



CREATING OUR FUTURE

STAGE 6

SUBJECT SELECTION GUIDE

YEAR 11 & 12 - 2022/2023

This booklet is to assist Year 10 students in their selection of subjects / courses for Year 11 2022 and their HSC in 2023. Not all courses in this booklet will attract sufficient students to run. The final decision on the Year 11 Curriculum will be made regarding:

- The number of students selecting each course
- Timetabling considerations
- Specialist room availability.

Note: Students electing to undertake courses of study at TAFE need to be aware that they may miss some timetabled lessons at school. It is the responsibility of students to catch up on missed work.

This handbook is available online at
<https://toormina-h.schools.nsw.gov.au/>

<i>Year Adviser</i>	<i>Mr. A. Berrada</i>
<i>Assistant Year Adviser</i>	<i>Mr. M. Ryan</i>
<i>Careers Adviser</i>	<i>Mrs. R. West</i>
<i>Transition Adviser</i>	<i>Mr. M. Francis</i>
<i>School VET Coordinator</i>	<i>Mr. S. Gale</i>
<i>Head Teachers</i>	<i>English – Mrs. L. Mullan</i> <i>Mathematics / LOTE – Mrs. P. Stanton</i> <i>Science – Mrs. J. Bryant</i> <i>HSIE – Mr. R. Raward</i> <i>PDHPE – Mr. S. Bilsborough</i> <i>CAPA – Mr. K. McGear</i> <i>TAS – Mr. G. Woods Support Unit – Mr. S. Gale (Acting)</i> <i>Administration – Ms. C. Cutter</i> <i>Welfare – Mrs. L. McRae</i>
<i>Deputies</i>	<i>Ms. M. Elliott - Year 11 2022</i> <i>Ms. S. Jordan - Support Unit and Distance Education</i>

Table of Contents

INTRODUCTION	4
INFORMATION ABOUT THE HSC.....	5
WHAT TYPES OF COURSES ARE AVAILABLE IN THE HSC?	5
HSC MINIMUM STANDARD	6
HSC PATHWAYS.....	8
WHAT ARE UNITS?	9
REQUIREMENTS FOR THE AWARD OF THE HSC	9
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)	10
ASSESSMENT AND REPORTING	11
SUBJECT SELECTION PROCESS.....	12
COURSES OFFERED FOR SELECTION AT TOORMINA HIGH.....	12
AGRICULTURE	14
ANCIENT HISTORY	15
BIOLOGY	17
BUSINESS STUDIES	19
CHEMISTRY	21
COMMUNITY AND FAMILY STUDIES.....	23
CONSTRUCTION.....	24
DESIGN AND TECHNOLOGY.....	25
DRAMA	27
EARTH AND ENVIRONMENTAL SCIENCE	28
ENGINEERING STUDIES.....	30
ENGLISH EXTENSION 2	32
ENGLISH EXTENSION 1	33
ENGLISH ADVANCED	34
ENGLISH STANDARD	36
ENGLISH STUDIES	38
ENTERTAINMENT	40
EXPLORING EARLY CHILDHOOD	41
FOOD TECHNOLOGY	43
HOSPITALITY	45
INDUSTRIAL TECHNOLOGY.....	46

INDUSTRY-BASED LEARNING	48
INVESTIGATING SCIENCE.....	49
LEGAL STUDIES.....	51
MARINE STUDIES.....	52
MATHEMATICS EXTENSION 2.....	53
MATHEMATICS EXTENSION 1	54
MATHEMATICS ADVANCED.....	55
MATHEMATICS STANDARD 2.....	56
MATHEMATICS STANDARD 1.....	57
MODERN HISTORY	58
MUSIC 1.....	60
NUMERACY.....	61
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION.....	62
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING	64
PHYSICS.....	66
PRIMARY INDUSTRIES.....	68
SKILLS FOR WORK & VOCATIONAL PATHWAYS	69
SOCIETY AND CULTURE	70
SPORT, LIFESTYLE AND RECREATION STUDIES.....	72
TEXTILES AND DESIGN	73
VISUAL ARTS	74
VISUAL DESIGN.....	76
<i>TAFE COURSES (TVET)</i>	<i>77</i>
<i>MY CAREER ACTION PLAN.....</i>	<i>78</i>

INTRODUCTION

This handbook has been carefully prepared to help students and parents find their way through the Higher School Certificate 'maze'. It should be closely read and then retained as a useful reference book to keep students well informed about HSC rules and procedures as well as essential information about each subject and course. While the school provides advice, it is the responsibility of each and every student to understand the implication of their subject choice.

The HSC can open many doors to the future: To tertiary education, to fulfilling and interesting employment, to maturity and adulthood. As students make subject choices, they must carefully consider the goals they have, their interests and abilities and possible career choices.

To meet student needs, interests, and abilities, THS offers a broad range of subjects and courses and opportunities to maximise learning through studying courses completely at school or in combination with TAFE, industry and in some cases university. Details of these opportunities are to be found in this booklet which also contains:

- The rules governing the award of the Higher School Certificate in NSW
- Information on study requirements and assessment
- Information regarding the ATAR (Australian Tertiary Admission Rank)
- An overview of all courses which may be offered to help students make informed decisions about the subjects and courses they wish to study.

This booklet gives an overview of the complete senior program and course descriptions for students to consider. Assessment details and rules will be provided in a separate Year 11 Assessment Booklet next year. Before commencing the HSC courses, further information, and a Year 12 Assessment Handbook with detailed information on the assessment schedules and rules for examinations will be provided.

INFORMATION ABOUT THE HSC

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

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests, and goals.
- Courses can be linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries. These are both delivered at school and externally at TAFE.

New South Wales Education and Standards Authority (NESA)

The NESA website is accessible to all students, and parents, and has copies of all syllabus documents together with specimen examination papers and assessment guidelines for all HSC courses.

Their website address is: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Students are encouraged to access this website on a regular basis.

Year 11 and HSC Study

Year 11 studies are undertaken for three school terms. The HSC studies which follow, begin in Term 4 of that year, and continue until the HSC examinations in October / November of the following year. Satisfactory completion of Year 11 courses is required before commencing the corresponding HSC course level.

WHAT TYPES OF COURSES ARE AVAILABLE IN THE HSC?

1. NESA Board Developed Courses

The NSW Education Standards Authority (NESA) develops these courses, and they make up most of those offered. All students who study these courses follow a set syllabus, which is examined externally at the end of the HSC and can be counted in the calculation of the ATAR.

2. NESA Endorsed

A) Content Endorsed Courses (CEC)

CEC's have syllabi endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest not covered in NESA Developed Courses. There is no external HSC examination and they do not count towards the ATAR.

B) School Designed Courses

These courses, designed by individual schools to meet special needs, are approved by the NESA, do not have external examinations, and do not count towards the ATAR.

3. Vocational Education and Training (VET) Courses

VET courses can be either NESA Developed or NESA Endorsed. They enable students to study courses to gain both HSC qualifications and accreditation with industry as part of the Australian Qualifications Framework (AQF). NESA Developed VET courses (if examined) can count in the calculation of the ATAR.

4. TAFE NSW Vocational Education and Training (TVET)

TVET courses are 'dual accredited' courses which count towards completing the requirements of the NSW HSC AND a Nationally recognised Vocational Education and Training qualification. TVET courses are delivered by TAFE NSW. Students choosing to undertake TVET courses will miss some timetabled lessons at school. It is the responsibility of students to catch up on missed work. Some NESA Developed TVET courses have an optional HSC exam, so if the HSC exam is sat, the results may count towards the calculation of the ATAR. Work Placement is a mandatory NESA requirement for many TVET courses.

5. Life Skills Courses as Part of a Special Program of Studies

These courses are designed for students who have completed a Special Education Program of Study in Stage 5 and participation will be based upon an individual transition-planning process for both the Year 11 and HSC years.

There are specific entry requirements for the Life Skills courses, and you still need to meet the general eligibility and study patterns to gain your HSC. Students will need to speak to the Learning and Support Teachers or Head Teacher Support Unit to find out whether these courses are suitable to you. Life Skills courses do not count towards the ATAR.

HSC MINIMUM STANDARD

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school.

Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive an HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard.

Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information is available from [NSW Education Standards Authority \(NESA\)](#)

HSC PATHWAYS

Most students follow a two-year program of study in Years 11 and 12 leading to the award of the HSC. NESA also provides access for those people who wish to combine their studies with employment or other responsibilities, such as family care.

The Pathways provisions listed allow flexibility in obtaining the HSC

Accumulation of the HSC

Students may accumulate an HSC over a five-year period. The five-year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course.

Students accumulating an HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Year 11 and Year 12 courses satisfactorily completed, including repeat attempts. The mark of the final attempt in a particular course is the mark used for the calculation of the ATAR. By the end of the period of accumulation, all Year 11 and Year 12 pattern of study requirements need to be met. In subjects that include extension courses, you may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

Repeating a Course

You may repeat one or more HSC courses, but you must do so within the five-year accumulation period. In the calculation of the Australian Tertiary Admissions Rank (ATAR), the most recent mark in a course will be used.

