

Year 11 Course Handbook 2021

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# MUSWELLBROOK HIGH SCHOOL

## Course Handbook



**Year 11**  
**2021**

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## Introduction

Muswellbrook High School prides itself on offering the widest school-based curriculum options in the Upper Hunter. In addition, students are also able to access the educational and vocational opportunities provided by TAFE and Distance Education.

This booklet is designed to provide information about the senior curriculum at Muswellbrook High School and the requirements for the Higher School Certificate. It outlines a range of options and strategies to assist students and parents in making informed decisions regarding subject and career choices.

## Making Subject Choices

When selecting subjects, students should take into account:

- Abilities – choose subjects in which you are capable of doing well.
- Interests – choose subjects which interest you.
- Motivation – choose subject areas which you want to study.
- Career aspirations and needs – be realistic about your career choices and about your subject choices.

## The Subject Selection Process

(There have been some changes to the 2021 subject selection process due to the COVID-19 Pandemic)

1. Yr10 students attend a subject information day at school, which provides an opportunity to gather information related to subjects offered at Muswellbrook High School.
2. After consultation with their parents and teachers, student select six subjects online which they would like to study from a list of courses. They will also be required to choose a further three preferences for the purpose of referring to if a first selection subject does not run. All preferences should be made in order of preference. Students are provided an individual code and instructions to log onto the subject selection website. The electronic receipt should be printed and signed by parents and return to E Block no later than one week from subject information day.
3. A committee made up of the Deputy Principal, Stage 6 Head Teacher and Careers Advisor will look at all student's selection and contact parents if they believe an alternate pattern of study would be more beneficial to the student.
4. The Elective Selections are then tallied. The number of classes and electives to be offered are discussed by the School Curriculum Committee in consultation with the Principal.

## Ask yourself the following questions...

- Why do I want a Higher School Certificate?
- What are my expectations?
- What are my parents'/guardians' expectations?
- Do they match?
- What do I see myself doing in five years' time?
- What career options have I considered?
- What can I realistically aim to achieve in the HSC?
- What are my options after completing the HSC?
- Are my course options giving me future career flexibility?
- If so, what course and where?
- What does TAFE have to offer?
- What opportunities are there for going straight into the work force?
- What opportunities are there with private training organisations?
- Can I realistically expect to get into University?
- Do I want to combine University/TAFE and/or work after the HSC?
- Do I want to combine TAFE/School and/or work while attempting the HSC?
- What subjects should I choose?
- What subjects do I need as preparation for future training?
- Do I need an ATAR?
- Why should I choose particular subjects?
- Do I need to access Distance Education?

# Requirements for the HSC

To be awarded the HSC a student must:

- have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- have sat for and made a serious attempt at the Higher School Certificate examinations.

NESA requires that candidates for the Higher School Certificate must undertake a program of study comprising at least:

- 12 units of Preliminary courses (Year 11); and
- a minimum of 10 units of Higher School Certificate courses (Year 12).

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

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

No more than seven units of courses in Science (e.g. Biology, Chemistry, Physics, Investigating Science and Extension 1 Science) can contribute to Higher School Certificate eligibility.

# Australian Tertiary Admission Rank (ATAR)

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

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 units of Category B courses.

## Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains:

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

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

## Board Endorsed Courses

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

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
- Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.
- Some Board Endorsed Courses are one year courses.
- There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count toward the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

## Vocational Education and Training (VET) Courses

*(either Board Developed or Board Endorsed)*

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate.
- They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.
- These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.
- These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school.
- Students receive special documentation showing the competencies gained.
- Muswellbrook High School offer the following VET approved courses (Sport, Fitness and Recreation, Hospitality Kitchen Operations, Metal and Engineering, Construction, Business Services Primary Industries and Retail). Other courses will be delivered by TAFE or other providers.

# Categorisation of Courses for 2021 ATAR

Board Developed courses are classified by the universities as Category A or Category B. Only the best two units from Category B courses are available for inclusion in the calculation of the ATAR. In 2018, English Studies and Mathematics Standard 1 changed to Category B subjects. This means they now contribute to an ATAR if the examination is completed for the HSC. Please remember only one Category B subject can contribute to an ATAR.

The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies. The universities have tried to keep formal prerequisites to a minimum. For this reason, the categorisation method is preferred to the use of course prerequisites.

## Category A Courses

Agriculture  
Ancient History  
Biology  
Business Studies  
Chemistry  
Community and Family Studies  
Drama  
Earth and Environmental Science  
English Advanced  
English Standard  
English Extension  
Food Technology  
Geography  
Industrial Technology  
Japanese Beginners  
Japanese Continuers  
Legal Studies  
Mathematics Advanced  
Mathematics Standard 2  
Mathematics Extension 1  
Modern History  
Music 1  
Personal Development, Health and Physical Education  
Physics  
Investigating Science  
Visual Arts

## Category B Courses (only ONE included in ATAR with HSC Examination)

Business Services (VET) (examination)  
Construction (VET) (examination)  
English Studies  
Hospitality (VET) (examination)  
Mathematics Standard 1  
Primary Industries (VET) (examination)  
Retail Services (VET) (examination)  
TAFE – Automotive (TVET )  
Electrotechnology (TVET)

## Category C Courses (Non-ATAR)

Metal and Engineering (VET) (examination)  
Marine Studies  
Exploring Early Childhood  
Sport, Lifestyle and Recreation  
Sport, Fitness and Recreation (Sport Coaching) (VET)  
TAFE - Beauty Services (Make-Up) (TVET)  
TAFE – Salon Assistant (TVET)

## English



**Head Teachers: Mrs Westbury & Miss  
Turnbull**

### **Courses Offered:**

- **English (Advanced)**
- **English (Standard)**
- **English Extension**
- **English Studies**

<p>Course:</p> <p style="text-align: center;"><b>English Advanced 2 unit Board Developed Course Category A</b></p>	<p>Course No:</p> <p style="text-align: center;"><b>11140 Year 11 15140 Year 12</b></p> <p style="text-align: center;"><b>Year 11 Advanced English is a prerequisite for the Year 12 Advanced course.</b></p>
<p><b>Course Description:</b> In the Year 11 course, students study three modules. The texts studied include prose fiction, drama, poetry, nonfiction, media and multimedia. Students explore ways that intercultural, social and gender perspectives, experiences, and ideas are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the HSC course, students further develop their knowledge and understanding of language and literature by analysing and evaluating texts and the ways that they are valued in their contexts. Students study at least four types of prescribed texts drawn from prose fiction, drama, film, nonfiction, media and multimedia. A Shakespearean text is mandatory in this course.</p>	
<p><b>Main Topics Covered:</b> Year 11 Course: The course has two sections:</p> <ol style="list-style-type: none"> <li>1. Content common to the Advanced and Standard Course is undertaken through a Unit entitled: 'Reading to Write: Transition to Senior English.'</li> <li>2. Two additional modules: A: 'Narratives that Shape Our World' B: 'Critical Study of Literature.'</li> </ol> <p>Year 12 Course: The course has four modules. Common Module: 'Texts and Human Experience.' Module A: 'Textual Conversations' Module B: 'Critical Study of Literature' Module: C: 'The Craft of Writing'</p> <p>All four modules are mandatory</p>	
<p><b>Particular Course Requirements:</b> <b>The HSC Advanced Course requires the close study of at least four types of prescribed text drawn from each of the following categories: Shakespearean Drama, prose fiction or print nonfiction, drama or poetry, nonfiction or media or multimedia, as well as, a wide range of additional related texts and textual forms.</b></p> <p><b>Students complete the common module as the first unit of work in both courses. Each course consists of 120 indicative hours.</b></p> <p><b>Across Stage 6</b> the selection of texts <b>should</b> give students experience of:</p> <ul style="list-style-type: none"> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts</li> <li>• 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</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>	

