

# ALBURY HIGH SCHOOL



## A GUIDE TO Year 11 2020 and HIGHER SCHOOL CERTIFICATE - Year 12 2021

### Information for Year 10 Students and Parents July 2019



**HIGHER SCHOOL CERTIFICATE**  
Record of Achievement

NSW EDUCATION STANDARDS AUTHORITY

This is to certify that  
**Sample Student**  
of  
**Sample High School**  
has met the requirements of the Higher School Certificate and has  
received the results shown below.

STAGE 5 HSC COURSES		Examination Mark	Assessment Mark	HSC Performance Mark	Band
<b>Board Developed Courses</b>					
2019	Ancient History (1 unit)	83/100	80/100	86	B
	English (Advanced) (2 unit)	7/100	70/100	74	B
	English Extension (1 unit)	7/100	70/100	46	EX
	History Extension (1 unit)	46/100	45/100	47	EX
	Latin Continuers (1 unit)	7/100	60/100	64	B
	Mathematics (2 unit)	82/100	81/100	81	B
	Modern History (2 unit)	92/100	91/100	94	A
2018	Studies of Religion (1 unit)	43/100	45/100	44	B

Student Number: 9876543  
Chief Executive Officer  
NSW Education Standards Authority

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**Sample Student**  
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has met the requirements of the Record of School Achievement  
and has received the results shown below.

STAGE 5 COURSES		Result
<b>Board Developed Courses</b>		
2019	English (2U)	B
	Mathematics (2U)	B
	Science (2U)	A
	Australian Geography (1U)	A
	Australian History (1U)	A
	French (2U)	A
	Latin (2U)	A
	Personal Development, Health and P.E.	A
<b>Board Endorsed Courses</b>		
2019	Classical Studies (1U)	A
<b>Years 7 to 10 Mandatory Curriculum Requirements</b>		
	Art	Completed
	Band	Completed
	Business	Completed
	Community and Its Environment	Completed
	Language	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

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Chief Executive Officer  
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## **Year 10 into 11 Information Evening**

You are invited to an evening where the information regarding your child's subject selections for the 2020 Year 11 Course will be discussed in detail.

**When: 7:00pm Wednesday 14th August, 2019**

**Where: School Hall**

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# YEAR 11 COURSE HANDBOOK

2020

## FOREWORD

Remaining at school beyond Year 10 into Years 11 and 12 is now expected of the great majority of students in Australia. At Albury High School, it still represents a decision on the part of the young person to attend this school and to make a serious attempt to meet the expectations the school community has of senior students. These expectations are:

- To complete work requirements.
- To participate in all school activities.
- To follow policies and procedures for senior students, e.g. assessment and attendance.
- To respect the rights of others.
- To follow school regulations.

The senior years at Albury High School provide ways for students to mature and develop as they assume even greater responsibility for their own study and life choices. An experienced and committed staff will work with their students so that they may achieve to their potential in the public examinations in 2021.

Should students fail to meet school expectations, their continued enrolment may become conditional.

This handbook provides information on the HSC, for study in various strands, leading to a wide range of career choices. The information is provided so that students can discuss subject choices and make realistic decisions in terms of their hopes for the future, their interests and past performance and amount of time they are prepared to devote to study in Years 11 and 12.

For students not wishing to achieve an ATAR rank, there are many subjects aimed at assisting them to further gain the necessary skills to enter the workforce. A non-ATAR pattern of study does enable students to achieve an HSC or to receive a RoSA (Record of School Achievement) should they leave at any time prior to the completion of the HSC and have successfully completed their course requirements to that date.

Mr Mark Ellis and Mr Damian Toohey  
Deputy Principals  
Albury High School

# INFORMATION ABOUT THE HSC

## 1: General Information

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

More information is contained in the following NESA (NSW Education Standards Authority) publications:

*Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students.*

<https://studentsonline.nesa.nsw.edu.au/documents/studying-for-the-nsw-hsc.pdf>

*The Higher School Certificate – Setting the Standard.*

## The Higher School Certificate in 2020 - 2021

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses will be linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC will fairly assess each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy-to-understand reports. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.
- A Higher School Certificate will not be awarded if students do not meet minimum standards in writing, reading and numeracy. Students will be given opportunities throughout Year 11 and 12 to achieve this if they have not already done so.

