial Design, Building or Engine

INDUSTRIAL TECHNOLOGY MULTIMEDIA



| TAS FACULTY | | Head Teacher: Mr Michael Groth | | | | | |
|-------------|------------------------|--------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$20 Year 11 & \$20 Year 12

Course Description:

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| The Year11 Course deals mainly with the production of multimedia projects and a study of a local multimedia business. A number of small multimedia items will be produced, along with a related Project Folio. Typical projects are; Animation, Website, Stop Motion, Photoshop Production. | The Year 12 Course students must develop a Major Project and associated Project Folio. The student is responsible for designing, ordering material for and making their Major Project (with teacher assistance). Typical Major Projects include; Video productions, Websites, Photo productions, 2D and 3D Animations, Music Videos, etc. Students will do a study of the overall Multimedia Industry. |

Assessment:

External HSC Written Examination

Externally Marked HSC Major Project and Folio

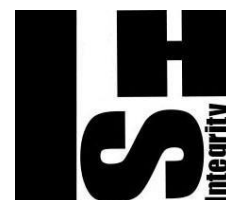
| Year 11 Course Internal | Year 12 Course Internal |
|--|--|
| Research, Planning and Production task 30% Project and Folio 40% Preliminary Written Examination 30% | Major Project proposal and planning 20% Industry Report 20% Production and Management 40% Trial Written Examination 20% |

Particular Course Requirements:

Exclusions: Only one focus area of Industrial Technology can be studied. Some Industry Focus Areas are similar within VET Curriculum Framework Streams and Content Endorsed Courses.

This subject is useful to students interested in pursuing a career in Film, Animation, Digital Photography, Special Effects Editing, Multimedia Production and Design related industries or those wishing to pursue university study in the fields of Industrial Design.

INDUSTRIAL TECHNOLOGY TIMBER



| | | | | | | | |
|--------------------|-------------------------------|---------------------------------------|----------|----------|--------------------|------------|-----------|
| TAS FACULTY | | Head Teacher: Mr Michael Groth | | | | | |
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$90 Year 11 & \$20 Year 12 + Major Project Costs

Course Description:

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| The Year 11 Course deals mainly with the production of furniture pieces and a study of a local furniture manufacturing business. A number of smaller furniture items will be produced, along with a related Project Folio. Typical projects are; A Hall Table, Bedside cabinet, Wall Cabinet, Stool, Coffee Table. | The Year 12 Course students must develop a Major Project and associated Project Folio. The student is responsible for designing, ordering material for and making their Major Project (with teacher assistance). Typical Major Projects include; Beds, Outdoor settings, Fancy Coffee Tables, Entertainment Units, Electric Guitars etc. Students will do a study of the overall Timber & Furniture Industry. |

Assessment:

External HSC Written Examination
Externally Marked HSC Major Project and Folio

| Year 11 Course Internal | Year 12 Course Internal |
|--|--|
| Research, Planning and Production task 30% Project and Folio 40% Preliminary Written Examination 30% | Major Project proposal and planning 20% Industry Report 20% Production and Management 40% Trial Written Examination 20% |

Particular Course Requirements:

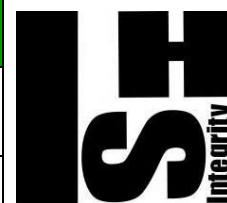
Exclusions: Only one focus area of Industrial Technology can be studied. Some Industry Focus Areas with similar VET Curriculum Framework Streams and Content Endorsed Courses.

Note: This is a practical course which requires the students to comply with Work Health & Safety Regulations. Personal Protective Equipment must be worn, Safety Glasses will be issued upon payment of the course fee, Protective Footwear, (Leather Uppers with Substantial Non-slip soles) MUST be worn.

The Fee for the Year 12 Course is \$20. This fee only covers consumable materials supplied by the school & used by the student such as glues, stains, fasteners, finishes etc. The cost of the material for the students' Major Project is the responsibility of the individual student.

This subject is useful to students interested in pursuing a career in Timber or Furniture related industries or those wishing to pursue university study in the fields of Industrial Design, Building or Engineering.

INVESTIGATING SCIENCE



SCIENCE FACULTY

Head Teacher: Mr David Pearson

**2
UNIT**

**BOARD DEVELOPED
COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Nil

Cost: Nil

Course Description:

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

Course Content:

| Year 11 Course | Year 12 Course |
|---|---|
| <p>Working Scientifically Skills:</p> <p>Module 1 Cause and Effect – Observing</p> <p>Module 2 Cause and Effect – Inferences</p> <p>Module 3 Scientific Models</p> <p>Module 4 Theories and Laws</p> <p>Requirements for Practical Investigations 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 of 35 hours of course time, including time allocated to practical investigations in depth studies.</p> | <p>Working Scientifically Skills:</p> <p>Module 5 scientific Investigations</p> <p>Module 6 Technologies</p> <p>Module 7 fact or fallacy</p> <p>Module 8 Science and Society</p> <p>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.</p> |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|--|
| <p>Depth Study 30%</p> <p>Research and Report 40%</p> <p>Preliminary Written Examination 30%</p> | <p>Depth Study 20%</p> <p>Research and Report 30%</p> <p>Course Summary Notes 20%</p> <p>HSC Trial Written Examination 30%</p> |

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork.

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information, using and reorganising secondary data and/or information.

LEGAL STUDIES



| | | | | | | | |
|---------------------|-------------------------------|---|----------|----------|--------------------|------------|-----------|
| HSIE FACULTY | | Head Teacher: Mr Todd Hopper (Relieving) | | | | | |
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

Australian society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students will develop an understanding of legal concepts and the way the law functions in our society. The focus is on the way in which law is generated, how it is structured and how it operates in Australian and international contexts.