Acceleration

Students may undertake Year 11 or Year 12 courses in advance of their usual cohort. Acceleration gives more able students the opportunity to progress through their study requirements at a faster rate than usual by completing the course content in a shorter time and accumulating results. Decisions about acceleration will be made by the Principal.

School-Based Apprenticeships and Traineeships

In some cases, HSC Studies can be undertaken at the same time as a part time traineeship or apprenticeship. Both combine paid work and training that leads to a recognised Australian Qualifications (AQF) VET qualification. These can only be undertaken in very special areas of VET. You will need to see the Careers Adviser if you

would like to undertake this pattern of study.

WHAT ARE UNITS?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (approximately 120 hours per year) = 100 marks.

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

2 UNIT COURSE: This is the basic structure for all courses

EXTENSION COURSE: Extension study is available in several subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET.

English and Mathematics Extension Courses are available at Year 11 and HSC levels.

Students must study the Year 11 extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

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

REQUIREMENTS FOR THE AWARD OF THE HSC

You must study a minimum of 12 units in Year 11 and 10 units in HSC programs.

Both the Year 11 and HSC studies must include:

- At least 6 units from NESAB Board Developed Courses including at least 2 units of a NESAB Board Developed Course in English
- At least three courses of 2 units value or greater
- At least four subjects.
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Are There any Other Restrictions on Study for the HSC?

English is the only compulsory subject. A student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

Are there Restrictions on Studying Courses in Combination?

Students may not study two NESA Developed courses in one subject area. For example, you cannot study 'Industrial Technology – Electronics' and 'Industrial Technology – Timber'

Additional Requirements: All My Own Work – a program in Ethical Scholarship for HSC students

The HSC: All my Own Work program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

The program consists of a number of modules which can be accessed online in a flexible, self-paced mode. It is expected that the program will take between 5 and 10 hours to complete. Each student is required to satisfactorily complete the material contained in the program before commencing their HSC program of study. Satisfactory completion of the program will be an eligibility requirement for all candidates entering Higher School Certificate courses.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of

0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students and assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC. The ATAR is a rank not a mark.

Further details on the ATAR can be obtained from the Universities Admission Centre (UAC) www.uac.edu.au

To be eligible for an ATAR you must satisfactorily complete at least 10 units of Board Developed Courses including at least 2 units of English.

The ATAR is calculated using an aggregate of scaled marks (average of examination and assessment marks) in 10 units of Board Developed courses comprising either:

- the best 2 units of English; plus 8 units from Category A courses. OR

- 8 units of Category A courses (including English) and 2 units of Category B courses (i.e. one Category B subject). Students must complete the HSC exam for the Category B course.

ASSESSMENT AND REPORTING

How will the Year 11 courses be Assessed?

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced, but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

School leavers who are not eligible for the RoSA will receive a Transcript of Study.

How will the HSC be Assessed? The HSC Award

On completion of the HSC, you will receive a:

- The HSC testamur
- A Record of School Achievement and
- Individual course reports summarising examination and school assessment performance for each course.

The HSC mark received by each student will be a 50:50 combination of external examination and school based assessment mark.

The internal school-based assessment mark summarises the student's performance in assessment tasks set and marked by the school. This mark will be moderated using HSC examination results.

The external examination mark is that gained by the student in examinations set and marked by the NSW Education Standards Authority (NESA).

The HSC assesses students against standards of achievement set for each course. Students will benefit from the use of a standards-referenced approach to the HSC as:

- The marks the students gain in a subject will be aligned with descriptions of what

they know, understand, and can do

- Marks will reflect the standards actually achieved by students rather than just indicating a position in a predetermined distribution
- There will be meaningful and detailed reports with clear descriptions of the different standards of performance
- Students who meet or exceed the minimum standard of performance expected will receive a mark of 50 or more.

SUBJECT SELECTION PROCESS

Students will be making their subject selections online via the Edval Choice portal. It is a requirement of this program that students use their Department of Education email address (firstname.surname@education.nsw.gov.au)

Subject selection preferences can be changed as often as the student likes until the set close date. Students need to:

1. Ensure your education email is working and check it regularly for the invitation email with the link and your unique web-code
2. Go to link provided in the email and enter your unique code
3. Select the subjects you want, in order of PREFERENCE (this means the subject you list at the top is the one you want the most)
4. Click submit

Subjects that will run

Once the preference portal has closed, the data will be downloaded and reviewed by the Principal and Executive who will determine which subjects run based on student choice and staff availability. Students who are not able to have a full complement of courses from their identified preferences will be asked to discuss their options with the Careers Advisor and reselect their preference.

COURSES OFFERED FOR SELECTION AT TOORMINA HIGH

Please select at least 6 subjects (12 units) from the lists below which you would like to study in Year 11 and apply for your future studies online following the instructions on the previous page.

Remember:

- You **MUST** choose an English course
- You **MUST** choose at least 3 Board Developed courses to gain an HSC

- To qualify for an ATAR you must choose at least 10 units of Board Developed courses.

Board Developed Courses (Category A)	Unit Value	Board Developed Courses (Category B)	Unit Value
These courses all have a compulsory HSC exam and qualify towards an ATAR.		These courses have an optional HSC exam. Only ONE of these courses can contribute to the calculation of an ATAR.	
Agriculture	2	English Studies	2
Ancient History	2	Mathematics Standard 1 (Y12 Only)	2
Biology	2	Board Developed Vocational Education and Training (VET) Courses (Category B)	Unit Value
Business Studies	2	These courses provide students dual accreditation for the HSC. Inclusive of the category B subjects above, some of these courses have an optional HSC exam, but only ONE of these subjects can contribute towards the calculation of the ATAR.	
Chemistry	2	Construction Entertainment	2
Design and Technology	2	Hospitality - Food and Beverage	2
Drama	2	Primary Industries	2
Earth and Environmental Science	2		
Engineering Studies	2	Content Endorsed Courses	Unit Value
English Extension 2 (Y12 only)	1	These courses do not have an HSC exam or qualify for an ATAR.	
English Extension 1	1	Exploring Early Childhood	2
English Advanced	2	Marine Studies	2
English Standard	2	Numeracy	2
Food Technology	2	Photography, Video and Digital Imaging	2
Industrial Technology – Timber	2	Skills for Work and Vocational Pathways (VET)	2
Industrial Technology – Electronics	2	Sports Lifestyle and Recreation	2
Investigating Science	2	Visual Design	2
Legal Studies	2		
Mathematics Extension 2 (Yr 12 only)	1		
Mathematics Extension 1	1		
Mathematics Advanced	2		
Mathematics Standard 2 (Y12)	2		
Mathematics Standard (Y11)	2		
Modern History	2		
Music 1	2		
Legal Studies	2		
Personal Development, Health, Physical Education	2		
Physics	2		
Society and Culture	2		
Visual Arts	2		

Please note that not all subjects listed will run next year. For a subject to be considered viable there must be a substantial number of students wishing to undertake the course. If there are a limited number of students wishing to undertake a particular course, it may not be possible to offer it due to staffing constraints.

AGRICULTURE

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	Science	Contact	Dr Willhoite

What will I be doing in this course?

The preliminary course covers an overview of Australian agriculture, a farm study and plant and animal agriculture. The HSC course develops the animal and plant work further and looks specifically at a farm product. Students have the option to study one of three electives.

How will I be assessed?

HSC Assessment is on the HSC course only.

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: Core questions	80	Plant/Animal Production Exam Farm Product Study	50
Two questions from the elective they have studied	20	1 Elective from the following topics: <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 	30
	100		20
			100

How will this course help me in the future?

Agriculture has strong links with the science courses, particularly biology. It can lead to careers in rural sciences, horticulture, greens keeping, and veterinary science.

What else do I need to know?

Agriculture is a rigorous 2 Unit course requiring enthusiasm, effort and an interest in the rural environment. Practical experiences occupy at least 30% of the time.

ANCIENT HISTORY

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	HSIE	Contact	Ms Cutter

What will I be doing in this course?

Ancient History is an enquiry into past experiences and aims to help students understand the forces that have shaped the ancient world. In this course you will learn not only what happened in the past, but you will consider motives, causes, problems and consequences, through an evaluation various types of historical sources.

Year 11 Course:

The course comprises three areas:

1. Investigating Ancient History
 - The Nature of Ancient History Case Studies
2. Features of Ancient Societies
3. Historical Investigation – an individual research project

HSC Course

The HSC course is divided into four areas of study

1. Core Study – Cities of Vesuvius-Pompeii and Herculaneum in the historical and geographical context of the volcanic eruption in AD 79; the life of the people before and after the eruption and the excavations by treasure hunters and archaeologists.
2. Ancient Societies - The course requires study from the following areas: Egypt; Near East; China; Greece; Rome.
3. Personalities and their Times- students study a personality from the following list: Egypt – Hatshepsut; Egypt – Akhenaten; The Near East – Sennacherib; The Near East – Xerxes; China – Qin Shi Huangdi; Greece – Pericles; Greece – Alexander the Great; Rome – Tiberius Gracchus or Julius Caesar or Agrippina the Younger.
4. Historical periods- students study one from the following list: New Kingdom Egypt; Israel from Solomon to the fall of Samaria; Persian society at the time of Darius and Xerxes, Society in China during the Han Dynasty 206 BC–AD 220, Bronze Age – Minoan Crete; Bronze Age – Minoan Crete; Spartan society to the Battle of Leuctra 371 BC; Spartan society to the Battle of Leuctra 371 BC; Athenian society in the time of Pericles.