Course:	Course No:
<p style="text-align: center;"><b>English Standard 2 unit Board Developed Course Category A</b></p>	<p style="text-align: center;"><b>11130 Year 11 15130 Year 12 Year 11 Standard/Advanced English is a prerequisite for the Year 12 Standard Course.</b></p>
<p><b>Course Description:</b> In the Year 11 course, students study three modules. The texts studied include prose fiction, drama, poetry, nonfiction, media and multimedia. Students explore ways that intercultural, social and gender perspectives, experiences, and ideas are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the HSC course, students further develop their knowledge and understanding of language and literature by analysing and evaluating texts and the ways that they are valued in their contexts. Students study at least four types of prescribed texts drawn from prose fiction, drama, film, nonfiction, media and multimedia.</p>	
<p><b>Main Topics Covered:</b> Year 11 Course: The course has two sections: 1. Content common to the Advanced and Standard Course is undertaken through a Unit entitled: 'Reading to Write: Transition to Senior English.' 2. Two additional modules:     A: 'Contemporary Possibilities'     B: 'Close Study of Literature.'</p> <p>Year 12 Course: The course has four modules. Common Module: 'Texts and Human Experience.' Module A: 'Language, Identity and Culture.' Module B: 'Close Study of Literature.' Module: C: 'The Craft of Writing'</p> <p>All four modules are mandatory</p>	
<p><b>Particular Course Requirements:</b> <b>HSC Standard Course requires the close study of at least four types of prescribed text drawn from each of the following categories: prose fiction or print nonfiction, drama or poetry, nonfiction or media or multimedia, as well as, a wide range of additional related texts and textual forms.</b></p> <p><b>Students must complete the common module as the first unit of work in both courses. Each course consists of 120 indicative hours.</b></p> <p><b>Across Stage 6</b> the selection of texts <b>should</b> give students experience of:</p> <ul style="list-style-type: none"> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts</li> <li>• 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</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>	

Course:	Course No:
<p><b>English Extension 1/ Extension 2 1 unit Board Developed Course Category A</b></p>	<p><b>11150 Year 11 Ext 15160 Year 12 Ext 1 15170 Year 12 Ext 2</b>  <b>Advanced English is a prerequisite for the Extension 1 and 2 courses.</b></p>

**Course Description**

**English Extension** is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualization, research, analysis and composition, and seek the opportunity to work in increasingly independent ways.

**Main Topics Covered**

The Preliminary Extension 1 Course Content:

- Module: Texts, Culture and Value
- Related research project

The HSC Extension 1 Course Content:

- Common Module: Literary Worlds with ONE elective option

The HSC Extension 2 Course Content:

- The Composition Process, Major Work, Reflection Statement and The Major Work Journal

**Particular Course Requirements**

**Advanced English is a prerequisite for studying Preliminary Extension 1. Preliminary Extension 1 must be studied to complete HSC Extension 1. HSC Extension 1 is a prerequisite for HSC Extension 2. (Selection for Extension 2 is made with HT English Consultation, Term 3 of Preliminary Year.)**

**Each course consists of 60 indicative hours.**

**Across Stage 6** the selection of texts **should** give students experience of:

- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia 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

<p>Course:</p> <p style="text-align: center;"><b>English Studies</b>  <b>2 unit/*Non ATAR</b>  <b>Board Developed Course</b>  <b>Category B</b></p>	<p>Course No:</p> <p style="text-align: center;"><b>30105 Year 11</b>  <b>30115 Year 12</b>  <b>Prerequisite: Nil</b>  <b>Exclusions:</b>  <b>English Advanced, English Standard, English EAL/D,</b>  <b>English Extension</b></p>
<p><b>Course Description</b></p> <p><b>English Studies</b> is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.</p>	
<p><b>Main Topics Covered</b></p> <p>The Preliminary Course Content:</p> <ul style="list-style-type: none"> <li>• Mandatory module – Achieving through English: English in Education, Work and Community</li> <li>• An additional 2–4 modules</li> </ul> <p>The HSC Course Content:</p> <ul style="list-style-type: none"> <li>• Mandatory common module: Texts and Human Experiences</li> <li>• An additional 2–4 modules</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p><b>*This course may be ATAR eligible if the Examination Option is attempted. It is the only Category B subject able to be studied if ATAR eligibility is to be maintained.</b></p> <p><b>Each course consists of 120 indicative hours.</b></p> <p>Across Stage 6 the selection of texts will give students experiences of:</p> <ul style="list-style-type: none"> <li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>	
<p>From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses</p> <p>Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA</p> <p>To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.</p>	

## Mathematics



**Head Teacher: Mr Morris**

### **Courses Offered:**

- **Mathematics Standard 1**
- **Mathematics Standard 2**
- **Mathematics Advanced**
- **Mathematics Extension 1**
- **Mathematics Extension 2**

Course:	Course No:
<b>Mathematics Standard 1 2 unit Board Developed Course Category B</b>	<b>11236 Year 11 Mathematics Standard 30125 Year 12 Mathematics Standard 1.</b>
<p><b>Prerequisites:</b> The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability.</p> <p><b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.</p> <p><b>Course Description</b></p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).</p> <p>Mathematics Standard Year 11 course content that is essential for Mathematics Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.</p> <p>To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.</p> <p>All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p>	
<p><b>Main Topics Covered: Preliminary</b> Algebra Measurement Financial Mathematics Statistical Analysis</p>	<p><b>Main Topics Covered: HSC</b> Algebra Measurement Financial Mathematics Statistical Analysis Networks</p>
<p><b>Particular Course Requirements:</b> The Year 11 <b>Mathematics Standard</b> course is organized in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.</p> <p>Students will experience content in the course in familiar and routine situations as well as unfamiliar situations. Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience.</p>	

Course:	Course No:
<b>Mathematics Standard 2 2 unit Board Developed Course Category A</b>	<b>11236 Year 11 Mathematics Standard Year 12 Mathematics Standard 2.</b>
<p><b>Prerequisites:</b> The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability.</p> <p><b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.</p> <p><b>Course Description</b></p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).</p> <p>Mathematics Standard Year 11 course content that is essential for Mathematics Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.</p> <p>To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.</p> <p>All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p>	
<p><b>Main Topics Covered: Preliminary</b> Algebra Measurement Financial Mathematics Statistical Analysis</p>	<p><b>Main Topics Covered: HSC</b> Algebra Measurement Financial Mathematics Statistical Analysis Networks</p>
<p><b>Particular Course Requirements:</b> The Year 11 <b>Mathematics Standard</b> course is organized in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.</p> <p>Students will experience content in the course in familiar and routine situations as well as unfamiliar situations. Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience.</p>	

Course:	Course No:
<p align="center"><b>Mathematics Advanced 2 unit Board Developed Course Category A</b></p>	<p align="center"><b>11255 Year 11 Mathematics Advanced 15255 Year 12 Mathematics Advanced</b></p>
<p><b>Prerequisites:</b> The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all sub strands of Stage 5.1 and Stage 5.2, the following sub strands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry, Pythagoras’ theorem, Single variable data analysis and at least some of the content from the following sub strands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.</p> <p><b>Exclusions:</b> Students may <b>not</b> study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p> <p><b>Course Description</b> The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. All students studying the Mathematics Advanced course will sit for an HSC examination.</p>	
<p><b>Main Topics Covered:</b> Preliminary</p> <p>Functions Trigonometric Functions Calculus Exponential and Logarithmic Functions Statistical Analysis</p>	<p><b>Main Topics Covered:</b> HSC</p> <p>Functions Trigonometric Functions Calculus Financial Mathematics Statistical Analysis</p>
<p><b>Particular Course Requirements:</b></p> <p>The <b>Mathematics Advanced</b> course is organized in topics, with the topics divided into subtopics.</p> <p>Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.</p> <p>Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience</p>	