Course Content:

| Year 11 Course | Year 12 Course |
|---|---|
| <p>Core Part I: The legal system including basic legal concepts, the sources of contemporary Australian law, classification of the law as well as different aspects of law reform</p> <p>Core Part II: The individual and the law including your rights and responsibilities, resolving disputes as well as the contemporary issue: the individual and technology</p> <p>Core Part III: Law in practice This provides opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course</p> | <p>Core Part I: Crime including the nature of crime, the criminal investigation and trial processes, sentencing and punishment, young offenders as well as international crime</p> <p>Core Part II: Human Rights including the nature and development of human rights, promoting and enforcing human rights as well as contemporary issues</p> <p>Core Part III: Two of the Following Options must be studied</p> <ul style="list-style-type: none"> • Consumers • Global environmental protection • Family • Indigenous peoples • Shelter • Workplace • World order |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|---|
| <p>The Legal System 30%</p> <p>The Individual and the Law 30%</p> <p>Preliminary Written Examination 40%</p> | <p>Research and Communication: Crime 20%</p> <p>Legal Scenarios: Crime and Human Rights 30%</p> <p>In class response: Family 20%</p> <p>HSC Trial Written Examination 30%</p> |

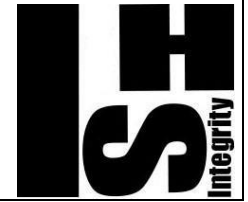
Particular Course Requirements:

Nil

MATHEMATICS ADVANCED

MATHEMATICS FACULTY

Head Teacher: Ms Sarah Bailey



| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |
|-----------|---------------------------|----------|---|---|-------------|-----|----|
|-----------|---------------------------|----------|---|---|-------------|-----|----|

Pre-requisite: Grade C or better in 5.3 Mathematics Cost: Nil

Course Description:

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.

Course Content:

| Year 11 Course | Year 12 Course |
|---|---|
| <p>Topic: Functions Working with Functions</p> <p>Topic: Trigonometric Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities</p> <p>Topic: Calculus Introduction to Differentiation</p> <p>Topic: Exponential and Logarithmic Functions Logarithms and Exponentials</p> <p>Topic: Statistical Analysis Probability and Discrete Probability Distributions</p> | <p>Topic: Functions Graphing Techniques</p> <p>Topic: Trigonometric Functions Trigonometric Functions and Graphs</p> <p>Topic: Calculus Differential Calculus, The Second Derivative, Integral Calculus</p> <p>Topic: Financial Mathematics Modelling Financial Situations</p> <p>Topic: Statistical Analysis Descriptive Statistics and Bivariate Data Analysis Random Variables</p> |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| <p>Three Assessment Tasks One task must be an assignment or investigation-style task with a weighting of 25%. One "open book" examination with a weighting of 35% One final examination with a weighting of 40%</p> | <p>Four Assessment Tasks One task must be an assignment or investigation-style task with a weighting of 20%. Two "open book" examinations with a weighting of 25% each One final examination with a weighting of 30%</p> |

Particular Course Requirements:

Exclusions: Mathematics Standard

MATHEMATICS EXTENSION 1

MATHEMATICS FACULTY

Head Teacher: Ms Sarah Bailey



**1
UNIT**

**BOARD DEVELOPED
COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Grade B or better in 5.3 Mathematics

Cost: Nil

Course Description:

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 Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Course Content:

| Year 11 Course | Year 12 Course |
|---|---|
| Topic: Functions Further Work with Functions Polynomials Topic: Trigonometric Functions Inverse Trigonometric Functions Further Trigonometric Identities Topic: Calculus Rates of Change Topic: Combinatorics Working with Combinatorics | Topic: Proof Proof by Mathematical Induction Topic: Vectors Introduction to Vectors Topic: Trigonometric Functions Trigonometric Equations Topic: Calculus Further Calculus Skills Applications of Calculus Topic: Statistical Analysis The Binomial distribution |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course External |
|---|---|
| One task must be an assignment or investigation-style task with a weighting of 25%. One "open book" examination with a weighting of 35% One final examination with a weighting of 40% | One task must be an assignment or investigation-style task with a weighting of 20%. Two "open book" examinations with a weighting of 25% each One final examination with a weighting of 30% |

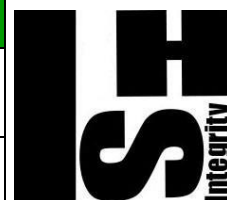
Particular Course Requirements:

Exclusions: Mathematics Standard

MATHEMATICS EXTENSION 2 (YEAR 12)

MATHEMATICS FACULTY

Head Teacher: Ms Sarah Bailey



| 1 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |
|-----------|---------------------------|----------|---|---|-------------|-----|----|
|-----------|---------------------------|----------|---|---|-------------|-----|----|

Pre-requisite: The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject by performing well in Extension 1 (Yr 11)

Cost: Nil

Course Description:

The Mathematics Extension 2 Year 12 Course is in addition to the Mathematics Advanced Year 12 Course and the Mathematics Extension 1 Year 12 Course. By studying this course, there will be 4 units of Mathematics studied in total.

All students studying the Mathematics Extension 2 Course will sit for an HSC examination.

Course Content:

| Year 12 Course |
|---|
| <p>Topic: Proof</p> <p>The Nature of Proof</p> <p>Further Proof by Mathematical Induction</p> <p>Topic: Vectors</p> <p>Further Work with Vectors</p> <p>Topic: Complex Numbers</p> <p>Introduction to Complex Numbers</p> <p>Using Complex Numbers</p> <p>Topic: Calculus</p> <p>Further Integration</p> <p>Topic: Mechanics</p> <p>Applications of Calculus to Mechanics</p> |

Assessment:

| Year 12 Course External Assessment | Year 12 Course Internal Assessment |
|---|---|
| <p>Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 Course and is of three hours duration.</p> <p>NESA-approved calculators, geometrical instruments and approved geometrical templates may be used.</p> | <p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities.</p> |

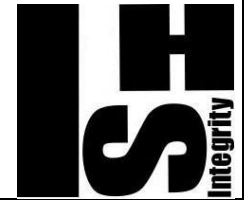
Particular Course Requirements:

Exclusions: Mathematics Standard

MATHEMATICS STANDARD (YEAR 11)

MATHEMATICS FACULTY

Head Teacher: Ms Sarah Bailey



| 1 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |
|-----------|---------------------------|----------|---|---|-------------|-----|----|
|-----------|---------------------------|----------|---|---|-------------|-----|----|

Pre-requisite: students need to have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

Cost: Nil

Course Description:

The Mathematics Standard Courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Year 12 subjects.