How will I be assessed?

A range of assessments including research projects, multimedia presentations, essays and seminar papers, source studies role plays and dramatic recreations of events.

How will this course help me in the future?

Ancient History develops excellent communication skills and teaches you to research and analyse material. Such a background is valuable for Law, Journalism, Communication, Advertising and Marketing, Personnel Management, Travel and Tourism, the Diplomatic Service and the Public Sector. As well, Education, Librarianship and Archaeology are possible career choices.

What else do I need to know?

An interest in learning to write essays and long answer responses is essential as the HSC requires some essay type answers. A History Extension course could be offered in Year 12.

BIOLOGY			
Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	Science	Contact	Mrs. Bryant, Mr. Howard and Mrs. Nicholls

What will I be doing in this course?

The Biology course in years 11 and 12 will be exploring 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. Applications of biology and its significance in finding solutions to health and sustainability issues in a changing world are also important areas covered in this science practical course.

Students will also be developing skills in the module 'Working Scientifically'. Scientific investigative skills are a key focus with emphasis 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.

A depth study is required in both year 11 and 12 courses which will allow students to undertake an investigation as a single investigation/activity or series of investigations/activities.

The depth study may be designed for the course cohort or a single class or be determined by individual students.

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Cells as the Basis of Life	60	15 hours in Modules 1–4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		

		Module	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Heredity	60	15 hours in Modules 5–8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

How will I be assessed?

Students will be assessed with school-based assessments including a depth study in both years and an external examination in year 12.

How will this course help me in the future?

The course provides the knowledge and skills required to study biology 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.

When combined with Chemistry and/or Physics, Biology provides an entry into careers in Medicine, Health, Science, Forestry and Ecology, future STEM jobs just to name but a few. Studied alone, the course is useful in planning for many career areas such as Nursing, Food Technology, Family Studies and Teaching. Please check your career options carefully.

What else do I need to know?

Biology is a rigorous course, requiring enthusiasm, effort and an enjoyment of science. The courses include a field studies; laboratory investigations and there are costs for field excursions.

BUSINESS STUDIES

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	HSIE	Contact	Mr. R. Raward

What will I be doing in this course?

Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impact on their lives.

Year 11 Course Structure

- The Nature of Business
- Business Management
- Business Planning.

The Year 11 course is based on a study of topics and the completion of a Business research Task. The Business Research Task is a project undertaken throughout the course to support course concepts.

HSC Course Structure

- Operations
- Marketing
- Finance
- Human Resources.

How will I be assessed?

Students will be assessed through class tests and reports, examinations and an external exam.

How will this course help me in the future?

Students will have a sound knowledge of how businesses operate and the role of

management in running businesses. The course will aid students in bridging the gap between school and work. The course will help students who wish to pursue business

studies at University and TAFE as well as preparing them to make informed, ethical and responsible decisions in the business world.

CHEMISTRY

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	Science	Contact	Mr. Howard or Ms. Thomas

What will I be doing in this course?

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

The Working Scientifically component of the course develops skills with a focus on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

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

A depth study is required in both year 11 and 12 courses which will allow students to undertake an investigation as a single investigation/activity or series of investigations/activities.

The depth study may be designed for the course cohort or a single class or be determined by individual students.

		Modules	Indicative hours	Depth studies
Year 11 course	Working Scientifically Skills	Module 1 Properties and structure of matter	120	15 hours in Modules 1–4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry		

		Module 4 Drivers of Reactions		
Year 12 course	Working Scientifically Skills	Module 5 Equilibrium & Acid Reactions		15 hours in Modules 5–8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry		
		Module 8 Applying Chemical Ideas		

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

How will I be assessed?

Students will be assessed with school-based assessments including a depth study in both years and an external examination in year 12.

How will this course help me in the future?

The course provides the knowledge and skills required to study chemistry after completing school and supports participation in a range of careers in chemistry and related inter-disciplinary industries including future STEM jobs. 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.

Chemistry is useful for careers in Industry, Chemistry, Metallurgy, Science, Engineering, Health and Medicine courses.

What else do I need to know?

There are opportunities to participate in excursions to gain insight into the local and regional businesses requiring the knowledge of chemistry.

COMMUNITY AND FAMILY STUDIES

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	TAS	Contact	Mrs. T. Crough or Mr. S. Gale

What will I be doing in this course?

Students selecting this subject will be equipped to better participate effectively in a society that is characterised by rapid social, economic, technological, legal, political and environmental change. This course is popular because it is so relevant to real life and living today.

Year 11 Course Modules

Resource Management; Individuals and Groups; Families and Communities HSC Course Modules

Research Methodology; Groups in Context; Parenting and Caring Select one option from:

- Family & Social Interactions
- Social Impact of Technology
- Individuals & Work

How will I be assessed?

HSC only – External Examination

Practical and theory-based assessment tasks as per Assessment booklet. This course is research based.

How will this course help me in the future?

This course would have vocational application in career paths such as Business Management, Human Resources Management, Teaching, Social Work, Counselling and Marketing, Pre-School Director, Nursing, Day Care, Midwifery.

What else do I need to know?

- As part of the HSC, students are required to complete an Independent research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas:
 - Individuals and Groups
 - Families and Communities
 - Resource Management

2022 CONSTRUCTION COURSE DESCRIPTION
CPC20220 Certificate II in Construction Pathways (Release 4) + Statement of Attainment
towards CPC20120 Certificate II in Construction
RTO 90162 Public Schools NSW, Tamworth

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

Course: Construction Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
-------------------------------------------------------	----------------------------------------------------------------------------------------------------------

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification in CPC20220 Certificate II in Construction Pathways, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Construction, Plumbing and Services Training Package (CPC6.2) Units of Competency Core CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry CPCCOM1013 Plan and organise work CPCCOM1015 Carry out measurements and calculations CPCCVE1011 Undertake a basic construction project	Electives CPCCOM1014 Conduct workplace communication CPCCOM2001 Read and interpret plans and specifications CPCCCA2011 Handle carpentry materials CPCCCA2002 Use carpentry tools and equipment CPCCCM2006 Apply basic levelling procedures CPCCCO2013 Carry out concreting to simple form CPCCJN3004 Manufacture and assemble joinery components
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Prerequisite CPCCWHS1001 - Prepare to work safely in the construction industry. The Construction General Induction Training (Whitecard) will be delivered as part of this course by: <ul style="list-style-type: none"> The Whitecard through HIA course may cost approximately \$110 	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

Recommended Entry Requirements
 Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

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

Mandatory HSC Course Requirements
 Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.
External Assessment (optional HSC examination for ATAR purposes)
 The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment
 Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency they can effectively carry out competency.
Appeals and Complaints
 Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Cost: Preliminary - \$100 HSC - \$75 School Specific equipment and associate requirements for students Students will require a work shirt and work boots. These must be provided to ensure students meet WHS requirements	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

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

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

DESIGN AND TECHNOLOGY

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	TAS	Contact	Mrs. T. Crough

What will I be doing in this course?

Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

Design and Technology is inclusive of the needs, interests and aspirations of all students. It provides opportunities for students to develop design projects in areas of individual interest, to discuss equity issues related to design, production and manufacturing in the Australian society and to consider careers in the fields of design and manufacturing. Students will be given the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology. They will develop skills that are transferable, and which lead to lifelong learning.

How will I be assessed?

Preliminary Assessment

The preliminary course is assessed through practical work and associated folios.

Examinations will be conducted by the school for the Half Yearly and/or Yearly exam periods. HSC Assessment

The HSC course involves a major project and comprehensive folio. Students also undertake a case study of an innovation.

Examinations will be conducted by the school for the Half Yearly and Trial, and externally for the HSC.

How will this course help me in the future?

This course will assist students who wish to take up careers in the fields of Architecture, Artist, Fashion Designer, Furniture Designer, Graphic Designer, Industrial Designer, Interior Designer, Web Designer, Digital Visual Effects and Animations Engineer.

What else do I need to know?

You must be willing to supply your own project materials for the HSC. The project being assessed for the HSC is marked externally and usually just after the middle of Term 3 of the HSC Year. Associated costs: Year 11 - \$50 Year 12 - \$10 plus materials.

DRAMA

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	English	Contact	Ms A. Milne

What will I be doing in this course?

This course is a practical and critical study in which students learn through experience and develop the confidence to participate in creative study. Students will study five content areas.

Preliminary Course

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

HSC Course

- Australian Drama and Theatre (core content).
- Studies in Drama and Theatre.

Group Performance (core content). Individual Project (I.P.) – one of the following:

Individual Performance; Portfolio of Theatre Criticism; Director's Folio; Applied Research Project; Costume Design; Lighting Design; Promotion Design; Set Design; Scriptwriting; Video Drama.

Achievement of minimum standards of literacy assessment or a NAPLAN Band 8 in reading and writing is recommended.

How will I be assessed?

School Assessment Program: Workshop activities, written and oral reflection, development work in Individual Project and Group Presentation.