## The RoSA - (Record of School Achievement)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). It is a cumulative record of all academic achievement.

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.

- The RoSA will detail grades for courses a student completes right up until the time they leave school.
- If a student leaves school before receiving a grade in Year 11 or Year 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that some students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Students can opt for an online Literacy and Numeracy test to include in their RoSA which will give additional information to prospective employers on their ability in these areas. Students are encouraged to opt for these tests [available in May and November] prior to leaving school. As well as accessing their e-Results for their stage 5 courses, students can monitor their progress and add to the information in their RoSA using their logon with NESAs. This up2now website can be found at <http://www.up2now.net.au>. NESAs will notify students of their login and password.

The up2now website allows students to create an online portfolio of their academic *Results*, *Awards* and *Achievements*. Students can add a personal description, upload supporting evidence (documents, images and web sites), and organise their portfolio into customised profiles that can be shared with prospective employers or education providers.

There are four ways to add to a portfolio:

- *Results* include school reports or your Record of School Achievement (RoSA).
- *Awards* include publicly recognised, formal accreditation provided by an organisation upon successful completion, such as the Duke of Edinburgh's Award or First Aid Certificate.
- *Achievements* may not necessarily come with any official certificate, but are just as important to acknowledge and share. *Achievements* are organised into areas: *Leadership*, *Service*, *Work Skills and Career Development*, *Performance*, *Creative Development*, *Sustained Participation* and *Academic*. Examples of achievements are provided for each area.
- *Profiles* include an overview where you can provide a summary of your portfolio and a personal description. Students can also select a background theme for each profile. Multiple profiles can be created with a customised personal overview and selected list of *Results*, *Awards* and *Achievements*. Each profile has a unique website address that can be shared and reset to a new address at any time.

The up2now website lets students generate a PDF file of their full portfolio or summaries of the *Results*, *Awards* and *Achievements*.

# WHAT TYPE OF COURSES CAN I SELECT?

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

## Board Developed Courses

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

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scales

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

## Vocational Education and Training Courses

Some Vocational Education and Training (VET) Courses are Board Developed Courses which allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. These courses require you to spend a minimum number of hours in the workplace. You receive documents that report the competencies you have achieved and an AQF Certificate or Statement of Attainment. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

Further information about VET courses appears in the section listing the HSC Courses available.

## Board Endorsed Courses

There are three types of Board Endorsed Courses – Content Endorsed Courses, School Developed Courses and University Developed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.
- There is no external examination for a Board Endorsed Course. Assessment is school based.

Board Endorsed Courses may be studied as 1 or 2 units and as Year 11 and/or Year 12 courses.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.**

## Distance Education

Selecting and studying a subject by distance education should only be considered as a final alternative by students and should not be taken lightly. The demands of studying in this manner are high and even the most motivated students can find it challenging. It is preferable for students to be taught face-to-face where they have immediate access to a teacher and are involved in class interaction and discussion.

A student considering distance education must be motivated, well organised, and passionate about the subject, self-sufficient, able to meet weekly deadlines without external influences, prepared to give up their own time to complete the workload, demonstrate initiative, enjoy working on their own and have strong support from home.

Albury High School is linked to Karabar Distance Education Centre for delivery of all distance education subjects. The exception is for some language subjects that are only offered through the NSW School of Languages. If a distance education language is being considered, the student should be prepared to personally arrange access to a tutor who can assist them with their coursework or have background knowledge.

Delivery is either on Moodle or paper work packages, all of which require a great deal of reading and responding. Students must enjoy reading and writing answers as this is the main mode of contact with Distance Education staff. Weekly/fortnightly phone calls (20 mins max) can be arranged and questions can be asked via Moodle/email however a response is not immediate.