<b>Course:</b> <b>Mathematics Extension 1</b> <b>1 unit Board Developed Course</b> <b>Category A</b>	<b>Course No:</b> <b>11250 Year 11 Mathematics Extension</b> <b>15250 Year 12 Mathematics Extension 1</b>
<p><b>Prerequisites:</b>  The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub strands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.</p> <p><b>Exclusions:</b>  Students may <b>not</b> study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p> <p><b>Course Description</b>  The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p>	
<p><b>Main Topics Covered: Preliminary</b></p> <p>Functions  Trigonometric Functions  Calculus  Combinatorics</p>	<p><b>Main Topics Covered: HSC</b></p> <p>Proof  Vectors  Trigonometric Functions  Calculus  Statistical Analysis</p>
<p><b>Particular Course Requirements:</b></p> <p>The Mathematics Advanced Year 11 course will be taught prior to or concurrently with this course.</p> <p>The Mathematics Advanced Year 11 course is a prerequisite to the year 12 course.</p> <p>The Mathematics Advanced Year 12 course will be taught prior to or concurrently with this course.</p> <p>Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.</p> <p>Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience.</p>	

Course:	Course No:
<b>Mathematics Extension 2</b> <b>1 Unit</b> <b>Board Developed Course</b> <b>Category A</b>	<b>15260 Year 12 Mathematics Extension 2</b>
<p><b>Prerequisites:</b>  The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.</p> <p><b>Exclusions:</b>  Students may <b>not</b> study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p> <p><b>Course Description:</b>  The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination.</p>	
<p><b>Main Topics Covered: Preliminary</b></p> <p>NIL</p>	<p><b>Main Topics Covered: HSC</b></p> <p>Proof  Vectors  Complex Numbers  Calculus  Mechanics</p>
<p><b>Particular Course Requirements:</b></p> <p>The Mathematics Extension 1 Year 12 course will be taught prior to or concurrently with this course.</p> <p>Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.</p> <p>Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience.</p>	

## Science



**Head Teacher: Ms Shaw**

### **Courses Offered:**

- **Biology**
- **Chemistry**
- **Earth and Environmental Science**
- **Physics**
- **Investigating Science**
- **Marine Studies (Category C)**

Course:	Course No:
<b>Biology</b>	<b>11030 Yr11</b> <b>15030 Yr12</b>
<b>2 Units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil</b> <b>Exclusions: Nil</b>
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications. The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>	
<p><b>Topics Covered</b></p> <p>Preliminary Course Working Scientifically Skills (embedded) Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics</p>	<p><b>HSC Course</b></p> <p>Working Scientifically Skills (embedded) Heredity Genetic Change Infectious Disease Non-infectious Disease and Disorders</p>
<p><b>Particular Course Requirements:</b></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> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul> <p>A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. 15 hours must be allocated to depth studies within the 120 indicative course hours in both Year 11 and Year 12.</p> <p>Source: <a href="http://syllabus.nesa.nsw.edu.au/biology-stage6">http://syllabus.nesa.nsw.edu.au/biology-stage6</a></p>	

Course:	Course No:
<b>Chemistry</b>	<b>11050 Year 11</b> <b>15050 Year 12</b>
<b>2 Units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil</b> <b>Exclusions: Nil</b>
<p><b>Course Description:</b> 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.</p> <p>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.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>	
<p><b>Topics Covered</b> Preliminary Course Working Scientifically Skills (embedded) Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of reactions</p>	<p><b>HSC Course</b> Working Scientifically Skills (embedded) Equilibrium and Acid Reactions Acid/Base Reactions Organic Chemistry Applying Chemical Ideas</p>
<p><b>Particular Course Requirements:</b> 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> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul> <p>A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. 15 hours must be allocated to depth studies within the 120 indicative course hours in both Year 11 and Year 12.</p> <p>Source: <a href="http://syllabus.nesa.nsw.edu.au/chemistry-stage6">http://syllabus.nesa.nsw.edu.au/chemistry-stage6</a></p>	

Course:	Course No:
<b>Earth and Environmental Science</b>	<b>11100 Year 11 15100 Year 12</b>
<b>2 Units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil Exclusions: Nil</b>
<p><b>Course Description:</b>                  The <i>Earth and Environmental Science Stage 6 Syllabus</i> 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.</p> <p>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.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>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.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia’s sustainable future.</p>	
<p><b>Topics Covered</b>  <b>Preliminary Course</b>  <b>Working Scientifically Skills (embedded)</b>                  Earth’s Resources                  Plate Tectonics                  Energy Transformations                  Human Impacts</p>	<p><b>HSC Course</b>  <b>Working Scientifically Skills (embedded)</b>                  Earth’s Processes                  Hazards                  Climate Science                  Resource Management</p>

**Particular Course Requirements:**

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

Practical investigations include:

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

Secondary-sourced 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 included in Year 12.

**Source:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>

Course:	Course No:
<b>Physics</b>	<b>15300</b>
<b>2 Units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil Exclusions: Nil</b>
<p><b>Course Description:</b>                  The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.                  Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.                  The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.                  The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>	
<p><b>Topics Covered</b>                  Preliminary Course                  Working Scientifically Skills (embedded)                  Kinematics                  Dynamics                  Waves and Thermodynamics                  Electricity and Magnetism</p>	<p><b>HSC Course</b>                  Working Scientifically Skills (embedded)                  Advanced Mechanics                  Electromagnetism                  The Nature of Light                  From the Universe to the Atom</p>
<p><b>Particular Course Requirements:</b>                  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> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul> <p>A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. 15 hours must be allocated to depth studies within the 120 indicative course hours in both Year 11 and Year 12.</p> <p>Source: <a href="http://syllabus.nesa.nsw.edu.au/physics-stage6">http://syllabus.nesa.nsw.edu.au/physics-stage6</a></p>	

Course:	Course No:
<b>Investigating Science</b>	<b>11215 Year 11</b> <b>15215 Year 12</b>
<b>2 Units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil</b> <b>Exclusions: Nil</b>
<p>Course Description:</p> <p>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.</p> <p>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.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>	
<p>Topics Covered</p> <p>Preliminary Course</p> <p>Working Scientifically Skills (embedded)</p> <p>Cause and Effect – Observing</p> <p>Cause and Effect – Inferences and Generalisations</p> <p>Scientific Models</p> <p>Theories and Laws</p>	<p>HSC Course</p> <p>Working Scientifically Skills (embedded)</p> <p>Scientific Investigation</p> <p>Technologies</p> <p>Fact or Fallacy?</p> <p>Science and Society</p>
<p>Particular Course Requirements:</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> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>• undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>• fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <ul style="list-style-type: none"> <li>• locating and accessing a wide range of secondary data and/or information</li> <li>• using and reorganising secondary data and/or information.</li> </ul> <p>A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. 30 hours must be allocated to depth studies within the 120 indicative course hours in both Year 11 and Year 12.</p> <p>Source: <a href="http://syllabus.nesa.nsw.edu.au/investigating-science-stage6">http://syllabus.nesa.nsw.edu.au/investigating-science-stage6</a></p>	