Course Content:

| Year 11 Course Topics | Year 11 Course Subtopics |
|--|--|
| Algebra Measurement Financial Mathematics Statistical Analysis All students will study material essential for Year 12 Mathematics Standard 1. Many students will also cover the content leading to Year 12 Mathematics Standard 2. | MS-A1 Formulae and Equations MS-A2 Linear Relationships Ms-M1 Applications of Measurement MS-M2 Working with Time MS-F1 Money Matters MS-S1 Data Analysis MS-S2 Relative Frequency and Probability |

Assessment:

| Year 11 Course Internal |
|---|
| <p>In the Year 11 Course, Mathematics Standard students will follow separate assessment programs, with tasks more appropriate to their level of study. Once the assessment of the Year 12 Course has commenced, some Year 11 Course work can be included in assessment tasks for Standard Mathematics.</p> <p>The Year 11 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> Three assessment tasks The minimum weighting for an individual task is 20% The maximum weighting for an individual task is 40% One task must be an assignment or investigation style with a weighting of 20–30% |

Particular Course Requirements:

Exclusions: Students cannot study any other Stage 6 Mathematics Course with Mathematics Standard

MATHEMATICS STANDARD 1 (YEAR 12 ONLY)

MATHEMATICS FACULTY

Head Teacher: Ms Sarah Bailey



**2
UNIT**

**BOARD DEVELOPED
COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: students need to have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

Stage 6 (Yr 11 Standard Mathematics or above)

Cost: Nil

Course Description:

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.

Course Content:

| Year 12 Course Topics: | Year 12 Course Subtopics: |
|--|---|
| Algebra Measurement Financial Mathematics Statistical Analysis Network | MS-A3 Types of relationships MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings MS-F2 Investment MS-F3 Depreciation and Loans MS-S3 Further Statistical Analysis MS-N1 Networks and Paths |

Assessment:

| Year 12 Course Only External Assessment | Year 12 Course Only Internal Assessment |
|---|--|
| The Standard 1 Course has an optional HSC Written Examination. | Component: Understanding, fluency and communication 50% Problem Solving 50% The Year 12 formal school-based assessment program is to reflect the following requirements: Four assessment tasks One task will be an assignment or investigation-style with a weighting of 15–30% |

Particular Course Requirements:

Exclusions: Students cannot study any other Stage 6 Mathematics Course with Mathematics Standard 1

MATHEMATICS STANDARD 2 (YEAR 12 ONLY)



| | | | | | | | |
|----------------------------|-----------------------------------|--------------------------------------|----------|----------|--------------------|------------|-----------|
| MATHEMATICS FACULTY | | Head Teacher: Ms Sarah Bailey | | | | | |
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: students need to have demonstrated competence in Mathematics up to and including at least Stage 5.1 by the end of Year 10.

Stage 6 (Yr 11 Standard Mathematics or above)

Cost: Nil

Course Description:

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Yr 11 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.

Course Content:

| Year 12 Course Topics | Year 12 Course Subtopics |
|--|---|
| Algebra Measurement Financial Mathematics Statistical Analysis Network | MS-A4 Types of relationships MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios MS-F4 Investments and Loans MS-F5 Annuities MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution MS-N2 Network Concepts MS-N3 Critical Path Analysis |

Assessment:

| Year 12 Course Only External Assessment | Year 12 Course Only Internal Assessment |
|--|---|
| HSC Written Examination | Component: Understanding, fluency and communication 50% Problem Solving, reasoning and justification 50% The Year 12 formal school-based assessment program is to reflect the following requirements: Four assessment tasks One task will be an assignment or investigation-style with a weighting of 15–30% |

Particular Course Requirements:

Exclusions: Students cannot study any other Stage 6 Mathematics Course with Mathematics Standard 2

NUMERACY



Mathematics

Head Teacher: Ms Sarah Bailey

| 2 UNIT | CONTENT ENDORSED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |
|-----------|-------------------------------|----------|---|---|-------------|-----|----|
|-----------|-------------------------------|----------|---|---|-------------|-----|----|

Pre-requisite: N/A

Cost: Nil

Course Description: The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

Course Content:

| Year 11 Course | Year 12 Course |
|---|---|
| Budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy | The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy. This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. |

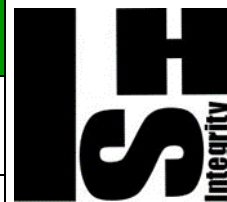
Assessment:

No External HSC Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|--|
| Classwork 30% Minimum standards preparation 30 % Project 35% | Project 1 25% Project 2 25% Project 3 25% Project 4 25% |

Particular Course Requirements: Nil

MODERN HISTORY



HSIE FACULTY

Head Teacher: Mr Todd Hopper (Relieving)