There is a cost component per subject per year payable to the delivering school. This is not negotiable and must be paid prior to an application being accepted. There may also be yearly subject fees and textbook purchases (approx. \$70 - \$800 per year).

It is the student's responsibility to ensure work is completed and sent on time, usually weekly. This is the area where students struggle the most. It is very easy to put off distance education work when face to face classes have work and assessments due. Students are made aware of this on their application form to the delivering Distance Education Centre and sign an undertaking to return work weekly. If classwork is not returned weekly, N Award warning letters can be issued as work submitted equates to attendance in class.

Students will be required to speak to Mr Toohey and Mr Ellis regarding their prospective approval to study by distance education.

# AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 with increments of 0.05. It is a rank that provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated by the universities and released by UAC.

## The ATAR is a rank not a mark.

**ATAR IS USED** by universities to rank applicants. The ATAR should not be used for any other purpose because its sole function is to help universities select students for admission.

**ATARS** are calculated for all ATAR – eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC.

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

- a minimum of eight units from Category A courses and a maximum of two units of Category B subjects.
- two units of English

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

- your best two units of English and
- your best eight units from the remaining units. No more than two units of Category B courses can be included.

The actual calculation of your ATAR is a complex process that begins with scaling your raw HSC marks and ends with ranking you among your entire Year 7 cohort.

It's a myth that choosing certain courses will automatically increase your ATAR. There is no magic formula for getting a good ATAR; it all depends on how well you've done in all your courses in comparison to other students.

You should not choose courses based on what you believe are the likely effects of scaling on your ATAR. Your subject choices should be based on your interests, demonstrated abilities and future career plans.

Studying subjects that you are not good at or happy with may mean you will not do your best or achieve good marks.

The only way to maximise your ATAR is to:

- study hard
- do your best
- have a good balance between study and other activities.

As long as you have chosen the subjects you are good at and do well in, you will have the best chance of maximising your ATAR.

Greater detail can be found at the UAC website <https://www.uac.edu.au/future-applicants/year-10-students>

## Category A and Category B courses

HSC courses that are assessed by formal examination conducted by the Board are classified as either Category A or Category B courses.

The criteria for Category A courses are:

- Academic rigour
- Depth of knowledge
- The degree to which the course contributes to assumed knowledge for tertiary studies
- The coherence with other courses included in the ATAR calculations.
- Category B courses are those whose level of cognitive and performance demands are not regarded as satisfactory in themselves, but their contribution to a selection index is regarded adequate if the other courses included in the aggregate are more academically demanding.

### In 2020 the Category A courses offered are:

- English Standard
- English Advanced
- English Extension 1
- English Extension 2 (Year 12 only)
- Mathematics Standard
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2 (Year 12 only)
- Agriculture
- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Investigating Science
- Aboriginal Studies
- Ancient History
- Business Studies
- Community & Family Studies
- Dance
- Design and Technology
- Drama
- French Beginners & Continuers
- Economics
- Engineering Studies
- Food Technology
- Geography
- German Beginners & Continuers
- Industrial Technology-Metals and Engineering Technologies
- Legal Studies
- Modern History
- Music 1
- Personal Development, Health and Physical Education
- Society and Culture
- Software and Design
- Textiles and Design
- Visual Arts

### In 2020 the Category B courses are:

- Automotive (examination)
- Business Services (examination)
- Construction (examination)
- Electro technology (examination)
- Engineering (Cert I) (examination)
- English Studies
- Entertainment Industry (examination)
- Financial Services (examination)
- Hospitality (examination)
- Human Services (examination)
- Information and Digital Technology (examination)
- Metals and Engineering (examination)
- Primary Industries (examination)
- Retail Operations (examination)
- Tourism – Events Management (examination)

## Languages

In addition to the languages offered at Albury High School (French & German), the following languages are offered by Karabar Distance Education Centre and/or NSW School of Languages in 2020:

- Chinese – Beginners, Continuers, Extension, in Context, Literature
- Indonesian –Beginners, Continuers, Extension, in Context, Literature
- Italian - Beginners, Continuers & Extension
- Japanese - Beginners, Continuers, Extension, in Context
- Korean – Beginners, Continuers & Background Speakers
- Latin - Continuers
- Modern Greek – Beginners, Continuers & Extension
- Portuguese - Continuers
- Russian - Continuers
- Spanish – Beginners, Continuers & Extension

Subject availability is reviewed annually.