<b>Course:</b> <b>Marine Studies</b>	<b>Course No:</b> <b>33503 Year 11</b> <b>33505 Year 12</b>																									
<b>2 units Preliminary and HSC Content Endorsed Course Category C</b>	<b>Prerequisite: Nil</b> <b>Exclusions: Nil</b>																									
<p><b>Course Description:</b>  The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Of the thirty-three animal phyla, twenty-eight are found in the sea and thirteen are exclusively marine.</p> <p>Internationally, the oceans are viewed alternately as areas rich in minerals and marine life which can supply our needs virtually without limit, or as repositories for agricultural, industrial and domestic waste. Nationally, the United Nations declaration of the Australian Exclusive Economic Zone in 1994 effectively doubled this country's size and responsibilities. Australia now controls an area of the oceans that is 1.3 times the size of its land mass.</p> <p>At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment, and consider how to effectively manage 69 630 km of coastline, 14.8 million square kilometres of continental shelf, 12 000 islands, 783 major estuaries and the life they contain.</p> <p>Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.</p> <p>Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.</p>																										
<p style="text-align: center;"><i>Preliminary</i></p> <p style="text-align: center;">30 hour Core + 90 hours of optional modules; and</p> <p style="text-align: center;"><i>HSC</i></p> <p style="text-align: center;">120 hours of optional modules</p> <p><b>Topics Covered</b>  <b>Core</b>  Marine Safety and First Aid  The Marine Environment  Life in the Sea  Humans in Water  Marine and Maritime Employment</p>	<p><b>Optional Modules</b></p> <table border="0"> <tr> <td>Resuscitation Certificate</td> <td>Marine Aquarium</td> </tr> <tr> <td>First Aid Certificate</td> <td>Anatomy and Physiology of Marine Organisms</td> </tr> <tr> <td>Dangerous Marine Creatures</td> <td>Seafood Handling and Processing</td> </tr> <tr> <td>Estuarine Studies</td> <td>Skin Diving and Diving Science</td> </tr> <tr> <td>Coastal Studies</td> <td>Marine Engineering</td> </tr> <tr> <td>Coral Reef Ecology</td> <td>Marine Archaeology</td> </tr> <tr> <td>Oceanography</td> <td>Boating and Seamanship</td> </tr> <tr> <td>Local Area Study</td> <td>Marine Craft Construction and Repair</td> </tr> <tr> <td>Sea Birds of Our Coast</td> <td>Pilotage and Navigation</td> </tr> <tr> <td>Commercial and Recreational Fishing</td> <td>Marine Communication</td> </tr> <tr> <td>Aquaculture</td> <td>Wind Powered Craft</td> </tr> <tr> <td>Marine Resource Management</td> <td>Personal Interest Project</td> </tr> </table>		Resuscitation Certificate	Marine Aquarium	First Aid Certificate	Anatomy and Physiology of Marine Organisms	Dangerous Marine Creatures	Seafood Handling and Processing	Estuarine Studies	Skin Diving and Diving Science	Coastal Studies	Marine Engineering	Coral Reef Ecology	Marine Archaeology	Oceanography	Boating and Seamanship	Local Area Study	Marine Craft Construction and Repair	Sea Birds of Our Coast	Pilotage and Navigation	Commercial and Recreational Fishing	Marine Communication	Aquaculture	Wind Powered Craft	Marine Resource Management	Personal Interest Project
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<p><b>Source:</b> <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/marine-studies">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/marine-studies</a></p>																										

## Languages



**Head Teacher: Ms Shaw**

### **Courses Offered:**

- **Japanese Beginners**
- **Japanese Continuers**

Course:	Course No:
<b>Japanese Beginners</b>	<b>Year 11 11740</b> <b>Year 12 15820</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisites: nil</b>
<p><b>Exclusions:</b> Japanese Continuers; Heritage Japanese; Japanese Background Speakers          Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the Board's <i>ACE Manual</i></p>	
<p><b>Course Description</b>          The language to be studied and assessed is the modern standard version of Japanese.</p> <p>Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences. <i>Hiragana</i> and <i>katakana</i> syllabaries and a prescribed number of <i>kanji</i> will be studied in this course.</p> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>	
<p><b>Prescribed Themes</b> • Personal world</p> <ul style="list-style-type: none"> <li>• <b>Topics</b> • Family life, home and neighbourhood, people, places and communities, education and work, friends, recreation and pastimes, holidays, travel and tourism, future plans and aspirations</li> </ul>	
<p>Students' language skills are developed through tasks such as: • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts.</p>	
<p><b>Particular Course Requirements:</b> Nil</p>	

Course:	Course No:
<b>Japanese Continuers</b>	<b>15830</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.</b>
<p><b>Exclusions:</b> Japanese Beginners; Heritage Japanese; Japanese Background Speakers          Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the Board's <i>ACE Manual</i></p>	
<p><b>Course Description</b>          The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>	
<p><b>Prescribed Themes</b> • The individual  <b>Mandatory Topics</b> • Personal world • Daily life • Leisure • Future plans          • The Japanese-speaking communities • Travelling in Japan • Living in Japan • Cultural life          • The changing world • The world of work • Current issues</p>	
<p>Students' language skills are developed through tasks such as: • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts.</p>	
<p><b>Particular Course Requirements:</b> Nil</p>	

## **Creative and Performing Arts**



**Head Teacher: Mr Foy**

### **Courses Offered:**

- **Drama**
- **Music 1**
- **Visual Arts**

Course:	Course No:
<b>Drama</b>	<b>11090 Year 11 15090 Year 12</b>
<b>2 Units for each of Preliminary and HSC Board Developed Course</b>  <b>Category A</b>	<b>Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</b>  <b>Prerequisite: Nil</b>
<p><b>Course Description</b> Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary Course</b> Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC Course</b> Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> Improvisation, Play building, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p><b>HSC Course</b> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project</p>	
<p><b>Particular Course Requirements</b> The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>	

Course:	Course No:
<b>Music 1</b>	<b>11280 Year 11</b> <b>15290 Year 12</b>
<b>2 Units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil</b> <b>Exclusions: Music 2 and Music Extension</b>
<p><b>Course Description</b> In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p><b>Main Topics Covered</b> <b>Preliminary Course</b> In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.</p> <p><b>HSC Course</b> In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>In addition to core studies in performance, compositions, musicology and aural, students select three electives from any combination of performance, composition and musicology, these electives must represent each of the three topics studied in the course.</p>	
<p><b>Particular Course Requirements</b> <b>HSC Course</b> In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by <b>NESA</b> to validate authorship of the submitted work.</p>	

Course:	Course No:
<b>Visual Arts</b>	<b>11380 Year 11</b> <b>15400 Year 12</b>
<b>2 Units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil</b> <b>Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</b>
<p><b>Course Description</b></p> <p>Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p><b>Preliminary Course learning opportunities focus on:</b></p> <ul style="list-style-type: none"> <li>• The nature of practice in art making, art criticism and art history through different investigations</li> <li>• The role and function of artists, artworks, the world and audiences in the art world</li> <li>• The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• How students may develop meaning and focus an interest in their work</li> <li>• Building understandings over time through various investigations and working in different forms</li> </ul> <p><b>HSC Course learning opportunities focus on:</b></p> <ul style="list-style-type: none"> <li>• How students may develop their practice in art making, art criticism, and art history</li> <li>• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations</li> <li>• How students may further develop meaning and focus in their work</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p><b>Preliminary course:</b></p> <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a process diary</li> <li>• A broad investigation of ideas in art making, art criticism and art history</li> </ul> <p><b>HSC Course:</b></p> <ul style="list-style-type: none"> <li>• Development of a body of work and use of a process diary</li> <li>• A minimum of five Case Studies (4-10 =hours each)</li> <li>• Deeper and more complex investigations in art making, art criticism and art history.</li> <li>•</li> </ul>	

# **Personal Development, Health and Physical Education**



**Head Teacher: Ms Hill**

## **Courses Offered:**

- **Community and Family Studies (CAFS)**
- **Exploring Early Childhood (EEC)**
- **Personal Development, Health and Physical Education (PDHPE)**
- **Sport, Lifestyle and Recreation Studies (SLR)**
- **Cert III Sports Coaching (VET)**

Course:	Course No:
<b>Community and Family Studies</b>	<b>15060 Year 11 &amp; Year 12</b>
<b>2 units each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil Exclusions: Nil</b>
<p><b>Course Description</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p><b>Main Topics Covered</b> Preliminary Course</p> <ul style="list-style-type: none"> <li>• Resource Management Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p>HSC Course</p> <ul style="list-style-type: none"> <li>• Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b> School selects one of the following (approximately 25% of course time): Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.</p> <p><b>Particular Course Requirements</b> Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	