**2
UNIT**

**BOARD DEVELOPED
COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Mandatory History 7-10

Cost: Nil

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 provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. Students develop transferable skills associated with the process of historical inquiry and dealing with the provisional nature of historical evidence and arguments.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| <ol style="list-style-type: none"> Investigating Modern History The Nature of Modern History Case Studies Historical Investigation The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses. Shaping of the Modern World At least ONE study from 'The Shaping of the Modern World' should be undertaken. | <ol style="list-style-type: none"> Core Study: Power and Authority in the Modern World 1919–1946 National Studies Peace and conflict Change in the Modern world <p>Students are required to study at least ONE non-European/Western topic</p> |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|---|
| <p>Research and Source analysis task: 30%</p> <p>Historical investigation: 30%</p> <p>Preliminary Written Examination: 40%</p> | <p>Source Analysis: 25%</p> <p>Historical Analysis: 25% Case Study: 25%</p> <p>Trial HSC Written Examination: 25%</p> |

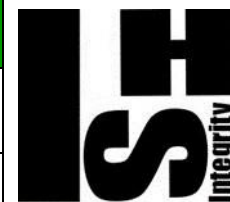
Particular Course Requirements:

Nil

MUSIC 1

CAPA FACULTY

Head Teacher: Ms Adele Robinson



**2
UNIT**

**BOARD DEVELOPED
COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Nil

Cost: \$40 Year 11 & \$40 Year 12

Course Description:

In the Year 11 and Year 12 Courses, students will study; the Concepts of Music through learning experiences in Performance, Aural, Musicology and Composition, within the context of a range of styles and genres. The Concepts of Music provide the scaffold for the entire Stage 6 Music 1 course and include; duration, dynamic and expressive techniques, pitch, structure, texture and tone colour.

Course Content:

Students study three different topics in each year of the course. The range of the set list of topics allows for students to explore their individual musical expertise and passion within the music course.

| Year 11 Course | Year 12 Course |
|--|--|
| Students study 2 Topics (own choice) for study in Yr 11 plus one teacher directed, from the diverse range of genres; Australian music / Baroque music / Jazz / Medieval music / Methods of notating music / Music and religion / Music and the related arts / Music for large ensembles / Music for radio, film, television and multimedia / Music for small ensembles / Music in education / Music of a culture (Preliminary course) / Music of the 18th century / Music of the 19th century / Music of the 20th and 21st centuries / Popular music / Renaissance music / Rock music / Technology and its influence on music / Theatre music | Students study 3 Topics (all own choice) which MUST be different to those studied in the Preliminary course. Once again students explore the topics through a range of through learning experiences in Performance, Aural, Musicology and Composition with a focus on the Concepts of Music |

Assessment:

External HSC Written Aural Examination

Externally Marked Core Performance and 3 Electives

| Year 11 Course Internal | Year 12 Course Internal |
|---|---|
| Performance 25% Aural 25% Musicology 25% Composition 25% Assessed from 3 Tasks across the 3 Topics selected for Yr 11 (Student Choice of 2) | Composition and Aural Analysis 20% Performance and Viva Voce 20% Elective 1 and Elective 2 30% HSC Trial Examination: Elective 3 and Aural Written 30% <i>Students nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course. The electives chosen are at the student's discretion with ongoing teacher support.</i> |

Particular Course Requirements:

Performance is a large component of this course, and students will need to develop the confidence to perform in public forums.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION



| PDHPE FACULTY | | Head Teacher: Mrs Rachelle Burns (Relieving) | | | | | |
|---------------|------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

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.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| Core Topics 60% Better health for individuals The body in motion Optional Components 40% Students select two options from; First Aid Composition and performance Fitness choices Outdoor recreation | Core Topics 60% Health priorities in Australia Factors affecting performance Optional Components 40% Students select two options from; The health of young people Sport and physical activity in Australian society Sports medicine Improving performance Equity and health |

Assessment:

External HSC Written Examination

| Year 11 Course Internal | Year 12 Course Internal |
|-------------------------|-------------------------|
| Core 60% Options 40% | Core 60% Options 40% |

Particular Course Requirements:

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

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

CAPA FACULTY

Head Teacher: Ms Adele Robinson



**2
UNIT**

**CONTENT
ENDORSED COURSE**

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Nil

Cost: \$70 per year

Course Description:

Photography, Video and Digital Imaging (PVDI) offers students the opportunity to explore contemporary and traditional photographic practices. These fields of practice are explored by gaining an understanding of artists, artworks, the world and audiences to inform an individual students practice. Central to a student's creative action is reflection and the exercise of judgement, allowing students to develop an informed critical practice. PVDI offers the opportunity for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts, design, television, film, video, mass and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

Course Content:

| Year 11 Course | Year 12 Course |
|---|---|
| Introduction to Digital Photography | The Arranged Image (Focus on composition and studio techniques, study of Marian Drew) |
| Manipulated Forms (David Hockney and 'Joiners') | Temporal Accounts (Digital time based imagery, study of Andy Goldsworthy) |
| Animation | Individual Project |

Assessment:

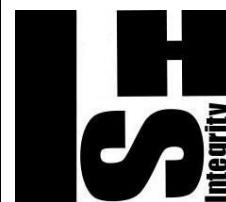
No external HSC examination

| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| Digital Photography Portfolio and Artist Response 30% | Arranged Image Portfolio 20% |
| Manipulated Forms Portfolio and Case Study 40% | Case Study Response 20% |
| Animation Art and Research Project 30% | Project Proposal and Research Task 20% |
| | Individual Project 40% |

Particular Course Requirements:

Exclusions: Work in this course CANNOT be submitted for the Visual Arts Body of Work

PHYSICS



| SCIENCE FACULTY | | Head Teacher: Mr David Pearson | | | | | |
|-----------------|------------------------|--------------------------------|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

It is recommended that students intending to study this course received a Grade C or better in 5.3 Mathematics

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.