External Exam: Individual Project Performance (6-8 minutes) or one of the other individual projects listed above. Group Devised Piece (8-12 minutes) - Core written exam – essays x 3.

How will this course help me in the future?

This course will have career paths such as theatre, film, television, teaching and entertainment. The collaborative and individual skills developed in this course will also have benefits to any student's self-confidence, speaking, teambuilding and listening.

What else do I need to know?

The cost of this course is \$30 per year. (\$60.00 for the two-year course)

EARTH AND ENVIRONMENTAL SCIENCE

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	Science	Contact	Mrs. M. Nicholls

What will I be doing in this course?

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

The Working Scientifically module develops skills with inquiry-based 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.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems.

A depth study is required in both year 11 and 12 courses which will allow students to undertake an investigation as a single investigation/activity or series of investigations/activities.

The depth study may be designed for the course cohort or a single class or be determined by individual students.

		Modules	Indicative hours	Depth studies
Year 11 course	Working Scientifically Skills	Module 1 Earth's Resources	120	15 hours in Modules 1–4
		Module 2 Plate Tectonics		
		Module 3 Energy Transformations		
		Module 4 Human Impacts		

Year 12 course	Working Scientifically Skills	Module 5 Earth's Processes	120	15 hours in Modules 5-8
		Module 6 Hazards		
		Module 7 Climate Science		
		Module 8 Resource Management		

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

How will I be assessed?

Students will be assessed with school based assessments including a depth study in both years and an external examination in year 12.

How will this course help me in the future?

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.

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.

What else do I need to know?

Earth and Environmental Science is a rigorous course, requiring enthusiasm, effort and an enjoyment of Science. The course includes field trips to local environments to examine soils, rock types and the main plants and animals present. There will be costs for field excursions.

ENGINEERING STUDIES

Course Type	Board Developed Course	ATAR	Category A
Units	2 Units	Duration	2 Years / 240 hours
Faculty	TAS	Contact	Mr G. Woods

What will I be doing in this course?

Both Preliminary and HSC courses offer students' knowledge; understanding and skills in aspects of engineering that include communication, engineering mechanics/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Year 11 Course:

Students undertake the study and develop an engineering report for each of the 5 modules: Three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; braking systems.

One focus module relating to the field of bioengineering. HSC Course:

Students undertake the study and development of an engineering report for each of the 5 modules:

Three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and Public transport; lifting devices.

Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

How will I be assessed?

Year 11 Course

Internal Assessment: Half Yearly examination, and 2 modules engineering reports

HSC Course

External Assessment: A 3 hour written examination

Internal Assessment: Half yearly examination, Trial Examination and 2 modules engineering reports.

How will this Course help me in the future?

This course is designed for those who are interested in careers such as Engineering, Building, Architecture, Applied Science, metallurgy and Metal trades. It will have advanced standing for some TAFE courses.

What else do I need to know?

Students will need calculators, set squares and protractor. Students will develop and engineering report for each module and at least one report in each year will be the result of collaborative work.

ENGLISH EXTENSION 2

Course Type	Board Developed Course	ATAR	Category A
Units	1 Unit	Duration	1 Year (Year 12 only)
Faculty	English	Contact	Mrs. L. Mullan

What will I be doing in this course?

In the HSC English Extension 2 course, students develop a sustained composition and document their reflection on this process. Students must be studying the English

Advanced course and English extension 1 to do this extension course.

How will I be assessed?

HSC Course

External Assessment:

- Major Work and reflection statement.

Internal Assessment:

- Viva Voce
- Literature Review
- Critique of the Creative Process

How will this course help me in the future?

This would be of great benefit to those students who are considering a career in Media or tertiary education in the Arts, Education or Law.

What else do I need to know?

This is an opportunity for creative students to produce a sustained composition in their chosen form. Students may only study English Extension 2 in Year 12 if:

- They have studied and completed English Extension in Year 11 and;
- They complete the HSC course in English Extension 1.

ENGLISH EXTENSION 1

Course Type	Board Developed Course	ATAR	Category A
Units	1 Unit	Duration	2 Years / 120 hours
Faculty	English	Contact	Mrs. L. Mullan

What will I be doing in this course?

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

Year 11 Course

Module: Texts, Culture and Value Related research project

HSC Course

Common module: Literary Worlds with ONE elective option

How will I be assessed?

There will be assessment that allows students to demonstrate:

- Knowledge and understanding of complex texts and of how and why they are valued
- Skills in complex analysis, sustained composition and independent investigation

How will this course help me in the future?

Students who anticipate a tertiary education in Arts, Education, Law or Media will find this in-depth analytical and creative study to be of considerable advantage.

ENGLISH ADVANCED

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	English	Contact	Mrs. L. Mullan

What will I be doing in this course?

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multi-modal and digital texts that represent and reflect a changing global world.

Year 11 Course

- Common Module: Reading to Write
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature HSC Course
- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander people
- texts with a wide range of cultural, social and gender perspectives

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

How will I be assessed?

Students will be assessed through assignments and exams in the areas of:

- Knowledge and understanding of course content
- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

How will this course help me in the future?

This course would suit students planning to study English and other humanities at tertiary level. Students who do well in the course will find that their results will be an advantage to careers in journalism, advertising, public relations and broadcasting.

ENGLISH STANDARD

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	English	Contact	Mrs. L. Mullan

What will I be doing in this course?

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Year 11 Course

- Common Module: Reading to Write
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature HSC Course
- Common Module: Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

How will I be assessed?

Students will be assessed through assignments and exams in the areas of:

- Knowledge and understanding of course content
- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

How will this course help me in the future?

Universities will accept this course as an entry requirement for most courses.

ENGLISH STUDIES

Course Type	Board Developed Course	ATAR	Category B
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	English	Contact	Mrs. L. Mullan

What will I be doing in this course?

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

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

Year 11 Course

Students will complete the mandatory module – Achieving through English: English in education, work and an additional 2–4 elective modules.

HSC Course

Students will complete the mandatory module Mandatory Common Texts and Human Experiences and additional 2–4 modules

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

How will I be assessed?

There will be assessment that allows students to demonstrate:

- Knowledge and understanding of complex texts and of how and why they are valued
- Skills in complex analysis, sustained composition and independent investigation

How will this course help me in the future?

This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.

What else do I need to know?

The important thing to remember is that this course does not qualify students for an ATAR unless you sit for the HSC examination. If you think you might want to go to University, this is not the course for you.

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

Course: Entertainment Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
--------------------------------------------------------	----------------------------------------------------------------------------------------------------------

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

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

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

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

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

Examples of occupations in Live Theatre industry

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

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

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

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

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

Course Cost: Preliminary - \$100 HSC - \$75 School Specific equipment and associate requirements for students Students may also be required to complete a WhiteCard Course and this can cost approximately \$110 via HIA	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

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

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

EXPLORING EARLY CHILDHOOD

Course Type	Content Endorsed Course	ATAR	Not Applicable
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	TAS	Contact	Mr. G. Wood

What will I be doing in this course?

This course comprises a compulsory common core and optional modules. The core consists of 45 hours of study and the optional modules expand on the issues introduced in the core. The course involves a practical as well as theory component and it is highly desirable to have the opportunity to interact with young children.

The Core consists of:

- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

Some of the Modules which may be studied are:

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Children of Aboriginal and Torres Strait Islander Communities
- Children's Literature
- Food and Nutrition Young Children with Special Needs

How will I be assessed?

Method of assessment may include reports, essays, internal examinations, journal writing, compilation of a media file, individual child case study, practical exercises

How will this course help me in the future?

This course is suitable for careers in Counselling, Welfare, Childcare Assistant, Care Giver, and childcare Centre Operator/Director, Primary teaching, Nanny, au Pair.

What else do I need to know?

Students will visit Childcare Centres or complete Work Experience in a Childcare Centre as part of this course.

FOOD TECHNOLOGY

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	TAS	Contact	Mr. G. Woods

What will I be doing in this course?

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of sectors, aspects, policies and legislations 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 nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

How will I be assessed?

Year 11 Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

How will this course help me in the future?

The study of Food Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Food Technology Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain employment in food, nutrition and health based careers.

What else do I need to know?

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course. To meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

Course fees: Preliminary - \$60, HSC - \$40



Education

2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION**SIT20316 Certificate II in Hospitality****RTO 90162 Public Schools NSW, Tamworth**

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

Course: **Hospitality - Food and Beverage**
Board Developed Course

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

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

Tourism, Travel and Hospitality training package (SIT 1.2)**Plus, additional competencies****Units of Competency****Core**

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

Category A

SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads

OR

Category B

SITXCOM001	Source and present information
BSBCMM201	Communicate in the workplace
BSBSUS201	Participate in environmentally sustainable work practices
HLTAID003	Provide First Aid

Electives

SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage

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

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$100 HSC - \$75

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>

INDUSTRIAL TECHNOLOGY

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	TAS	Contact	Mr. G. Woods

What will I be doing in this course

Industrial Technology is the study of technologies and the industries that use them in the production of materials and finished goods. It is intended that students will gain knowledge through practical experience. Therefore, emphasis is placed upon the process of making practical judgements to gain an appreciation of this technological era.