Course:	Course No:
<p align="center"><b>Exploring Early Childhood</b>  <b>2 units Preliminary and HSC</b>  <b>Content Endorsed Course</b>  <b>Category C</b></p>	<p align="center"><b>Prerequisite: Nil</b>  <b>Exclusions: Nil</b></p>
<p><b>Course Description</b></p> <p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> <li>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li> <li>• recognise the uniqueness of all children, including those who have special needs</li> <li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>• identify the range of services developed and provided for young children and their families</li> <li>• consider the role of family and community in the growth, development and learning of young children</li> <li>• reflect upon potential implications for themselves as adults, in relation to young children</li> <li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>• become aware of the work opportunities available in the area of children's services.</li> </ul>	
<p><b>Main Topics Covered</b></p> <p>Core Studies</p> <p>Part A: Pregnancy and Childbirth (15 hrs)</p> <p>Part B: Child Growth and Development (20 hrs)</p> <p>Part C: Promoting Positive Behaviour (10 hrs)</p> <p>Optional Modules</p> <ul style="list-style-type: none"> <li>• Learning Experiences for Young Children</li> <li>• Play and the Developing Child</li> <li>• Starting School</li> <li>• Gender and Young Children</li> <li>• Children and Change</li> <li>• Children of Aboriginal and Torres Strait Islander Communities</li> <li>• Historical and Cultural Contexts of Childhood</li> <li>• The Children's Services Industry</li> <li>• Young Children and Media</li> <li>• Young Children and the Law</li> <li>• Children's Literature</li> <li>• Food and Nutrition</li> <li>• Child Health and Safety</li> <li>• Young Children with Special Needs</li> </ul>	
<p><b>Course requirements: Nil</b></p>	

Course:	Course No:
<b>Personal Development, Health and Physical Education</b>	<b>16620</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisite: Nil Exclusions: Nil</b>
<p><b>Course Description</b></p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p> <p><b>Preliminary Course</b></p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p>Optional Component (40%)</p> <p>Selection of two from the following options:</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul> <p><b>HSC Course</b></p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p>Optional Component (40%)</p> <p>Selection of two from the following options:</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In addition to core studies, students will study two options in each of the Preliminary and HSC courses.</p>	

Course:	Course No:
<b>Sport, Lifestyle and Recreation Studies (SLR)</b>	
<b>Content Endorsed Course Category C</b>	<b>Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</b>
<p><b>Course Description</b></p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>• knowledge and understanding of the principles that impact on quality of performance</li> <li>• an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>• a capacity to influence the participation and performance of self and others.</li> </ul>	
<p><b>Main Topics Covered</b></p> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• First Aid and Sports Injuries</li> <li>• Fitness</li> <li>• Specific Sports</li> <li>• Gymnastics</li> <li>• Outdoor Recreation</li> <li>• Sports Administration</li> <li>• Sports Coaching and Training</li> <li>• Social Perspectives of Sport</li> <li>• Healthy Lifestyle</li> <li>• Individual Games and Sports Applications</li> </ul>	
<p><b>Particular Course Requirements: Nil</b></p>	

## SIS30519 Certificate III in Sport Coaching

### Statement of Attainment towards SIS30519 Certificate III in Sport Coaching

### 2021 STAGE 6 COURSE DESCRIPTION – SPORT COACHING

This Course is available as	2 Unit x 2 years / 240 hours	
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to <b>the volume of learning</b> and the <b>amount of training</b> for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.		
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>		

<b>Board Endorsed Course</b>	<b>Nil</b> status for Australian Tertiary Admission Rank (ATAR)
This Board Endorsed Course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<p><b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the sports education and coaching industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">from <u>https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</u></a></p>	

<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units		Possible Elective Units	
BSBRK401	Identify risk and apply risk management processes	SISSSCO012	Coach sport participants up to an intermediate level
HLTAID003	Provide first aid	SISSSOF002	Continuously improve officiating skills and knowledge
HLTWHS001	Participate in workplace health and safety	SISXCAI009	Instruct strength and conditioning techniques
SISSSCO002	Work in a community coaching role	SISXDIS001	Facilitate inclusion for people with a disability
SISSSCO003	Meet participant coaching needs	SISXEMR001	Respond to emergency situations
SISSSCO005	Continuously improve coaching skills and knowledge	SISXFAC001	Maintain equipment for activities
		SISXIND006	Conduct sport, fitness or recreation events
		SISXIND009	Respond to interpersonal conflict
<p><b>Course contribution (to be made directly to school):</b>                   <b>\$0</b>          Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i></p> <p><b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>			
<p><b>Course specific resources and equipment:</b>          Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> <li>Students must complete a registered First Aid course as a requirement of the Certificate III SIS30519</li> </ul>	

**Exclusions:**

VET course exclusions can be checked on the NESAs website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

**Assessment and course completion**

**Competency-based assessment**

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

**Credit Transfer and Recognition of Prior Learning (RPL)**

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

**Mandatory Work Placement**

Students undertaking this course are required to complete a minimum of 35hrs work placement.

**Optional HSC examination**

There is no HSC Examination for this course.

**Specialisation studies**

There are no specialisation studies associated with this course.

**N Determinations**

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

**Appeals**

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

**Qualification changes and updates**

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

**Foundation Skills**

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

**School-based Apprenticeships and Traineeships (SBATs)**

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

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

***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).***

## Technology and Applied Science



**Head Teacher: Miss Gageler**

### **Courses Offered:**

- **Agriculture**
- **Food Technology**
- **Industrial Technology**
  - **Timber**
- **VET**
  - **Construction**
  - **Hospitality (Kitchen Operations)**
  - **Manufacturing and Engineering**
  - **Primary Industries**

Course:	Course No:
<b>Agriculture</b>	<b>15010</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisites: Nil Exclusions: Nil</b>

### Course Description

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. 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 both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

### Main Topics Covered

#### Preliminary Course

- Overview
- The farm case study
- Plant production
- Animal production

#### HSC Course

- Core (80%)
  - Plant/Animal production
  - Farm product study
- Elective
  - Choose ONE of the following electives to study.
  - Agri-food, Fibre and Fuel Technologies
  - Climate Challenge
  - Farming for the 21st Century

### Particular Course Requirements

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course. In order to meet the course requirements, students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the learn to section of each strand.

Course:	Course No:
<b>Food Technology</b>	<b>15180</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisites: Nil Exclusions: Nil</b>
<p><b>Course Description</b></p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diet for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influence on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislation of the Australian Food Industry: production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on the nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection</li> <li>• Food Quality</li> <li>• Nutrition</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry</li> <li>• Food Manufacture</li> <li>• Food Product Development</li> <li>• Contemporary Nutrition Issues</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>For the Preliminary course: 120 indicative hours are required to complete the course, practical experiences should occupy a minimum of 30% of course time. For the HSC course: The Preliminary course is a prerequisite, 120 indicative hours are required to complete the course, practical experiences should occupy a minimum of 30% of course time.</p>	

**SIT20416 Certificate II in Kitchen Operations (Release 1)**  
**Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations (Release 1)**

**2021 STAGE 6 COURSE DESCRIPTION – KITCHEN OPERATIONS**

This Course is available as		2Unit x 2years/240 hours	
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

<b>Board Developed Course</b>	<b>Category B</b> status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
<p><b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality &amp; commercial cookery industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from <a href="https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways">https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways</a></p>	