Course Content:

| Year 11 Course | Year 12 Course |
|---|--|
| Working Scientifically Skills Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism Requirements for Practical Investigations 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 of 35 hours of course time, including time allocated to practical investigations in depth studies. | Working Scientifically Skills Module 5 Advanced Mechanics Module 6 Electromagnetism Module 7 The Nature of Light Module 8 From the Universe to the ATOM 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. |

Assessment:

External HSC Written Examination

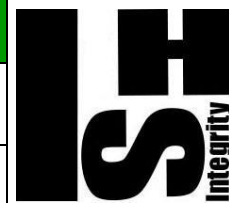
| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| Depth Study 30% Research and Report 40% Preliminary Written Examination 30% | Advanced Mechanics 20% Electromagnetism 30% The Nature of Light and From the Universe to the ATOM 20% HSC Trial Written Examination 30% |

Particular Course Requirements:

Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies and fieldwork

Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information and using and reorganising secondary data and/or information.

SCIENCE EXTENSION (YEAR 12)



| SCIENCE FACULTY | | Head Teacher: Mr David Pearson | | | | | |
|-----------------|---------------------------|--------------------------------|---|---|-------------|-----|----|
| 1 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite:

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Cost: Nil

Course Description:

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Course Content:

| |
|---|
| Year 12 Course |
| <p>The Year 12 course consists of four modules.</p> <p>Module 1 The Foundations of Scientific Thinking</p> <p>Module 2 The Scientific Research Proposal</p> <p>Module 3 The Data, Evidence and Decisions</p> <p>Module 4 The Scientific Research Report</p> |

Assessment

| |
|---|
| Year 12 Course |
| <p>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.</p> |

Particular Course Requirements:

Co-requisite courses for Science Extension Year 12 are 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.

SOCIETY AND CULTURE



| HSIE FACULTY | | Head Teacher: Mr Todd Hopper (Relieving) | | | | | |
|--------------|------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite:

Cost: Nil

Course Description:

Society & Culture develops knowledge, understandings, skills, values and attitudes essential to an appreciation of the society we live in. Society is based on the idea that every person is a unique individual but each develops in a social setting which they are influenced by. They belong to formal and informal groups with various patterns and interactions. Culture refers to the knowledge; ways of thinking, feeling and behaving that give each society its distinctive way of life. Every society has a physical environment and is changing through time. There is a dynamic relationship between all of these key concepts.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| The Social and Cultural World Personal and Social Identity Intercultural Communication | Core: Social and Cultural Continuity and Change The Personal Interest Project: Depth Studies TWO to be chosen from the following: Popular Culture Belief Systems and Ideologies Social Inclusion and Exclusion Social Conformity and Nonconformity |

Assessment:

External HSC Written Examination

Externally Marked HSC Personal Interest Project

| Year 11 Course Internal | Year 12 Course Internal |
|---|--|
| The Social and Cultural World 20% Personal and Social Identity 20% Intercultural Communication 20% Preliminary Written Examination 40% | Core Study: Social and Cultural Continuity and Change 20% Depth Study 1 30% Depth Study 2 10% Trial HSC Written Examination 40% |

Particular Course Requirements:

Students are required to submit a Personal Interest Project. This is a major research project, based on an area of interest chosen by each student. It is completed over a year, and is marked externally.

SPORT, LIFESTYLE AND RECREATION STUDIES



| | | | | | | | |
|----------------------|------------------------------------|---|----------|----------|--------------------|------------|-----------|
| PDHPE FACULTY | | Head Teacher: Mrs Rachelle Burns (Relieving) | | | | | |
| 2 UNIT | CONTENT ENDORSED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;

Promote an understanding of the requirements for healthy living;

Develop a deeper understanding of the interaction between society, sport, recreation and fitness; □

Identify how sport influences and affects various groups and sections of our society;

Provide students with a greater understanding of their physical and sporting potential.

Students will have two lessons of theory and five lessons of practical lessons per cycle.

Course Content:

| Year 11 Course | Year 12 Course |
|--|--|
| <p>Theoretical component: Athletics (Theory & Practical) Social Perspectives of Games & Sport (Theory)</p> <p>Practical Component: Sofcrosse, Athletics, Soccer and Futsal, Touch Football, Net Sports and European Football</p> | <p>Theoretical component: Resistance Training, Healthy Lifestyles, Sports Coaching & Training (Theory & Practical), Social Perspectives of Games and Sports</p> <p>Practical Component: Ultimate Frisbee, Target Games, floor Hockey, Striking and Fielding, Gaelic Football and AFL</p> |

Assessment:

No External HSC Examination

| Year 11 Course Internal | Year 12 Course Internal Assessment Only |
|---|---|
| <p>Theoretical Assessment 50% Practical 50%</p> | <p>Theoretical Assessment 50% Practical 50%</p> |

Particular Course Requirements:

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

TEXTILES AND DESIGN



| | | | | | | | |
|--------------------|-------------------------------|---------------------------------------|----------|----------|--------------------|------------|-----------|
| TAS FACULTY | | Head Teacher: Mr Michael Groth | | | | | |
| 2 UNIT | BOARD DEVELOPED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: \$55 year 11 & \$50 for year 12 + individual major project costs

Course Description:

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

Course Content:

| Year 11 Course | Year 12 Course |
|--|--|
| Design (40%) Properties and Performance of Textiles (50%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%). | Design (20%) Properties and Performance of Textiles (20%) The Australian Textiles, Clothing, Footwear and Allied Industries (10%) Major Textiles Project (50%). |

Assessment:

| Year 11 Course | Year 12 Course |
|--|---|
| Communication Techniques Portfolio (20%) Preliminary Textiles Project (40%) Yearly Examination (40%) | Designing and Planning Presentation (20%) Contemporary Designer Case Study (15%) Project Management and Development Report (35%) HSC Trial examination (30%) |

Particular Course Requirements:

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study of Design. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries. The student must supply their own materials for the Major Textiles Project.

This is a practical course which requires students to comply with Work Health & Safety Regulations. Protective footwear (leather uppers with substantial non-slip soles) MUST be worn.