If studying via distance education, it is advisable that students personally arrange access to an outside tutor or have background knowledge.

Students who are seeking to study a language by distance education should speak to Mrs Madden, Careers Adviser and Mrs Wilson, Distance Education Supervisor about their selection.

# 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.

$$2 \text{ units} = 4 \text{ hours per week (120 hours per year)} = 100 \text{ marks}$$

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

## 2 UNIT COURSE:

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

## EXTENSION COURSE:

- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. This requires students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, Science, some Languages and VET.
- English and Mathematics Extension 1 courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 extension courses. (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- Year 12 extension courses in subjects other than English and Mathematics, such as Science and History, are offered and examined in Year 12 only.

## 1 UNIT COURSE:

- 1 Unit equals approximately 2 hours of class time each week or 60 hours per year.

**NOTE: There are a number of 1 Unit Board Endorsed Courses. These courses do not count in the ATAR.**

# REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

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

## Changes to Stage 6 Science Pattern and Pathways of Study

The pattern and pathways of study requirements for Stage 6 Science courses have been amended. From 2020 students will continue to be able to study six units of Science in Year 11 and for the 2021 Year 12 examination students can study up to seven units of Science in Year 12. This change allows for the study of Science Extension - a new one unit Year 12 course which will be examined for the first time as part of the 2021 HSC.

Students may study **one of, or any combination of**, the following Stage 6 Science courses up to a maximum of 7 HSC units:

- Biology, Chemistry, Earth and Environmental Science, Investigating Science and/or Physics
- Science Extension (Year 12 only)

The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course which has been developed to engage high-achieving students and better prepare them for university and careers in STEM.

- The Board of Studies publication, *'Studying for the New South Wales Higher School Certificate' – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive the **Australian Tertiary Admission Rank (ATAR)** you must study a minimum of 10 Board Developed units in the Year 12 course. The booklet, [University Entry Requirements 2021 for Year 10 Students Booklet](#), published by UAC and available at the end of July, 2019, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

## HSC BOARD DEVELOPED COURSES – offered at Albury High School

(See course notes following this table for explanation of symbols)

Subject	Year 11 & Year 12 Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	Year 12 Extension Courses (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Agriculture	Agriculture		
Ancient History	Ancient History		History Extension
Biology	Biology		Science Extension
Business Studies	Business Studies		
Chemistry	Chemistry		Science Extension
Community and Family Studies	Community and Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science		Science Extension
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Advanced English Standard English Studies	English Extension 1	English Extension 1 English Extension 2
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology-Metals and Engineering Technologies	Industrial Technology-Metals and Engineering Technologies		
Investigating Science	Investigating Science		Science Extension
Languages	French Beginners French Continuers German Beginners German Continuers		
Legal Studies	Legal Studies		
Mathematics	Mathematics Advanced Mathematics Standard	Mathematics Extension 1	Mathematics Extension 1 Mathematics Extension 2
Modern History	Modern History		History Extension
Music	Music 1		
PD/Health/PE	PD/Health/PE		
Physics	Physics		Science Extension
Society and Culture	Society and Culture		
Software Design and Development	Software Design and Development		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		
* NESAs Framework Courses offered at AHS	Construction Hospitality (Food & beverages) Hospitality (Kitchen operations) Metals & Engineering		

\* See Ms Mortimer – Students choosing both Hospitality courses must be aware of the implications for Year 12 study.