<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
<b>Compulsory/Core Units – HSC Examinable</b>			
SITHCCC001	Use food preparation equipment	SITXFSA002	Participate in safe food handling practices
SITHCCC005	Prepare dishes using basic methods of cookery	<b>Students may study a range of elective units including</b>	
SITHCCC011	Use cookery skills effectively		
SITHKOP001	Clean kitchen premises and equipment	SITHCCC002	Participate in Environmentally sustainable work practices
SITXINV002	Maintain the quality of perishable items	SITHCCC006	Prepare vegetable, fruit, egg and farinaceous dishes
BSBWOR203	Work effectively with others	SITHCCC006	Produce appetisers and salads
SITXFSA001	Use hygienic practices for food safety	SITHCCC003	Prepare sandwiches
SITXWHS001	Participate in safe work practices	SITHFAB005	Prepare and serve espresso coffee
SITHIND002	Source and use information on the hospitality industry		
<p><b>Course contribution (to be made directly to school):</b> <b>\$150.00 Per Year + \$90.00 for Chef's Uniform Preliminary \$150.00 HSC \$150.00</b>                  Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>  <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i></p>			
<p><b>Course specific resources and equipment:</b>                  Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i></p>		<ul style="list-style-type: none"> <li>• Chef uniform is required (at students own cost \$90) and closed in leather shoes</li> </ul>	
<p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>			

## Assessment and course completion

### Competency-based assessment

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

### Credit Transfer and Recognition of Prior Learning (RPL)

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

### Mandatory Work Placement

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

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

### Optional HSC examination

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

### Specialisation studies

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

### N Determinations

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

### Appeals

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

### Qualification changes and updates

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

### Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts

### School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernsw.startmytrade.com.au/>

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

**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 relevant National Skills Council and the NSW Education Standards Authority (NESA).**

Course:	Course No:
<b>Industrial Technology</b>	<b>15200</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisites: Nil</b> <b>Exclusions: Exclusions exist between Industrial Technology and some Vocational Education and Training Curriculum Frameworks, and some Content Endorsed Courses.</b>
<p><b>Course Description</b></p> <p>The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.</p> <p>The HSC course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.</p> <p>Students choose to study ONE of TWO focus areas. The same area is to be studied in both the Preliminary and HSC courses.</p> <p>The focus areas are:</p> <ul style="list-style-type: none"> <li>• Timber Products and Furniture Technologies.</li> </ul> <p>Both the Preliminary and HSC courses are organized around four sections:</p> <ol style="list-style-type: none"> <li>A. Industry Study</li> <li>B. Design, Management and Communication</li> <li>C. Production</li> </ol> <p>Industry Related Manufacturing Technology.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Design</li> <li>• Management and Communication</li> <li>• Production</li> <li>• Industry Related Manufacturing Technology</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Major Project</li> <li>• Design, Management and Communication</li> <li>• Production</li> <li>• Industry Related Manufacturing Technology</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>The Preliminary course, of 120 indicative hours, consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to industrial processes and practices. The HSC course, of 120 indicative hours, consists of the development of a Major Project and industry study.</p>	

2021 CONSTRUCTION COURSE DESCRIPTION				
 <b>CPC20211 Certificate II in Construction Pathways</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.				
Course: <b>Construction</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)			
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.				
<b>Construction, Plumbing and Services Training Package (CPC08 v9.5)</b> <b>Units of Competency</b> <b>Core</b> CPCCCM1012 Work effectively and sustainably in the Construction Industry CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1013 Plan and organise work CPCCCM1014 Conduct workplace communication CPCCCM1015 Carry out measurements and calculations CPCCCM2001 Read and interpret plans and specifications	<b>Electives</b> CPCCCA2011A Handle carpentry materials CPCCCA2002B Use carpentry tools and equipment CPCCCM2005B Use construction tools and equipment CPCCJN2001A Assemble components CPCCJN2002B Prepare for off-site manufacturing process CPCCCM2006 Apply basic levelling procedures CPCCWF2001A Handle wall and floor tiling materials CPCCWF2002A Use wall and floor tiling tools and equipment CPCCCO2013A Carry out concreting to simple form			
<b>Course Prerequisite</b> CPCCWHS1001 - Prepare to work safely in the construction industry. <b>The Construction General Induction Training (Whitecard) will be delivered as part of this course by:</b> <ul style="list-style-type: none"> <li>• <b>Class Teacher at a cost of \$35 per student</b></li> </ul>	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement			
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>				
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.				
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.				
<b>Examples of occupations in the construction industry:</b>				
• building	• concreting	• shop fitting	• bricklaying	• carpentry
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.				
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.				
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency				

requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

**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 - \$120**

**HSC - \$120**

**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>

 <b>2021 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION</b>	
<b>MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Manufacturing and Engineering - Introduction</b> Board Endorsed Course (Category C)	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Manufacturing and Engineering Training Package (MEM 2)</b>  <b>Units of Competency</b> <b>Core</b> MEM13015 Work safely and effectively in manufacturing and engineering MEMPE006A Undertake a basic engineering project MEMPE005A Develop a career plan for the engineering and manufacturing industry	<b>Electives</b> MEM16006 Organise and communicate information MEM11011 Undertake manual handling MEM12024 Perform computations MEM18001 Use hand tools MEM18002 Use power tools/hand held operations MEM16008 Interact with computer technology MEM07032 Use machines for basic operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE004A Use fabrication equipment
<b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.	
<b>Examples of occupations in the Manufacturing and Engineering industry</b> <ul style="list-style-type: none"> <li>• fitter</li> <li>• refrigeration and air conditioning mechanic</li> <li>• toolmaker</li> <li>• maintenance fitter</li> <li>• locksmith</li> </ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be 'N' determined as required by NESA. There is <b>no</b> external examination in the HSC year for students.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: Preliminary - \$120      HSC - \$120</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship and apprenticeship are available in this industry area, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020	

**2021 PRIMARY INDUSTRIES COURSE DESCRIPTION**



**AHC20116 Certificate II Agriculture**

Public Schools NSW, Tamworth Registered Training Organisation 90162  
 This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
 Notification of variations will be made in due time.

Course: <b>Primary Industries</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
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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.

<p><b>Agriculture, Horticulture and Conservation &amp; Land Management Training Package (AHC 4.0) Not all electives will be on offer in every school.</b></p> <p><b>Units of Competency</b></p> <p><b>Core</b></p> <p>AHCWHS201 Participate in work, health and safety processes                  AHCWRK209 Participate in environmentally sustainable work practices                  AHCWRK204 Work Effectively in the industry</p> <p><b>Electives</b></p> <p>AHCINF202 Install, maintain and repair farm fencing                  AHCINF201 Carry out basic electric fencing                  AHCMOM202 Operate tractors                  AHCWRK201 Observe and report on the weather                  AHCWRK205 Participate in workplace communication</p> <p><b>Pest Management</b></p> <p>AHCPMG201 Treat weeds                  AHCCHM201 Apply chemical under supervision                  AHCNSY202 Care for nursery plants                  AHCPMG202 Treat plant pests, diseases and disorders</p>	<p><b>Livestock</b></p> <p>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</p> <p><b>Production Horticulture</b></p> <p>AHPCPM201 Recognise plants                  AHCNSY203 Undertake propagation activities                  AHCNSY201 Pot up plants</p> <p><b>Soils and Media</b></p> <p>AHCSOL202 Assist with soil or growing media sampling and testing</p> <p><b>Biosecurity</b></p> <p>AHCBIO201 Inspect and clean machinery for plant, animal and soil material                  AHCMOM304 Operate machinery and equipment</p>
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**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

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

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

**Examples of occupations in Primary Industries**

<ul style="list-style-type: none"> <li>• animal attending</li> <li>• dairy farming</li> <li>• livestock rearing and breeding</li> </ul>	<ul style="list-style-type: none"> <li>• beef production</li> <li>• nursery work</li> <li>• horticulture</li> </ul>	<ul style="list-style-type: none"> <li>• crop production</li> <li>• horse care</li> <li>• pest and disease control</li> </ul>
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**Mandatory HSC Course Requirements.**  
 Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.