VISUAL ARTS



CAPA FACULTY

Head Teacher: Ms Adele Robinson

2
UNIT

BOARD DEVELOPED
COURSE

CATEGORY

A

B

ATAR COURSE

YES

NO

Pre-requisite: Nil

Cost: \$50 Year 11 & \$70 Year 12

Course Description:

Visual Arts involves students in the practice of artmaking, art criticism and art history. Students develop their own artworks, culminating in the submission of a Body of Work in the Year 12 course that reflects the individual students' knowledge, understanding and skills of artmaking practice, the Conceptual Framework and The Frames. Students critically and historically investigate artists, artworks, the world and audiences from Australia and those from other cultures, times and traditions.

Course Content:

| Year 11 Course | Year 12 Course |
|-------------------------------|---|
| Art History | Development of individual Body of Work [BOW] and Visual Art Diary |
| Three-Dimensional Materiality | 5 Case Studies exploring Australian and International artists through common themes |
| Two-Dimensional Materiality | |

Assessment:

External HSC Written Examination

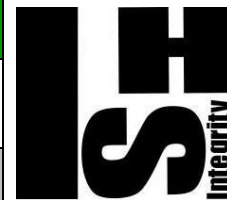
Externally Marked Body of Work

| Year 11 Course Internal | Year 12 Course Internal |
|---|-------------------------------------|
| Art History and Materiality Portfolio 30% | Body of Work Progress Interview 20% |
| 2D Self Directed Body of Work 30% | Case Study Response 20% |
| Preliminary Written Examination 40% | BOW Appraisal 30% |
| | HSC Trial Written Examination 30% |

Particular Course Requirement

- Year 12 Body of Work: Most common artmaking materials supplied by CAPA faculty, specialist materials at cost to student.

WORK STUDIES



| HSIE FACULTY | | Head Teacher: Mr Todd Hopper (Relieving) | | | | | |
|--------------|-------------------------|--|---|---|-------------|-----|----|
| 2 UNIT | CONTENT ENDORSED COURSE | CATEGORY | A | B | ATAR COURSE | YES | NO |

Pre-requisite: Nil

Cost: Nil

Course Description:

The course reflects the contemporary world of work, including: technology in the workplace and for job seeking; the changing nature of the labour market and work; and issues in the modern workforce.

Course Content:

| Year 11 Course | Year 12 Course |
|--|---|
| Part 1 Core – My working Life Part 2 In the Workplace Part 3 – Personal Finance Part 4 - Experiencing the Workplace | Part 1 Team Work and Enterprise Skills Part 2 Managing Work Life Commitments Part 3 School Based Module. a) Safety Issues b) Working for Yourself and/or Overseas c) Work Issues and Experience Portfolio |

Assessment:

No External HSC Examination

| Year 11 Course Internal | Year 12 Course Internal |
|--|--|
| Work Issues Progressive Assessment and Group Assignment 30% Work Placement 55% Preliminary Written Examination 15% | Work Issues Progressive Assessment 20% Work Placement 55% Group Presentation 25% |

Particular Course Requirements:

Work Placement is required in both Yr 11 and Yr 12 and students are required to organise their own Work Placement/s.

Work Placements are for 10 days in total and must be completed before the end of June. It is 55% of the assessment schedule and must be undertaken in each year the student is enrolled in Work Studies.

Failure to complete this compulsory element will mean the student will not meet the outcomes and requirements of this course.

VET COURSE INFORMATION 2022

FREQUENTLY ASKED QUESTIONS

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

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

What is the Australian Quality Framework (AQF)?

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

What is the Australian Qualification Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

NSW Education Standards Authority NESA has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

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

A VET BEC course may have a mandatory work placement but does not have an HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study. However, a Board Endorsed Course (VET BEC) does not contribute to the ATAR

What are Specialisation Courses?

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

Why is work placement compulsory in some VET courses?

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

Who delivers VET to students?

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

What is RPL?

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

What is Credit Transfer?

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

How do foundation and employability skills relate to VET courses?

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."

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

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



Education

2022 PRIMARY INDUSTRIES COURSE DESCRIPTION**AHC20116 Certificate II Agriculture****RTO 90162 Public Schools NSW, Tamworth**

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

Notification of variations will be made in due time.

Course: **Primary Industries**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0)**Not all electives will be on offer in every school.****Units of Competency****Core**

AHCWHS201 Participate in work, health and safety processes

AHCWRK209 Participate in environmentally sustainable work practices

AHCWRK204 Work effectively in the industry

Electives

AHCINF202 Install, maintain and repair farm fencing

AHCINF201 Carry out basic electric fencing

AHCMMOM202 Operate tractors

AHCWRK201 Observe and report on the weather

AHCWRK205 Participate in workplace communication

Pest Management

AHCMPMG201 Treat weeds

AHCCHM201 Apply chemical under supervision

AHCNSY202 Care for nursery plants

AHCMPMG202 Treat plant pests, diseases and disorders

Livestock

AHCLSK202 Care for health and welfare of livestock

AHCLSK205 Handle livestock using basic techniques

AHCLSK211 Provide feed for livestock

AHCLSK204 Carry out regular livestock observation

AHCLSK206 Identify and mark livestock

AHCLSK209 Monitor water supplies

AHCLSK306 Prepare livestock for competition

Production Horticulture

AHCPCM201 Recognise plants

AHCNSY203 Undertake propagation activities

AHCNSY201 Pot up plants

Soils and Media

AHC SOL202 Assist with soil or growing media sampling and testing

Biosecurity

AHC BIO201 Inspect and clean machinery for plant, animal and soil material

AHCMMOM304 Operate machinery and equipment

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

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

Recommended Entry Requirements

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

Examples of occupations in Primary Industries

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

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$xxxx HSC - \$xxxx**School specific equipment and associate requirements for students****Refunds**

Refund arrangements on a pro-rata basis.