## Year 12 Course Notes

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Textile and Design, Visual Arts, Drama, Design and Technology. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension course. It can be studied with either the Ancient History course or the Modern History course but not both.
- You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Investigating Science in meeting the 12 Year 11 or any more than 7 units if studying Extension Science as part of the 10 Year 12 units.
- You must study Music course 2 if you wish to study Year 12 Extension Music.
- Designated Category B course by NESA. Only one of these subjects can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Additional information about courses and the HSC is available on the NESA Website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

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## POTENTIAL NON-ATAR PATTERN OF STUDY

These subjects are designed for students who are not seeking to go to university (and therefore do not require an ATAR). This enables students to study a series of work related courses and further develop employability skills. A NON-ATAR pattern of study still enables students to achieve an HSC or receive the RoSA credential if they happen to leave school before the HSC public examinations. Students must be aware that 3 Board Developed Courses must be studied for the award of an HSC credential. This pattern of study must be maintained in Year 12 when only 10 units need be studied – 6 of which must be Board Developed Courses if the HSC credential is to be achieved.

Students still select from the wide range of courses offered to all students at AHS. They also have the opportunity to study courses at TAFE.

A typical NON-ATAR course of study might be:

1. English Studies (2 Units)
2. Mathematics Standard (2 units)
3. Work Studies (2 Units)
4. A school based VET course (2 Units)
5. Another school based VET course or a Content Endorsed Course 2 Units(CEC)
6. Another Content Endorsed Course (2 Units)

School based CEC's are English Studies, Exploring Early Childhood, Sports, Lifestyle and Recreation and Work Studies.

Students must be aware that once they decide to enter a NON-ATAR pattern of study that they will no longer be eligible to apply for an ATAR, meaning they cannot apply for entry to university courses at the completion of their HSC.

Therefore, they must consider the implications of the NON-ATAR pattern of study and have discussed this with their Parent/Guardian before entering their subject selections.

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Course Description:**

This is a course for **BOTH** Aboriginal and Non-Aboriginal students.

Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to ‘learn together’ with Aboriginal peoples and communities.

During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities, applying research and inquiry methods through the completion of a major project.

**Year 11 Course Pre 1960’s**

**Part I – Aboriginality and the Land (20%)**

- Aboriginal peoples’ relationship to Country
- Dispossession and dislocation of Aboriginal peoples from Country
- Impact of British colonisation on Country

**Part II – Heritage and Identity (30%)**

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping

**Part II – Heritage and Identity (30%)**

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping

**Part IV – Research and Inquiry Methods: Local Community Case Study (25%)**

- Community consultation
- Planning research
- Acquiring information
- Processing information
- Communicating information

**Year 12 Course 1960’s onwards**

**Part I – Social Justice and Human Rights Issues (50%)**

A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics:

1. Health
2. Education
3. Housing
4. Employment
5. Criminal Justice
6. Economic Independence.

**Part II (20%)**

**Aboriginality and the Land**

- The Land Rights movement and the recognition of native title
- Government policies and legislation
- Non-Aboriginal responses

**OR**

**Heritage and Identity**

- Contemporary aspects of Aboriginal heritage and identity
- Government policies and legislation
- Non-Aboriginal responses.

**Part III – Research and Inquiry Methods –Major Research project on an aspect of the Year 12 course (30%)**

Students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Course Description:**

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

The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

**Main Topics Covered:****Year 11 Course**

- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

**Year 12 Course**

- Plant/Animal production (50%)
- Farm product study (30%)
- Elective (20%)

Choose ONE of the following electives to study.