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

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

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

Course Cost: Preliminary - \$80      HSC - \$80	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
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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>**

## Human Society and its Environment



Head Teacher: Mr Baird

### **Courses Offered:**

- **Ancient History**
- **Business Services (VET)**
- **Business Studies**
- **Geography**
- **Legal Studies**
- **Modern History**
- **Retail Services (VET)**

Course:	Preliminary Course No: 11020 / HSC Course No. 15020
<p align="center"><b>Ancient History 2 Unit Board Developed Course Category A</b></p>	<p align="center"><b>Prerequisites: Nil Exclusions: Nil</b></p>
<p><b>Course Description</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>	
<p><b>Main Topics Covered</b></p> <p>The structure of the new Ancient History syllabus is as follows:-</p> <p><b>Year 11 Course:</b> Investigating Ancient History</p> <ul style="list-style-type: none"> <li>● The Nature of Ancient History</li> </ul> <p>At least TWO case studies: One must be from Egypt, Greece, Rome or Celtic Europe, and One must be from Australia, Asia, the Near East or the Americas.</p> <ul style="list-style-type: none"> <li>➤ Features of Ancient Societies</li> <li>➤ Historical Investigation</li> </ul> <p><b>Year 12 Course:</b></p> <ul style="list-style-type: none"> <li>➤ Core Study: Cities of Vesuvius – Pompeii and Herculaneum</li> <li>➤ Ancient Societies</li> <li>➤ Personalities in their Times</li> <li>➤ Historical Periods</li> </ul> <p>The course requires study from at least 2 of the following areas: Egypt, Near East, China, Greece and Rome</p>	
<p><b>Particular Course Requirements</b> Students will pursue a Personal Historical Investigation in the Preliminary Course.</p>	

<b>Course:</b>	<b>Course No:</b>
<b>Business Studies</b>	<b>Preliminary: 11040 / HSC: 15040</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisites: Nil Exclusions: Nil</b>
<p><b>Course Description</b></p> <p>Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of business: the role and nature of business</li> <li>• Business Management: the nature and responsibilities of management</li> <li>• Business Planning: establishing and planning a small and medium enterprise</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations: strategies for effective operations management</li> <li>• Marketing: development and implementation of successful marketing strategies</li> <li>• Finance: financial information in the planning and management of business</li> <li>• Human resources: human resource management and business performance</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>Students will experience content in the course in familiar and routine situations as well as unfamiliar situations.</p> <p>Students will be provided with regular opportunities involving the integration of technology to enrich the learning experience.</p>	

<b>Course:</b> <b>Geography</b>	<b>Course No:</b> <b>Preliminary: 11190 / HSC: 15190</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisites: Nil</b> <b>Exclusions: Nil</b>
<p><b>Course Description</b></p> <p>The preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contributions to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Biophysical Interactions – how biophysical processes contribute to sustainable management.</li> <li>• Global Challenges – geographical study of issues at a global scale.</li> <li>• Senior Geography Project – a geographical study of student's own choosing.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Ecosystems at Risk – the functioning of ecosystems, their management and protection.</li> <li>• Urban Places – study of cities and urban dynamics.</li> <li>• People and Economic Activity – geographic study of economic activity in a local and global context.</li> </ul> <p><b>Keys concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</b></p>	
<p><b>Particular Course Requirements</b></p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

<b>Course:</b>	<b>Course No:</b>
<b>Legal Studies</b>	<b>Preliminary: 11220/ HSC: 15220</b>
<b>2 units for each of Preliminary and HSC Board Developed Course Category A</b>	<b>Prerequisites: Nil Exclusions: Nil</b>
<p><b>Course Description</b></p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines and individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Part I – The Legal System</li> <li>• Part II – The Individual and the Law</li> <li>• Part III – The Law in Practice</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>	
<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Core Part I: Crime</li> <li>• Core Part II: Human Rights</li> <li>• Part III: Two options are chosen from: <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul> </li> </ul> <p><b>Each topic's themes and challenges should be integrated into the study of the topic.</b></p>	
<p><b>Particular Course Requirements - No special requirements.</b></p>	

Course:	Course Nos:
<b>Modern History</b>	<b>Prelim: 11270, HSC 15270</b>
<b>2 Unit Board Developed Course Category A</b>	<b>Prerequisites: Nil Exclusions: Nil</b>
<p><b>Course Description:</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.</p>	
<p><b>Main Topics Covered:</b></p> <p>The structure of the new Modern History syllabus is as follows:-</p> <p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>➤ Investigating Modern History</li> <li>• The Nature of Modern History</li> <li>• At least 2 Case Studies             <ul style="list-style-type: none"> <li>One Case Study must be from Europe, North America or Australia</li> <li>One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America</li> </ul> </li> <li>➤ Historical Investigation</li> <li>➤ The Shaping of the Modern World</li> </ul> <p><b>Year 12 Course:</b></p> <ul style="list-style-type: none"> <li>➤ Core Study: Power and Authority in the Modern World 1919–1946</li> <li>➤ National Studies</li> <li>➤ Peace and Conflict</li> <li>➤ Change in the Modern World</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <ul style="list-style-type: none"> <li>• Students will pursue a Personal Historical Investigation in the Preliminary Course.</li> </ul>	

 <b>2021 BUSINESS SERVICES COURSE DESCRIPTION</b> <b>BSB20115 Certificate II in Business</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Business Services</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Business Services Training Package (BSB v5)</b>  <b>Units of Competency</b> <b>Core</b> BSBWHS201 Contribute to health and safety of self and others	<b>Electives</b> BSBCUS201 Deliver a service to customers BSBSUS201 Participate in environmentally sustainable work practices BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBINN201 Contribute to workplace innovation BSBITU211 Produce digital text documents BSBITU212 Create and use spreadsheets BSBWOR202 Organise and complete daily work activities BSBWOR203 Work effectively with others BSBWOR204 Use business technology TLIP2029 Prepare and process financial documents BSBITU307 Develop keyboarding speed accuracy
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.	
<b>Examples of occupations in the business services industry:</b> <ul style="list-style-type: none"> <li>• administration assistant</li> <li>• office junior</li> <li>• information desk operator</li> <li>• clerical worker</li> <li>• receptionist</li> <li>• data entry operator</li> </ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
Course Cost: Preliminary - \$0 HSC - \$0	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020	

 <b>2021 RETAIL SERVICES COURSE DESCRIPTION</b> <b>SIR30216 Certificate III in Retail Services</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Retail Services</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Retail Services Training Package (SIR 3.0)</b>  <b>Units of Competency</b> <b>Core units</b> 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	<b>Elective units</b> 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  <b>Additional for HSC requirements</b> SIRXSLS002 Follow point of sale procedures
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the 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.	
<b>Examples of occupations in retail services industry</b> <ul style="list-style-type: none"> <li>▪ Buyer</li> <li>▪ Customer service assistant</li> <li>▪ Stock controller</li> <li>▪ Salesperson</li> <li>▪ Visual merchandise</li> <li>▪ Merchandise</li> </ul>	
<b>Mandatory HSC Course Requirements.</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The 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.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: Preliminary - \$0</b>	<b>HSC - \$0</b>  <b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Exclusions - VET course exclusions can be checked on the NESA website at</b> <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	

## TAFE

Several face to face classes are offered to our students each year, however there is no guarantee TAFE classes will run, therefore we require students to select 6 subjects (12 units) and if they choose to select a TAFE course, this is in addition to their other 6 selected subjects.



For students wishing to enrol in a TVET (TAFE) course, they must collect a TAFE Expression Of Interest (EOI) form from the school's Career Advisor between 3<sup>th</sup> August, 2020 and return them by 4<sup>th</sup> September, 2020.

### **Courses Offered:**

\* Subjects offered may vary and student places within the course will not be confirmed by TAFE until December 2020.