Students have the option of studying ONE of the following focus areas:

- Industrial Technology – Electronics
- Industrial Technology - Timber

In the Year 11 course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the Electronics industry or Timber Industry.

In the HSC course, students must design, develop and construct a major project with a management folio detailing the planning, research, management & production of the project. They also undertake a study of the overall industry related to the Electronics or Timber focus area.

How will I be assessed?

Year 11 Assessment

- The course is assessed through practical work, associated folios and by examination.

HSC Assessment

- The HSC course involves a major project and comprehensive folio.
- Students also undertake a study of the Electronics or Timber industry
- Examinations will be conducted by the school for the Half Yearly and Trial, and externally for the HSC.

How will this course help me in the future?

This course will assist students who wish to take up careers in the fields of either:

- Electrician, Air conditioning and associated Electrical trades
- Cabinetmaking, construction and associated Timber trades.

What else do I need to know?

You must be willing to supply your own project materials for the HSC. The project being assessed for the HSC is marked externally & usually just after the middle of Term 3 of the HSC year.

Students cannot study both Industrial Technology – Electronics and Industrial Technology – Timber or another Industrial Technology focus area.

Associated costs: Year 11 - \$55 (not including programmable chips); Year 12 - \$30 plus materials.

INDUSTRY-BASED LEARNING

Course Type	Content Endorsed Course	ATAR	Not applicable
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	Careers	Contact	Mrs. R. West

What will I be doing in this course?

The Industry-Based Learning course is only available for students:

- with an approved school-based apprenticeship or traineeship training contract, and
- who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship. It will provide a degree of flexibility for school-based apprentices and trainees within the Higher School Certificate. It will assist in addressing the challenges faced by students who concurrently undertake the Higher School Certificate and formal industry training.

Across the minimum 100 days of on-the-job attendance students will have the opportunity to develop competencies toward their apprenticeship or traineeship as well as develop knowledge, understanding, skills, values and attitudes related to enterprise, work and employability.

Evidence of Industry-based Learning

It is intended that the evidence of industry-based learning will be built up across the on-the-job training attendance requirement.

The evidence of Industry-Based Learning will consist of two parts:

- a log of those tasks and activities which have been undertaken in the workplace which are related to the course outcomes, and
- a reflective and self-descriptive journal of learning related to the course outcomes which has developed from the on-the-job training component of the school-based apprenticeship or traineeship.

INVESTIGATING SCIENCE

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	Science	Contact	Mrs. J. Bryant

What will I be doing in this course?

The Investigating Science course has been designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The module 'Working Scientifically' develops skills and investigates the processes and their applications that 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.

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.

Investigating science in years 11 and 12 will enable students to develop and appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide us with an ability to understand ourselves and the world in which we live. By applying the Working Scientifically skills processes, the aim of the course is to develop analytical and problem-solving skills, to allow decisions to be made with the rapidly changing and interconnected technological world.

Year 11 course	Modules	Depth studies
	Module 1 Cause and Effect - Observing	30 hours in Modules 1–4
	Module 2 Cause and Effect – Inferences and Generalisations	

	Working Scientifically Skills	Module 3 Scientific Models	
		Module 4 Theories and Laws	
Year 12 course	Working Scientifically Skills	Module 5 Scientific Investigations	30 hours in Modules 5-8
		Module 6 Technologies	
		Module 7 Fact or Fallacy?	
		Module 8 Science and Society	

How will I be assessed?

Students will be assessed with school based assessments including a depth study in both years and an external examination in year 12.

How will this course help me in the future?

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.

What else do I need to know?

In year 12 if studying Investigating Science, there is an option to select to study any of the other strands of science.

This course is offered as a Life Skills pattern of study course if a student is eligible.

LEGAL STUDIES

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	HSIE	Contact	Mr Raward & Mr Quodling

What will I be doing in this course?

Legal studies allows you to learn about the way our country is governed, the legal rules institutions and processes which affect us as people and citizens. The course encourages you to think critically about the role of law and legal institutions in society. You learn to understand what is meant by the legal jargon. The course does focus on change, on the effectiveness of the law, on dispute resolution and the issues of justice.

The Year 11 course is divided into three parts:

- The legal system
- The individual and the law
- The law in practice

Two focus groups to be chosen from Aboriginal and Torres Strait Islander peoples, migrants, women, people who are socio – economically disadvantaged and people who have a mental illness or intellectual or physical disability.

The HSC course:

- Part 1 Crime
- Part 2 Human Rights
- Part 3 Options

Case studies of two of the following:

Consumers; Family; Global Environments; Indigenous peoples; Shelter; Workplace; World order.

How will I be assessed?

Students will be assessed through tests and examinations, research tasks, media reports and files, oral reports, fieldwork and external examination.

How will this course help me in the future?

This subject offers excellent preparation for life skills through an understanding of the legal system and the social structures of our society. The course helps students prepare for further education, training and employment in the fields of law, politics, social work and journalism.

MARINE STUDIES

Course Type	Content Endorsed Course	ATAR	Not applicable
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	Science	Contact	Dr A. Willhoite

What will I be doing in this course?

This course provides the student with a mixture of practical and knowledge in the broader marine field. The areas covered by the core include marine safety, first aid, the marine environment, marine life, human use of the oceans, and aspects of marine employment. The electives build on the core.

How will I be assessed?

The two unit course will be assessed with a written exam at the end of each unit with a practical assessment of the key competencies.

Internal Assessment	
Core: Mid-Course Exam	40%
Elective: Practical	30%
Final Exam	30%

How will this course help me in the future?

The course supports students with an interest in, and a wish to pursue employment or study in the marine field. There is opportunity for continuation in post-school study with specific courses offered at University, TAFE and private organisations. It will encourage safe practices in the marine environment.

What else do I need to know?

The course will require the student to engage in marine activities such as snorkelling, boating, etc. The student should be in sound medical condition and have their own snorkel equipment, including a buoyancy device (neoprene suit or similar). Costs will be incurred by the compulsory Senior First Aid Certificate, and other optional courses. There will also be the costs of transport to venues.

MATHEMATICS EXTENSION 2

Course Type	Board Developed Course	ATAR	Category A
Units	1 Unit	Duration	1 Year / 60 hours (Year 12)
Faculty	Mathematics	Contact	Mrs. P. Stanton

What will I be doing in this course?

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of both the Year 11 Mathematics Advanced and Mathematics Extension 1 course.

This course provides opportunities to develop strong mathematical skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

The Mathematics Extension 2 course content is comprised of five topics: Proof, Vectors, Complex Numbers, Calculus and Mechanics

How will I be assessed?

There are four formal assessment tasks in the Year 12 course. In addition, all students studying the Mathematical Extension 2 course will sit for a Higher School Certificate examination.

How will this course help me in the future?

This course is useful for concurrent studies of science, industrial arts and commerce. The course provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

What else do I need to know?

Students are also required to study Mathematics Extension 1 and Mathematics Advanced in Year 12.

Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 2 or Mathematics Standard 1 course.

MATHEMATICS EXTENSION 1

Course Type	Board Developed Course	ATAR	Category A
Units	1 Unit	Duration	2 Years / 120 hours
Faculty	Mathematics	Contact	Mrs. P. Stanton

What will I be doing in this course?

The Mathematics Extension 1 course is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world.

The Year 11 course content is comprised of four topics: Functions, Trigonometric Functions, Calculus and Combinatorics.

The Year 12 course content is comprised of four topics: Proof, Vectors, Trigonometric Functions, Calculus and Statistical Analysis

How will I be assessed?

There are three formal assessment tasks in the Year 11 course and four formal assessment tasks in the Year 12 course.

In addition, all students studying the Mathematical Extension 1 course will sit for a Higher School Certificate examination.

How will this course help me in the future?

This course is useful for concurrent studies of science, industrial arts and commerce.

The course is a recommended minimum basic for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering world.

What else do I need to know?

Students are also required to study Mathematics Advanced in both Year 11 and Year 12.

MATHEMATICS ADVANCED

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	Mathematics	Contact	Mrs. P. Stanton

What will I be doing in this course?

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. This course assumes a fair level of competence in the Year 10 Advanced Mathematics course.

The Year 11 course content is comprised of five topics: Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions, and Statistical Analysis.

The Year 12 course content is comprised of five topics: Functions, Trigonometric Functions, Calculus, Statistical Analysis and Financial Mathematics.

How will I be assessed?

There are three formal assessment tasks in the Year 11 course and four formal assessment tasks in the Year 12 course.

In addition, all students studying the Mathematical Advanced course will sit for a Higher School Certificate examination.

How will this course help me in the future?

This course will benefit any student considering undertaking tertiary courses or careers in an area that has mathematics as a minor discipline.

It will support courses such as Life Sciences, Business, Commerce and a range of other disciplines at the tertiary level.

What else do I need to know?

Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 2 or Mathematics Standard 1 course.

MATHEMATICS STANDARD 2

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	Mathematics	Contact	Mrs. P. Stanton

What will I be doing in this course?

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus.

The course provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of modelling and use these models to solve problems related to their present and future needs.

The Year 11 course is comprised of four topics: Algebra, Measurement, Financial Mathematics and Statistical Analysis.