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

**Particular Course Requirements:**

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Farm Enterprise/Product Study	30
		Plant/Animal Production Enterprise	50
		1 Elective	20
	100		100

<b>Course: ANCIENT HISTORY</b>		<b>Code: 11AH Category: A</b>
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Nil
<b>Course Description:</b>  The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past.		
<b>Year 11 Course Description:</b> The course is structured to provide students with opportunities to develop and apply their understanding of the methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.		
<b>Course Structure:</b> <b>The course comprises three sections. Students are required to study all three sections of the course. There are optional studies for Investigating Ancient History and Features of Ancient Societies. The options that will be taught have been indicated below.</b>		
<b>Year 11 course (120 hours)</b>	<b>Ancient History</b>	<b>Indicative hours</b>
	<b>Topic One: Investigating Ancient History:</b>  (a) The Nature of Ancient History (b) Case Studies  Students undertake: <ul style="list-style-type: none"> <li>at least ONE option from 'The Nature of Ancient History' such as:  <u>The Treatment and Display of Human Remains</u>      <b>or</b>  <u>The Representation of the Ancient Past</u> (Teutoburg Forest)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>at least TWO case studies: (ONE case study <b>must</b> be from Egypt, Greece, Rome or Celtic Europe. ONE case study <b>must</b> be from Australia, Asia, the Near East or the Americas.)  <b>ONE European Case Study:</b> such as <u>The Roman Games</u> or <u>Troy</u>  <b>ONE Non- European Case Study:</b> such as <u>Masada</u> or <u>Nineveh</u></li> </ul>	60
	<b>Topic Two: Features of Ancient Societies:</b> Students study at least TWO ancient societies through an investigation of:  a different key feature for each society, OR one key feature across the societies selected.  The ancient societies and key features and are to be drawn from a specific list of options that will be informed by student and teacher interest.	40
	<b>Topic Three: Historical Investigation:</b> Students will be able to select a topic, design research parameters and investigate a topic of their choice.	20
The assessment for Year 11 Ancient History will consist of three tasks, one of which will be a yearly exam		

**Year 12 Course Description:**

The course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the ancient world.

**The Year 12 course comprises four sections. Students are required to study all four sections of the course. There are optional studies for the Ancient Societies, Personalities in their Time and Historical Periods. The options that will be taught are indicated below.**

<b>Year 12 course (120 hours)</b>	<b>Ancient History</b>	<b>Indicative hours</b>
	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	<b>ONE Ancient Society:</b> Spartan society to the Battle of Leuctra 371 BC	30
	<b>ONE Personality in their Time:</b> Rome - Agrippina The Younger	30
	<b>ONE Historical Period:</b> The Julio-Claudians AD 14–69	30

**If numbers permit a site study tour of Rome and Pompeii to support the core study may be organised**

**Assessment: Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination in four parts	100	Core, national and international studies are assessed through a range of tasks including: Research Source analysis Oral and written communication. Assessment will consist of no more than four tasks, one of which will be a trial Year 12 exam.	100
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Max 6 Units of Science for Year 11 Course

**Course Description:**

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

**Main Topics Covered:****Year 11:**

The Year 11 course consists of four modules.

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

**Year 12:**

The Year 12 course consists of four modules.

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

**Particular Course Requirements:**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

**Assessment: Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour written examination	100	Knowledge	40
		Skills in working scientifically	60
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Course Description:**

Business Studies investigates the role, operation and management of businesses within our society. Business Studies is a good subject for those students who see their future working in a business and wish to understand what is going on around them. Students learn about the establishment, operation and management of businesses; they investigate the role of Australian global businesses and they develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

**Major Topics covered in this course:**

**Year 11 Course**

- Nature of Business (20%): the nature and role of business.
- Business Management (40%): analysis of nature and role of key business functions.
- Business Planning (40%): issues and steps in establishing and maintaining a business.

**Year 12 Course**

- Operations Management (25%)
- Financial Management (25%)
- Marketing (25%)
- Human Resources (25%)

**Particular Course Requirements**

In the Year 11 course there is a *research project* investigating the operation of a small business or planning the establishment of a small business.

In the Year 12 course students will participate *in field studies of local/Melbourne based businesses where feasible*.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination including multiple-choice, short answer and extended response questions.	100	Knowledge & understanding of course content	40
		Stimulus-based skills	20
		Inquiry & research	20
		Communication of business information, ideas, and issues in appropriate formats	20
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Max 6 Units of Science for Year 11 Course

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

**Main Topics Covered:**

**Year 11:**

The Year 11 course consists of four modules.