Please refer to your school refund policy

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

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



Education

2022 CONSTRUCTION COURSE DESCRIPTION

CPC20220 Certificate II in Construction Pathways (Release 4) + Statement of Attainment towards CPC20120 Certificate II in Construction

RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Construction**
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 in CPC20220 Certificate II in Construction Pathways, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Construction, Plumbing and Services Training Package (CPC6.2)

Units of Competency

Core

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

Electives

| | |
|------------|---|
| CPCCOM1014 | Conduct workplace communication |
| CPCCOM2001 | Read and interpret plans and specifications |
| CPCCCA2011 | Handle carpentry materials |
| CPCCCA2002 | Use carpentry tools and equipment |
| CPCCCM2006 | Apply basic levelling procedures |
| CPCCCO2013 | Carry out concreting to simple form |
| CPCCJN3004 | Manufacture and assemble joinery components |

Course Prerequisite

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

- **INSERT at a cost of \$XXX per student**

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 SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed

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

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

Recommended Entry Requirements

Students selecting this course should be interested in working in 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.

Examples of occupations in the construction industry:

- | | | | | |
|------------|--------------|----------------|---------------|-------------|
| • building | • concreting | • shop fitting | • bricklaying | • carpentry |
|------------|--------------|----------------|---------------|-------------|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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.

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

Refunds

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

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

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

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that some or all of the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

| | |
|--|--|
| Course: Entertainment 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.

| | |
|---|--|
| Creative Arts and Culture Training Package (CUA 5.0) Units of Competency Core units BSBPEF301 Organise personal work priorities CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry CUAPPR314 Participate in collaborative creative projects CPCCWHS1001 Prepare to work safely in the construction industry | Elective units (Sample of electives that may be included) CUAWHS312 Apply work health and safety practices SITXCCS006 Provide service to customers CUALGT311 Operate basic lighting CUASTA311 Assist with production operations for live performances CUASOU331 Undertake live audio operations CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASOU306 Operate sound reinforcement systems |
|---|--|

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

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments.

Examples of occupations in Live Theatre industry

- | | | |
|------------------------------|------------------------------------|-------------------------|
| • Lighting designer/operator | • Vision systems designer/operator | • Venue assistant |
| • Audio designer/operator | • Stage Manager | • Production technician |

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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


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

Refunds

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

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

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

| | | | |
|---|--|---|--|
|  | | 2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION SIT20316 Certificate II in Hospitality RTO 90162 Public Schools NSW, Tamworth This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time. | |
| Course: Hospitality - Food and Beverage 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. | | | |
| Tourism, Travel and Hospitality training package (SIT 1.2) Units of Competency Core 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 Electives SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITHFAB007 Serve food and beverage | | Plus, additional competencies Category A SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads OR Category B SITXCOM001 Source and present information BSBCMM201 Communicate in the workplace BSBSUS201 Participate in environmentally sustainable work practices HLTAID003 Provide First Aid | |
| Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted. | | | |
| Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher. | | | |
| Recommended Entry Requirements Students selecting this course should be interested in working in 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. | | | |
| Examples of occupations in the hospitality industry: <ul style="list-style-type: none">• Café attendant• Barista• Kitchen hand• Food and beverage attendant | | | |
| Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for 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. | | | |
| Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. | | | |
| Course Cost: Preliminary - \$xxxx HSC - \$xxxx School Specific equipment and associate requirements for students | | Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy | |
| A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/ | | | |
| Exclusions - VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions | | | |



Education

2022 RETAIL SERVICES COURSE DESCRIPTION

SIR30216 Certificate III in Retail Services

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Retail Services**
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.

Retail Services Training Package (SIR 3.0)

Units of Competency

Core units

| | |
|------------|---|
| SIRXCEG001 | Engage the customer |
| SIRXCEG002 | Assist with customer difficulties |
| SIRXCEG003 | Build customer relationships and loyalty |
| SIRXCOM002 | Work effectively in a team |
| SIRXIND001 | Work effectively in a service environment |
| SIRXRSK001 | Identify and respond to security risks |
| SIRXSLS001 | Sell to retail customer |
| SIRXWHS002 | Contribute to workplace health and safety |

Elective units

| | |
|------------|---|
| SIRXIND002 | Organise and maintain the store environment |
| SIRRINV002 | Control stock |
| SIRRMER001 | Produce visual merchandise displays |
| SIRXPDK001 | Advise on products and services |
| SIRRINV001 | Receive and handle retail stock |

Additional for HSC requirements

SIRXSLS002 Follow point of sale procedures

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

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

Examples of occupations in retail services industry

- Buyer
- Customer service assistant
- Stock controller
- Salesperson
- Visual merchandise
- Merchandise

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

Refunds

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

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

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

Stage 6 Terminology

From 1 January, 2017 the Board of Studies, Teaching & Educational Standards (BOSTES) is known as **New South Wales Education Standards Authority (NESA)**.

Stage 6 = Year 11 & 12

Year 11 and 12 = Minimum 12 Units

Year 12 = Minimum 10 Units

In Stage 6, TWO-UNIT courses require a minimum of 120 hours whilst, ONE-UNIT courses require a minimum of 60 hours.

The majority of courses offered for study in Stage 6 are of TWO units value, examples include, English Standard and Legal Studies. Other courses offered for study are of ONE unit value, examples include English Extension and Mathematics Extension 1. Generally, extension courses build on the content of the two unit courses. In the HSC Examination each unit has a value of 50 marks. Therefore a two-unit course has a value of 100 marks.

- **BDC** = Board Developed Course
- **CEC** = Content Endorsed Course
- **ATAR** = Australian Tertiary Admission Rank
- **VET** = Vocational Education & Training

Only ONE VET Course can contribute towards an ATAR & the student MUST sit for and make a serious attempt at the HSC Examination for that course

- **EVET** = External Vocational Education & Training
- **SBAT** = School Based Apprenticeships & Traineeships

For the purpose of calculating a student's ATAR the University Admissions Centre (UAC) has determined that courses will be classified as either **CATEGORY A** Courses or **CATEGORY B** Courses.