The Year 12 course is comprised of five topics: Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks.

How will I be assessed?

There are three formal assessment tasks in the Year 11 course and four formal assessment tasks in the Year 12 course.

In addition, all students studying the Mathematics Standard 2 course will sit for a Higher School Certificate examination.

How will this course help me in the future?

The Mathematics Standard 2 course provides appropriate mathematical background for students entering the workforce and/or undertaking further tertiary training.

What else do I need to know?

Students may not study any other Stage 6 mathematics course in conjunction with the Mathematics Standard 2 course.

MATHEMATICS STANDARD 1

Course Type	Board Developed Course	ATAR	Category B
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	Mathematics	Contact	Mrs. P. Stanton

What will I be doing in this course?

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus.

The course provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of modelling and use these models to solve problems related to their present and future needs.

The Year 11 course is comprised of four topics: Algebra, Measurement, Financial Mathematics and Statistical Analysis.

The Year 12 course is comprised of five topics: Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks.

How will I be assessed?

There are three formal assessment tasks in the Year 11 course and four formal assessment tasks in the Year 12 course.

Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used to contribute to the calculation of the ATAR if a student's pattern of study satisfies the ATAR requirements.

How will this course help me in the future?

The Mathematics Standard 1 course provides appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

What else do I need to know?

Students may not study any other Stage 6 mathematics course in conjunction with the Mathematics Standard 1 course.

MODERN HISTORY

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	HSIE	Contact	Mr. R. Raward and Ms. C. Cutter

What will I be doing in this course?

Modern History is an enquiry into past experiences and aims to help students understand the forces that have shaped the modern world. In this course, you will learn not only what happened in the past, but you will consider motives, causes problems and consequences. Students learn to evaluate various types of historical sources and acquire skills that assist in the formulation and communication of logical arguments based on sound knowledge of historical issues.

The Year 11 course consists of four areas:

1. Investigating Modern History

- The Nature of Modern History, which includes: The Investigation of Historic Sites and Sources; the Contestability of the Past; the Construction of Modern Histories; History and Memory; The Representation and Commemoration of the Past.

2. Case studies - One case study must be from Europe, North America or Australia.

Another case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

3. Historical Investigation - An investigation that extends a particular area of individual student or group historical interest.

4. The Shaping of the Modern world: which includes: The Enlightenment; the French Revolution, the Age of Imperialism; the Industrial Age; World War I; the End of Empire.

HSC course comprises four parts:

1. Core Study: Power and Authority in the Modern World 1919-1946-Through a focus on the nature of power and authority 1919–1946, and a broader transnational perspective, students investigate the rise of fascist, totalitarian and militarist movements after World War I.
2. National Studies: Students choose to study one National Study from a list that includes: China 1927– 1949; India 1942–1984; Indonesia 1945–2005; Japan 1904–1937; Iran 1945-1989
3. Peace and Conflict- Students choose to study one from a list that includes: Conflict in Indochina 1954–1979; Conflict in the Pacific 1937–1951; Conflict in the Gulf 1980–2011; The Arab-Israeli Conflict 1948–1996, The Cold War 1945-1991

4. Change in the Modern World - Students choose to study one from a list that includes: Pro-democracy Movement in Burma 1945–2010; The Cultural Revolution to Tiananmen Square 1966–1989; Apartheid in South Africa 1960–1994, Civil Rights in the USA 1945-1968, The Changing World Order 1945-2011, The Nuclear Age 1945-2011

How will I be assessed?

There will be a range of assessments including research projects, multimedia presentations essays and seminar papers, role plays and dramatic recreations of events.

How will this course help me in the future?

A study of modern history will prepare you to play an active role in society. It will provide you with the knowledge with which to tackle many of the issues and problems presented by a complex and changing world. It will give you a sense of historical perspective and the ability to influence society for the better.

The study of Modern History is particularly used in professions such as law, politics, journalism, banking, tourism, business and administration and teaching. Skills developed in locating and analysing information, making informed judgements and communicating information, are sought after in all workplaces in the 21st century.

What else do I need to know?

A history extension course could be offered in year 12.

An interest in learning to improve essay writing skills is essential as the HSC requires most questions to be answered in essay form.

MUSIC 1

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	CAPA	Contact	Mr. K. McGeary

What will I be doing in this course?

Students will develop skills in the four focus areas:

- Performance (individual and groups)
- Composition (making music pieces)
- Aural (listening awareness)
- Musicology (researching various musical styles)

The six topics to be studied are to be selected from the following list:

- An Instrument and Its Repertoire
- Australian Music
- Medieval Music
- Renaissance Music
- Baroque Music
- Jazz Music
- Methods of Notating Music
- Music and Religion
- Music and the Related Arts
- Music for Large Ensembles
- Music for Small Ensemble
- Music of a Culture
- Music in Education
- Popular Music
- Rock Music
- Music for Film, TV & Radio, Multimedia
- Theatre Music
- Technology and Its Influence on Music
- Music of the 18th Century
- Music of the 19th Century
- Music of the 20th and 21st Century

How will I be assessed?

Each of the four focus areas will be assessed equally in the Preliminary course. The HSC course is assessed on all four areas but the weightings depend on the Electives chosen, where you can specialise in Performance, Composition and/or Musicology (Viva Voce).

How will this course help me in the future?

Students develop the skills that prepare them for the many options available in Music (the entertainment industry, the services, bands, teaching, music sales and promotion).

What else do I need to know?

Private lessons are encouraged for vocalists and instrumentalists (but not essential) and bridging courses in theory can be done at home. The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school.

NUMERACY			
Course Type	Content Endorsed Course	ATAR	Not Applicable
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	Mathematics	Contact	Mrs P. Stanton

What will I be doing in this course?

The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.

How will I be assessed?

There are three formal assessment tasks in the Year 11 course

How will this course help me in the future?

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

What else do I need to know?

Students who have already met the HSC minimum standard in numeracy will be better placed studying Mathematics Standard or Advanced in Year 11.

The Numeracy course could be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	PDHPE	Contact	Mr. S. Bilsborough

What will I be doing in this course?

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options, including First Aid and Fitness Choices.

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 also look at factors that affect physical performance. They undertake optional study from a range of choices, including Sports Medicine and Improving Performance.

Year 11 and HSC Course topics include:

- Better Health for Individuals
- The Body in Motion
- First Aid
- Fitness Choices
- Health Priorities in Australia
- Factors Affecting Performance
- Sports Medicine
- Improving Performance

How will I be assessed?

Internal Assessment through exams, essays, research assignments, laboratory report, video analysis and presentations.

External Assessment is a three hour HSC written exam.

How will this course help me in the future?

This course is ideal for students who are considering undertaking tertiary courses or careers in the area of physical education, medicine, physiotherapy, human movement, recreation, leisure,

nursing, coaching, health education, fitness or community health. It would be of interest to students wishing to make better informed choices about their own personal health and fitness.

What else do I need to know?

An interest in human movement and individual and community health issues. The course is theory based and is academically demanding.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Course Type	Content Endorsed Course	ATAR	Not applicable
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	CAPA	Contact	Mr McGeary

What will I be doing in this course?

Students learn about selected areas of photography, video and digital imaging through the study of a combination of modules across specific fields of the course.

The specific fields are:

- Wet Photography - Students will learn about the traditional areas and concepts of Black and White Photography and how to use manual SLR cameras to construct interesting professional photographs. They will also learn to use special effects and contemporary (new) applications. With this knowledge students could consider career fields in professional photography including fashion, wedding, advertising, and art related fields.
- Digital Photography - This field utilises computer software (photoshop) to generate and understand digital images. Students explore and develop digital images, investigating the advertising and music industries use of digital media. With this knowledge students could consider career fields in Commercial and Graphic Arts, including Fashion, Advertising and Journalism.
- Video - Utilises the techniques and practices of video relating the fields of film and television in the students' lives. Students develop an understanding of how the world can be investigated in an artistic form. Career fields are film and video production including short films, directing and editing, film advertising and more.

How will I be assessed?

Practical 75%; Theory 25%. Assessment is based upon the following options:

- Wet Photography - Portfolio of prints produced and related theory on historical and modern practices including written workbook and art diary.
- Video - Production of video and related theory on historical and modern practices- including written workbook.
- Digital Imaging - Production of digital images relating to topic which could include CD covers, magazine covers etc. and related theory on historical and modern practices - including written workbook and art diary. Examination will be on technical procedures and practices.

How will this course help me in the future?

This course can help students to gain entry to courses at TAFE or University level relating to: Arts, Journalism, Travel Photography, Teaching, Film and Music Industry, Information and Technology, Commercial and Graphic Arts including Fashion and Advertising. It can also help students who wish to obtain an apprenticeship in the fields of Professional Photographic Journalism.

Students will produce portfolios for interviews and resumes.

What else do I need to know?

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.

Contributions must be paid at the start of the course. Basic cost is \$45 p.a. plus additional cost of materials including films and paper. Mobile phones or DSLR cameras can be used for this course.

PHYSICS			
Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	Science	Contact	Mrs. J. Bryant, Mr. S. Harrington and Mr. M. Ryan

What will I be doing in this course?