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

**Year 12:**

The Year 12 course consists of four modules.

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

**Particular Course Requirements:**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

Practical experiences should occupy a minimum of 80 indicative hours across Year 11 and Year 12 course time, with no less than 35 hours in the Year 12 course.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination	100	Knowledge	40
		Skills in working scientifically	60
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Course Description:** Community and Family Studies is a course which includes components of family studies, sociology, and psychology. The study of these components is used to develop an understanding of how the well-being of individuals, families, groups and communities is affected by our society. This course explores life issues that are important to young people, both males and females.

Excursions and guest speaker presentations are utilised to assist students to explore the content and concepts covered. Such learning experiences also promote the development of a better understanding of the variety of people whom make up our community and the issues they face in different situations.

Community and Family Studies at Stage 6 is designed to develop an ability in each student to manage resources and to take action to support the needs of individuals, groups, families and communities in Australian society. It is an area of societal study of particular interest to students who wish to explore the various individuals and groups who make up our community.

**Main Topics Covered:**

**Year 11 Course**

- Resource Management (20%)
- Individuals & Groups (40%)
- Families & Communities (40%)

**Year 12 Course**

- Research Methodology (25%)
- Groups in Context (25%)
- Parents & Caring (25%)

**Option** - (Select one of the following 25%):

- Family & Social Interactions
- Social Impact of Technology
- Individuals & Work – this is the option usually taught at AHS

**Particular Course Requirements:**

As part of the Year 12 course, students are required to complete an Independent Research Project (IRP). The focus of the Independent Research Project is related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. The IRP is fully marked by the class teacher and is not externally marked.

**Assessment: Year 12 course only**

External Examination	Weighting	Internal Assessment	Weighting
A written examination: <b>Section I</b> <b>Part A</b> <b>Part B</b> <b>Part C</b> Groups in Context Parenting and Caring <b>Section II</b> Families and Societal Interactions OR Social Impact of Technology, OR Individuals and Work	10 15 50  25	<b>Core</b> Research Methodology Groups in Context Parenting and Caring <b>Options</b> Families and Societal Interactions OR Social Impact of Technology, OR Individuals and Work <i>Modules are assessed using a combination of HSC examination-type tasks and non HSC examination-type tasks.</i>	75    25
	100		100



## CPC20211 Certificate II in Construction Pathways

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment. Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Construction** (240 indicative hours) 4 Preliminary and/or HSC units in total

Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

### Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

### Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
  - CPCCCA2011A Handle carpentry materials
  - CPCCCM2004A Handle construction materials
  - CPCCCM2006B Apply basic levelling procedures
  - CPCCCA2003A Erect and dismantle form work for footings and slabs on ground
  - CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)
- Options: To gain the qualification and be eligible for the HSC, **Option1 or Option 2 must be completed.**
- CPCCJN2001A Assemble components
  - CPCCJN2002B Prepare for off-site manufacturing process
- This course contains two additional units above the qualification to meet NESA HSC requirements.

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

**N Determinations:** Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$80 per year. Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** to be delivered as part of the existing school timetable

**Exclusions:** Nil

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

2 units for each of Year 11 and Year 12 Board Developed Course

**Course Costs: \$12**

**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

### **Course Description**

#### **Year 11 Course**

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).
- 

#### **Year 12 Course**

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

### **Particular Course Requirements**

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the Year 12 Course in Core Appreciation and Major Study Appreciation.

This subject is taught at James Fallon High School by block delivery. Approval to study will be on the understanding of the consequences of block delivery and the relevant skill set of the student to participate in this subject.