- **CATEGORY A** courses are ATAR courses that have the academic rigour and depth of knowledge to provide an adequate background to tertiary studies and can contribute to the ATAR calculation.
- **CATEGORY B** courses are ATAR courses that **don't** provide an adequate background for tertiary studies, but can contribute to the ATAR when combined with Category A courses. No more than **TWO** units of Category B courses can be included with the ATAR calculation.

Source: <https://www.uac.edu.au/future-applicants/atar/atar-courses>

NESA Requirements to be Eligible for the HSC

- To be eligible for the award of the HSC, students **must**:
 - a. have gained the Record of School Achievement or other such qualifications as NESA considers satisfactory;
 - b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
 - c. have completed HSC: All My Own Work (or its equivalent);
 - d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC;
 - e. sit for and make a serious attempt at the requisite HSC examinations. Source: <https://ace.nesa.nsw.edu.au/ace-8004>

In addition to these five eligibility requirements, a student's 'Pattern of Study' must comply with the following directives from NESA.

NESA Pattern of Study Requirements - Eligible for the HSC

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising of at least 12 units and an HSC pattern of study comprising of at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English (English Studies satisfies the pattern of study requirements for English);
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and □ at least four subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of **SIX** units from courses in **Science** in each study pattern.

Source: <https://ace.nesa.nsw.edu.au/ace-8005>

Students with Learning Support Needs

All students with a diagnosed disability can satisfy the requirements of the HSC using a combination of the following courses:

- Board Developed Courses and / or;
- Board Endorsed Courses (including Content Endorsed Courses) and / or; Board Developed Life Skills Courses and / or; Vocational Educational and Training Courses.

Families with students who have Learning Support needs are asked to discuss patterns of study with HT Support and Suzie Morris Learning and Support Teacher.

Australian Tertiary Admissions Rank (ATAR) Requirements

What is the ATAR?

Tertiary institutions in Australia have found that a selection rank based on a student's overall academic achievement is the best single predictor of success for most tertiary courses. The ATAR provides a measure of a student's overall academic achievement in relation to that of other students. It is calculated solely for use by institutions, either on its own or with other selection criteria, to rank and select school leavers for their courses.

The ATAR is a rank, not a mark

The ATAR is a number between 0.00 and 99.95 and indicates a student's position relative to all the students who started high school with them in Year 7. So, an ATAR of 80.00 means that you are 20 per cent from the top of your Year 7 group, not your Year 12 group. **The average ATAR is usually around 70.00.** If everyone from Year 7 went on to achieve an ATAR, the average ATAR would be 50.00. But because some students leave early and the ones who stay on to receive an ATAR are generally a smaller, more academically able group, the average ATAR is higher.

Source: <https://www.uac.edu.au/media-releases/fact-sheet-all-about-atar>

A very good summary of the ATAR and the process of determining an ATAR is provided at the following link: <https://www.facebook.com/sydney Morning Herald/videos/10154955076706264/>

ATAR Eligibility

To be eligible for an ATAR, you must satisfactorily complete at least TEN units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units or greater □ four subjects.

Source: <https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

Furthermore, for the purposes of calculating the ATAR, no more than **TWO** units can be included from **Category B** courses.

UAC has published information to assist students who are completing their HSC in 2020. This information aims to assist Year 10 students as they are selecting their courses for Stage 6. The information includes:

- General information about ATAR's;
- Various case studies demonstrating different 'Patterns of Study' students can undertake to be eligible for an ATAR;
- Advice on which Stage 6 courses are complimentary to specific career pathways;
- Tips for Year 10 students selecting their courses for Stage 6;
- Information from tertiary institutions on the courses they intend to offer in 2020.

The information can be accessed at:

<https://www.uac.edu.au/assets/documents/Year-10-students-uni-entryrequirements-in-2021.pdf>

HSC All My Own Work

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

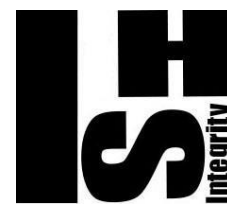
NESA requires all students to have completed the five HSC All My Own Work Modules by the start of Year 11. At Irrawang High School, the students will complete the required modules during Term 4.

Source: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>



INITIAL Subject Selection Preference Year 11 2022

Return this form to school on
Thursday WK2 – 22nd July 2021.



Student Name: _____

Choosing subjects here does not guarantee that they will be offered in 2022

| | | |
|---|--|------------------------|
| Step 1: Do you wish to receive an ATAR? Yes <input type="checkbox"/> No <input type="checkbox"/> | If yes then to be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR Courses. These ATAR courses must include at least: <ul style="list-style-type: none">• 2 Units of English• 8 Units of Category A Courses and Category B Courses.• Only 1 Category B course can contribute to the ATAR. | |
| Step 2: Choose an English Course | English Advanced <input type="checkbox"/> English Studies <input type="checkbox"/> English Standard <input type="checkbox"/> English Life Skills <input type="checkbox"/> | Office Use Only |
| Step 3: Choose 5 Courses in order of preference. | Please note that if you have chosen the ATAR Pathway then you must choose 5 Category A Courses OR 4 Category A Courses and 1 Category B Course | |
| Choice 1: | | |
| Choice 2: | | |
| Choice 3: | | |
| Choice 4: | | |
| Choice 5: | | |
| Step 4: Indicate if you wish to do an Extension Course. Please note that if you choose an extension course you will be committing to an 8am start some mornings per week. | English Extension 1 <input type="checkbox"/> Mathematics Extension 1 <input type="checkbox"/> | |
| Step 5: Choose 3 Reserves. | This is just in case the course you have selected does not run in 2022 | |
| Reserve 1: | | |
| Reserve 2: | | |
| Reserve 3: | | |

Student Signature: _____ Parent Signature: _____