Physics 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.

		Modules	Depth studies
		Module 1 Kinematics	15 hours in Modules 1–4

Year 11 course	Working Scientifically Skills	Module 2 Dynamics	
		Module 3 Waves and Thermodynamics	
		Module 4 Electricity and Magnetism	
Year 12 course	Working Scientifically Skills	Module 5 Advanced Mechanics	15 hours in Modules 5–8
		Module 6 Electromagnetism	
		Module 7 The Nature of Light	
		Module 8 From the Universe to the Atom	

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

How will I be assessed?

Students will be assessed with school -based assessments including a depth study in both years and an external examination in year 12.

How will this course help me in the future?

Physics allows future studies important in the study of Science, Technology, Engineering and Mathematics (STEM) specific fields can be entered with having studied Physics allowing links for interdisciplinary studies. Examples for future job opportunities-Aviation, Defence Forces (Electronics/Technicians), Engineering, Medicine, Health, Computing, Communications, Astronomy, Nuclear Studies and Physics.

What else do I need to know?

Science should be a strength and mathematics is important.

2022 PRIMARY INDUSTRIES COURSE DESCRIPTION

AHC20416 Certificate II in Horticulture

RTO 90162 Public Schools NSW, Tamworth

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

Course: **Primary Industries**
Board Developed Course

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

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

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

Not all electives will be on offer in every school.

Units of Competency

Core

AHCPCM201	Recognise plants
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL202	Assist with soil or growing media sampling and testing
AHCWHS201	Participate in work health and safety processes

Electives:

AHCCHM201	Apply chemicals under supervision
AHCMOM202	Operate tractors
AHCMOM304	Operate machinery and equipment
AHCNSY201	Pot up plants
AHCNSY202	Care for nursery plants
AHCNSY203	Undertake propagation activities
AHCWRK201	Observe and report on weather
AHCWRK204	Work effectively in the industry
AHCWRK205	Participate in workplace communications
AHCWRK209	Participate in environmentally sustainable work practices

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 grounds. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with plants and soil. They may be required to attend out of school hour activities e.g. showing produce at the local agricultural show. There may be out of class homework, research activities and assignments.

Examples of occupations in Horticulture

- National Parks worker
- gardener
- nursery worker
- horticulture
- crop production
- pest and disease control

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$50 HSC - \$50

Refunds

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

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

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

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

Course: Skills for Work and Vocational Pathways Board Endorsed Course	2 or 3 Preliminary or HSC units in total Board Endorsed Course 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.

<p>Foundation Skills Training Package (FSK 2.0) The following content is delivered in the 180 hour course, and a modified pattern of delivery is available in the 120 hour course, leading to a Statement of Attainment towards a Certificate II qualification. To achieve the full qualification, competency must be demonstrated in: 14 units of competency- 1 core unit, <i>plus</i> 13 elective units.</p> <p>Course Units of Competency</p> <p>Core FSKLRG011 Use routine strategies for work-related learning</p> <p>FSK Electives Group A (up to 5 units may be selected) FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate with routine metric measurements for work</p> <p>FSK Electives Group B (at least 5 units must be selected) FSKRDG010 Read and respond to routine workplace information FSKWTG009 Write routine workplace texts FSKOCM007 Interact effectively with others at work</p>	<p>FSKDIG003 Use digital technology for non-routine workplace tasks</p> <p>FSKLRG009 Use strategies to respond to routine workplace problems</p> <p>FSKLRG010 Use routine strategies for career planning</p> <p>FSKOCM004 Use oral communication skills to participate in workplace meetings</p> <p>FSKRDG009 Read and respond to routine standard operating procedures</p>
	<p>Other Electives BSBITU211 Produce digital text documents BSBWOR204 Use business technology BSBITU212 Create and use spreadsheets FNSFLT202 Develop and use a savings plan</p> <p><i>At least 3 vocational units (and their pre-requisites) from other Training Packages may be selected as elective units (and may replace elective units listed above in red). Teachers must hold the relevant units of competency in their transcripts.</i></p>

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
Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem-solving skills that relate directly to the workplace.

Career Pathways: Skills and knowledge gained are transferable to vocational pathways or various industries.

Mandatory HSC Course Requirements
There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still contribute to an AQF qualification.

External Assessment There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR.

Qualifications
Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20119 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20119 Certificate II in Skills for work and vocational pathways.

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.

<p>Course Cost: \$50 in Preliminary and \$50 in HSC</p> <p>Students will also complete 1 unit in the NESA Work Studies course to meet the requirements of the HSC. This will occur across Term 1-3 of preliminary year.</p>	<p>Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

Exclusions: Community Services - Introduction 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>

SOCIETY AND CULTURE

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	HSIE	Contact	Mr R. Raward & Ms. C. Cutter

What will I be doing in this course?

Society and Culture is a course which allows you to discover yourself and the contemporary world. Throughout the course you learn more about yourself as an individual; a family member; an adolescent and as a member of your peer group or subculture. The course subject matter examines relationships which we all encounter as people and citizens. You will learn how to acquire the skills and knowledge that will allow you to become a socially literate person who understands how societies and cultures operate globally.

The Year 11 course consists of three compulsory sections:

- The Social and Cultural World;
- Personal and Social Identity
- Intercultural Communication

The HSC Course consists of two compulsory sections

- The Personal Interest Project (PIP)
- Social and Cultural Continuity and Change.

In addition, student also study two depth studies from the following options:

- Popular Culture
- Social Inclusion and Exclusion
- Belief Systems and Ideologies
- Social Conformity and Nonconformity.

How will I be assessed?

A significant proportion of external assessment is the Personal Interest Project (PIP), which will be worth 40% of the assessment total. This project is externally marked and must be submitted on time, usually early August in the HSC year. Students also complete an examination that is worth the remaining 60% of external assessment.

School internal assessment will consist of examinations, social and cultural research tasks, and oral tasks.

How will this course help me in the future?

Society and Culture prepares students for immediate transition to work or for study at TAFE or

University. Students learn to analyse issues, to write reports, to work in teams to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. The course is relevant for students now and in their future, especially for those interested in pursuing careers in counselling, social work, teaching, journalism, and foreign affairs.

SPORT, LIFESTYLE AND RECREATION STUDIES

Course Type	Content Endorsed Course	ATAR	Not Applicable
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	PDHPE	Contact	Mr. S. Bilsborough

What will I be doing in this course?

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

This course is a logical extension of the PD, Health & PE in Years 7 to 10 and junior elective recreation courses. It caters for a wide range of student needs and interests. Encouraging students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

Main Topics Covered:

- History of Sport
- Healthy Lifestyles
- Nutrition
- Resistance Training
- Sports Coaching
- Athletics
- Stick Games
- Sponsorship
- Recreational Sports
- Outdoor Recreation
- Aquatics
- Racquet Sports
- Drugs in Sport
- Relationships
- Psychology and Performance
- First Aid and Sport Injuries
- Fitness
- Sports Administration
- Ball Games
- Issues in Sport

How will I be assessed?

Laboratory exercises and reports, exams, practical participation, sporting journal and re- search assignments and presentations. There is no external examination.

How will this course help me in the future?

This course will benefit any student interested in Sport and Recreational studies. Developing the students as a performer, administrator, coach or trainer and increasing their awareness of a healthy lifestyle and the need to be active. One does not have to be a great athlete to select or achieve in this course.

What else do I need to know?

Some practical activities incur a cost and/or bus fare. 60% of the course is practical.

TEXTILES AND DESIGN

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	TAS	Contact	Mrs T. Crough

What will I be doing in this course?

Textiles and Design is the study of technologies and the industries that use them in the production of materials and finished goods. It is intended that students will gain knowledge through practical experience. Therefore, emphasis is placed upon the process of making practical judgements to gain an appreciation of this technological era.

In the Year 11 and HSC course, students will study design, properties and performance of textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

In the HSC course, students will select from one focus area (apparel, furnishings, costume, textile art and non-apparel) and complete a Major Textiles Project with supporting documentation.

How will I be assessed?

Preliminary Assessment:

The preliminary course is assessed through practical work and associated folios. Examinations will be conducted as per the assessment schedule.

HSC Assessment:

The HSC course involves a major project and comprehensive folio.

Examinations will be conducted by the school and externally for the HSC.

How will this course help me in the future?

This course will assist students who wish to take up careers in the textiles industry. Examples include fashion design, fabric designing and textiles technology.

What else do I need to know?

You must be willing to supply your own project materials for assessment tasks. The project being assessed for the HSC is marked externally and usually just after the middle of Term 3 of the HSC year. Associated costs: Year 11 - \$60 plus materials; Year 12 - \$60 plus materials.

VISUAL ARTS

Course Type	Board Developed Course	ATAR	Category A
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	CAPA	Contact	Mr. K. McGeary

What will I be doing in this course?

The Year 11 course provides a foundation of skills in art making plus critical and historical study. It is not necessary to have studied art before undertaking this course, but any previous studies would be an advantage.

Experience in art making will be gained by exploring a variety of media. These may include Ceramics, Drawing, Designed Objects and Environments, Digital Media (still and animated), Graphic Design, Painting, Photography, Printmaking, Sculpture, Textures and Fibre, Film and Video, Documented Forms and Interactive Works.