- **Automotive (Mechanical) (Cat B)**
- **Electrotechnology – (Cat B)**
- **Early Childhood Education and Care (Cat C)**
- **Salon Assistant – (Cat C)**

These courses are offered through TAFE and students need to meet the transport and educational requirements of TAFE.

More detailed information can be found at: <https://www.tafensw.edu.au/study/types-courses/tvet#region-pdfs>

# School Based Apprenticeships and Traineeships - SBATs

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

## KEY FEATURE OF SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

### School Based Apprentices are required to:

- Enter into a Training Contract for a nominal duration of generally five years; two years part time followed by three years full time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment unless otherwise stated in the Vocational Training Order (VTO) by 31 December of the year they will complete their HSC.
- Enrol in a minimum Certificate III AQF qualification.

### School Based Trainees are required to:

- Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days, of paid employment by 31 December of the HSC year.
- The minimum training term nominated on the training contract for a school based traineeship must be 18 months. However, the Commissioner for Vocational Training will consider variations to this timeframe where required.

School based apprentices and school based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school based apprentices will undertake 144 days of work based training over two years while at school. For the plumbing trades, school based apprentices will undertake 180 days of work based training over two years while at school. For the electro-technology trades, school based apprentices will undertake 180 days of work based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school based apprentices will undertake a minimum of 100 days of work based training over two years while at school. For other trades updated information will be available as Industry Training Advisory Bodies (ITABs) release new guidelines.

## COMPARISON OF SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

	School Based Traineeship	School Based Apprenticeship
<b>ATAR</b>	ATAR option available in some industry areas	ATAR attainment is difficult
<b>CERTIFICATION achieved post HSC</b>	Cert II	Student is working towards a Cert III
<b>Articulation</b>	STAGE II articulation both on and off the job into Cert III Trade course	Transcript of competencies achieved towards Trade Cert III
<b>Contract</b>	Two year part time	Indentured under a 5 year contract the first two years part time and then 3 years full time
<b>Progression</b>	Students and employers make an informed decision regarding the students progression into Stage II of the Apprenticeship course	The apprenticeship Training Plan outlines all of the aspects of the SBAT. The completion date is defined in the Training Plan and generally falls after the student has completed their HSC

### FREQUENTLY ASKED QUESTIONS ABOUT SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

#### **How to apply to become a School Based Trainee?**

Speak to your school careers advisor or Local Partnership Broker representative. Make sure you discuss this with your school careers advisor immediately as this may affect your choice of subjects for Years 11 and 12.

#### **How are School Based Trainees selected?**

By competitive application – this involves industry representatives, interview with potential employer and a trial work experience in Term 3 or 4 of Year 10.

#### **How does the School Based Trainee travel to the workplace and TAFE?**

Students are required to ensure they can make their own way to both the workplace and TAFE (if required).

#### **What happens if an SBAT misses classes at School?**

Students must ensure they communicate regularly with their school VET Coordinator and teachers to manage their school work load. Each school will provide mentoring support as required.

### School Based Traineeships Available

School Based Traineeships are available in a range of industry areas, see industry areas below. More information on each of the traineeships can be found at <http://www.sbatjobs.info/>

Aero-skills	Furnishing
Aged Care Work	Health Services
Animal Care & Management	Horticulture
Automotive	Hospitality Operations
Beauty	Information Technology
Business	Laboratory Operations
Care Support Services – for Aboriginal People	Local Government
Caravan Operations	Meat Processing
Community Pharmacy	Multimedia
Community Services Work	Out of School Hours Care
Conservation and Land Management	Plumbing
Construction	Printing and Graphic Arts
Electro-technology	Process Manufacturing
Engineering	Property Services
Entertainment	Retail
Fashion Technology	Rural Skills
Financial Services	Sport and Recreation
Floristry	Telecommunications
Food Processing	Tourism Operations
Forestry	Transport & Distribution

## HSC School Based Apprenticeships Available

School Based Apprenticeships are currently being undertaken in the following industry areas.

More information on each of the traineeships can be found at <http://www.sbatinnsw.info/>

Automotive	Horticulture (Turf)
Cabinetmaking – Furniture Making	Metal & Engineering
Electrotechnology	Plumbing
Horticulture (Retail Nursery)	Beauty Therapy
Meat Processing	Construction
Outdoor Recreation	Horticulture (Landscaping)
Baking	Hospitality
Carpentry & Joinery	Offsite Construction (shop-fitting)
Hairdressing	Wall and Ceiling Lining

There are many other trade qualifications that may be available while attending school. If you want to enquire further about a School Based Apprenticeships or Traineeships that are not listed speak to your careers advisor.

## TOP TIPS FOR CHOOSING HSC COURSES

- Make the link between your choices now and where you want to go after Year 12.
- If you want to get an ATAR, make sure you will be eligible. NSW Year 12 students must complete at least 10 units of ATAR courses. These ATAR courses must include at least:
  - 8 units of Category A courses
  - 2 units of English
  - three Board Developed courses of 2 units or greater
  - four subjects.
 You can include up to 2 units of Category B courses.
- Choose HSC courses that you're good at and interested in, and that will lay a foundation for your future plans. In particular, choose courses that will prepare you well for the areas of university study you're planning to pursue.
- If you're not sure what level maths and English to take, choose the level that suits your ability and future plans, rather than trying to take advantage of how courses are scaled: you will not necessarily get a higher ATAR just by studying a lower level course. And be aware that while unis often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 5 and 6), they don't always reward your performance in the lower level courses, no matter how well you do.
- Just about any combination of courses can lead to a good ATAR; it all depends on how well you do in all your courses in comparison to other students. The table below addresses a number of scaling 'myths'.
- Check if the uni you want to go to, or the course you want to do, has prerequisites (these can include a high-level maths or English course) and assumed knowledge. Details are published in Part 2 of this booklet.
- To make good choices about what to study, work to the best of your ability and focus on your goals for life after school.

### SCALING MYTHS

	MYTH	FACT
 	<p>Some courses are always 'scaled up,' therefore I should study those.</p> <p>-----</p> <p>Some courses are always 'scaled down,' therefore I should avoid those.</p>	 <p>The way a course is scaled depends entirely on the average academic performance of all the students doing that course that year – and it can change from year to year. For most courses, your scaled mark will be lower than your HSC mark. To get the best possible position and maximise your scaled marks, select the courses you'll do best in.</p>
	<p>I need to study 'hard' subjects to get high scaled marks.</p>	 <p>'Hard' is a subjective term. Everyone has different strengths and interests. Students who achieve an ATAR of 99.95 study a large variety of subjects.</p>
	<p>I should study Mathematics Standard 2 rather than Mathematics Advanced to get a better ATAR.</p>	 <p>It's very difficult to predict which course will lead to a higher scaled mark. Your scaled mark depends on the average academic ability of the students studying that course and your position in the course. When considering which maths course to study, remember that some university courses have prerequisites or assumed knowledge of Mathematics Advanced. It's important to choose the level of maths that best suits your plans for further study.</p>

## SENIOR ELECTIVE FEES 2021

<b>SUBJECT</b>		<b>Cost</b>
Agriculture	Years 11 & 12	\$80
Biology	Years 11 & 12	\$30
Chemistry	Years 11 & 12	\$30
Earth and Environmental Science	Years 11 & 12	\$30
Food Technology	Years 11 & 12	\$80
VET Construction	Years 11 & 12	\$120
Industrial Technology – Wood	Years 11 & 12	\$100
Investigating Science	Years 11 & 12	\$30
Marine Studies	Years 11 & 12	\$30
Metal & Engineering	Years 11 & 12	\$120
Hospitality	Years 11 & 12	\$150 + \$90 Uniform in Yr. 11
Japanese Continuers	Years 11 & 12	\$50
Physics	Years 11 & 12	\$30
Primary Industries	Years 11 & 12	\$80
Visual Art	Years 11	\$50
Visual Art	Years 12	Students purchase their own resources