Art Studying skills will be developed through a broad investigation of ideas in art criticism and history. Students will explore agencies in the art world including artist, audience, artwork and world perspectives. Investigation of art works from different viewpoints (frames) will be included.

How will I be assessed?

Art Making – Body of work 50%, Art Criticism & Art History 50%. Students are required to record experiments, research and collect related material in a Visual Art Process Diary.

Assessment: HSC Course only

External Assessment: A written paper 50%, submission of a body of work 50%

Internal Assessment: Development of the body of work 50%, art criticism and art history 50%. This includes short answer and extended responses.

How will this course help me in the future?

This course aids insight into other cultures and beliefs. Its wide scope encourages personal investigation and the development of individual ideas and modes of expression. Art related vocations include Advertising, Animation, Architecture, Art Conservation/Preservation, Design, Fine Arts, Graphics, Fashion, Film and Television, Theatrical Design, Teaching.

What else do I need to know?

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.

Contributions toward cost of materials - Year 11: \$45; Year 12: \$45 plus the cost of extra materials

and mounts, frames etc. A visual arts process diary (sketchbook) is a mandatory requirement for Year 11 and HSC courses.

VISUAL DESIGN			
Course Type	Content Endorsed Course	ATAR	Not Applicable
Units	2 Unit	Duration	2 Years / 240 hours
Faculty	CAPA	Contact	Mr. K. McGeary

What will I be doing in this course?

This course provides students with opportunities to explore careers in design. It encourages students to practice graphic design, ceramics, mural art and interior/exterior design. It enables students to pursue their interests in the products, materials, techniques and technologies that have a personal relevance and provides course modules that challenge and extend their intellectual and technical skills. These modules also provide for design projects that promote collaboration among students.

How will I be assessed?

Internal school assessment only.

- Designing and Making- 70%
- Relative Studies -30%

How will this course help me in the future?

Visual Design provides opportunities for students to pursue their abilities and interests in Design fields that offer a wide range of tertiary courses and work opportunities. At a more general level it enables students to make design decisions related to their own lives. Related vocations include advertising, architecture, graphic design, fine arts, fashion, theatrical design, teaching, interior design and exterior design including landscaping and architectural elements.

What else do I need to know?

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.

Contributions toward cost of materials - Year 11: \$45; Year 12: \$45 plus the cost of extra materials and mounts, frames etc. A visual arts process diary (sketchbook) is a mandatory requirement for Year 11 and HSC courses.

TAFE COURSES (TVET)

The following information is provided as a reference only. Students have the option of undertaking a VET Course not offered by Toormina High School at TAFE. Students would attend either the Coffs Harbour Education Campus (CHEC) or Coffs Harbour TAFE Campus.

Students wanting to enroll at TAFE will need to see the Careers Advisor to complete a separate application form. Applications need to be completed before the end of Term 3, 2021.

There is no guarantee that the courses listed below will be available for student enrolment next year.

Coffs Harbour TAFE

NESA Course Name	Course Type	Delivery	ATAR	Day	Time
Applied Fashion Design and Technology	BEC	2u x 2yrs	No	Wednesday	1.00pm - 5.00pm
Music Industry	BEC	2u x 2yrs	No	Wednesday	1.00pm - 5.00pm
Plumbing - Introduction	BEC	2u x 2yrs	No	Wednesday	TBC

Coffs Harbour Education Campus

NESA Course Name	Course Type	Delivery	ATAR	Day	Time
Animal Studies (Certificate II)	BEC	4u x 1yrs	No	Wednesday	9.00am - 4.00pm
Automotive (Mechanical Technology)	ICF	4u x 1yrs	Yes	Friday	8.30am - 4.30pm
Baking	BEC	2u x 1yrs	No	Wednesday	9.00am - 1.00pm
Beauty Services (Make-Up)	BEC	4u x 1yrs	No	Wednesday	9.00am - 3.30pm
Early Childhood Education and Care	BEC	2u x 2yrs	No	Wednesday	9.00am - 1.00pm
Electrotechnology	ICF	2u x 2yrs	Yes	Wednesday	8.00am - 12.00pm
Engineering -Certificate I	BEC	3u x 1yrs	No	Wednesday	9.00am - 3.30pm
Human Services (Allied Health)	ICF	2u x 2yrs + 2u	Yes	Wednesday	9.00am-3.00pm
Information and Digital Technology (Digital Animation)	ICF	2u x 1yrs	No	Wednesday	1.30pm - 5.30pm
Information and Digital Technology (Networking and Hardware)	ICF	2u x 1yrs	No	Wednesday	1.30pm - 5.30pm
Maritime Operations - Certificate I (General Purpose Hand)	BEC	2u x 1yrs	No	Tuesday	1.00pm - 5.00pm
Maritime Operations - Certificate II (Coxswain Grade 1)	BEC	2u x 2yrs	No	Friday	1.00pm - 5.00pm
Retail Services	ICF	2u x 1yrs	No	Wednesday	1.30pm - 5.00pm
Retail Services	ICF	2u x 2yrs	Yes	Wednesday	1.30pm - 5.00pm
Salon Assistant	BEC	3u x 1yrs	No	Friday	9.00am - 3.30pm
Screen and Media (Production (Film and Television))	BEC	4u x 1yrs	No	Wednesday	9.00am - 5.00pm
Tourism, Travel and Events (Events)	ICF	2u x 2yrs	Yes	Wednesday	1.00pm - 5.00pm

MY CAREER ACTION PLAN

A Career Action Plan helps you to focus on your goals and plans for the future. It helps you to work out how you are going to achieve what you want relating to school, work and life. A Career Action Plan lets you plan for different options relating to your career goals and plans.

My Profile

My Name
Include your full name and nickname

My Family
List your family members

My Community
For example, cultural group or religion

Three positive words that describe me
Examples include happy, outgoing, friendly, sporty, polite, healthy and creative.

My top three interests
Think about activities you do at school and outside of school that you enjoy, such as playing football or babysitting. Interests also include things like music or gaming.

My top three values
Values are things that you consider to be important and explain a lot about who you are. For example, some people think being honest, hardworking and caring about the environment are important values.

Subjects I am studying this year

Subjects I plan to study next year

Occupations I am interested in

Work experience plans

Paid or volunteer work I have done

Two employment referees

You already have a range of positive aspects about your personality and things you can do which will help you to do well at school and work. In the tables below, tick the top three attributes that best describe you and tick the top three employability skills you do best.

Attributes*	Top 3	Employability Skills*	Top 3
Loyalty		Communication	
Commitment		Team work	
Honesty and integrity		Problem-solving	
Enthusiasm		Initiation and enterprise	
Reliability		Planning and organising	
Personal presentation		Self-management	
Common-sense		Learning	
Positive self-esteem		Technology	
Sense of humour			
Balanced attitude to work and home life			
Ability to deal with pressure			
Motivation			
Adaptability			

* The Employability Skills Framework was developed by the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA)

I have a commenced a career portfolio containing:

Up-to-date resume		Certificates/Awards	
Sample cover letter		Reports/Transcripts	
Three referees		Work experience report	
Employability Skills list		Reference letters	
Scholarships/Support		Art folio/audition preparation	
Careers counselling notes		List of open days to attend	
Tax File Number		White Card certificates	

My Goals and Plans

Career choice	Personal requirements <i>Check the Job Guide.</i>	Education and training <i>Check the Job Guide.</i>

- Goals are things that you want to achieve in the future. They are things that will help you to be prepared and ready for change at school or in your life. It is important that you think about goals early because then you can work out how to achieve them. Thinking about goals means that you will be prepared to study the subjects you like, do the types of occupations you prefer, and keep your future options open. If you meet a goal throughout the year, set another new one for yourself – maybe a more challenging one.
- Think about goals that relate to education/training and employment. For example, an education/training goal might be to start a school-based apprenticeship, and an employment goal might be to do work experience in an area you are interested in.
- Think about why the goals you have made are important. For example, starting an apprenticeship means you can still get a secondary school qualification while training for employment, and doing work experience in an area you are interested in may lead to being offered a job that you would love to do.
- Think about how long it will take you to achieve your goals. Some goals are short-term which means you can achieve them in a few weeks. Some goals are long-term which means it might take a year or more before you can achieve them.

Education and Training Goals

What is my goal?	How will I do it?	Why is it important?	When will I do it by?

Employment Goals

What is my goal?	How will I do it?	Why is it important?	When will I do it by?

You may need some help from allies to achieve your goals. Allies are people who can help you in different ways, like family members, community members, teachers, friends and other people you trust.

Who can help me?	How can they help me?

The skills a person needs to do in a job are called work-related skills. When you are thinking about jobs you are interested in, you might want to consider the work-related skills needed to do that job. For example, following instructions, working in a team with others, being organised, and using technology are all examples of work-related skills.

Work-related skill I need	How I am developing it

Subjects in Year 11/12 that I need to do to achieve my education/training and employment goals (including HSC, TVET etc)

School Based Apprenticeship or Traineeship I need to do to achieve my education/training and employment goals

Comments from teachers, careers/transition advisor or other school staff	Date: Comments:
--------------------------------------------------------------------------	--------------------