**CONTACT:** Ms Katrina Joss

<b>Course: DESIGN &amp; TECHNOLOGY</b>		<b>Code: 11DT Category: A</b>	
2 units for each of Year 11 and Year 12 Board Developed Course <b>Exclusions:</b> Nil			
<p><b>Course Description:</b> Design and Technology has a unique focus on creativity, design and 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. Students will use traditional workshop-based technologies, as well as emerging technologies such as Laser Cutting and 3D Printing.</p> <p><b>Year 11 Course</b> Through the completion of two Design Projects, students will study the following: design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing, tools and techniques.</p> <p>The <b>Year 12 course</b> includes the development and realisation of the Major Design Project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Year 11 course are synthesised and applied.</p>			
<p><b>Particular Course Requirements:</b> In the Year 11 Course, students must participate in hands-on practical activities in the form of two Design Projects, and document these through a Design Folio.</p> <p>Throughout the Year 12 Course, the Major Design Project consumes the majority of the time available. The Major Design Project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity.</p> <p>Financial Contributions: \$80 per year to cover the costs of glue, abrasives, fasteners, 3D printing filament etc.</p>			
<b>Assessment Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Section I:</b> A one and a half hour written exam Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation/design/designer	40
<b>Section II:</b> Major Design Project Project proposal Folio Product, system or environment	60	Designing and Producing (which may include aspects of the Major Design Project)	60
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

**Course Description**

Students study Drama through Making, Performing and Critically Studying. Students engage in these studies from the point of view of the actor, the director and the audience. The components are studied through collaborative and individual experiences.

**Year 11 Course**

The content of the Year 11 Course comprises an interaction between components of Making, Performing and Critically Studying. Units cover **Acting, Improvisation and Playbuilding; Elements of Production in Performance; Theatrical Traditions and Performance Styles**. Learning is both theoretical and experiential.

**Year 12 Course**

The Year 12 Course has 4 areas to be covered: **Australian Drama and Theatre; Studies in Drama and Theatre; Group Performance and Individual Project**.

**Australian Drama and Theatre and Studies in Drama and Theatre**

These topics explore the issues of creating performance within different genre through the study of relevant plays. Students study from the point of view of the actor, the director and the audience. Study is done both theoretically and experientially.

**The Group Performance**

This requires that students create an original piece of theatre in a group (3-6 students) for 8-12 minutes. Students make and perform over two terms and are marked individually, and assessed both internally and externally. Performance skills, characterisation and ensemble work are developed.

**Individual Project**

This component requires that students demonstrate expertise in one area. The areas are chosen from: Performance, Critical Analysis, Design, Scriptwriting or Video Drama. Students need to develop expertise and time management for this project. All are marked both internally and externally, with projects other than Performance submitted for external marking away from the school.

**Particular Course Requirements**

The Year 11 Course informs learning in the Year 12 course. Students undertake workshops, view performances and study both theoretically and experientially so that they may write from the points of view of the actor, the director or the audience member. ‘Course Prescriptions’ provide a topic list as a starter for the Group Performance, and a text list for Design or Critical Analysis. The list changes every 3 years. Students must not use a text from another subject in part or full for their Individual Project.

**Cost:** \$20 per student to cover costs of props, costume, scripts. Additionally, attending live theatre will incur additional costs, and is compulsory as per the syllabus.

**Assessment Year 12 course only:**

External Assessment	Weighting	Internal Assessment	Weighting
Australian Drama and Theatre(Core)	20	Making-included in units on Australian Drama, Studies in Drama, Group and Individual	40
Studies in Drama and Theatre	20		
Group Performance (Core)	30		
Individual Project	30	Performing -included in units on Australian Drama, Studies in Drama, Group and Individual	30
		Critically Studying -included in units on Australian Drama, Studies in Drama, Group and Individual	30
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Max 6 Units of Science for Year 11 Course

**Course Description:**

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

**Main Topics Covered:****Year 11:**

The Year 11 course consists of four modules.

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

**Year 12:**

The Year 12 course consists of four modules.

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

**Particular Course Requirements:**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

**Assessment: Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour written examination	100	Knowledge Skills in working scientifically	40 60
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Course Description:**

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. It is for this reason that discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision making.

The Year 11 course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, businesses and governments. Much of this behaviour is influenced by, and explained through the operation of markets. Two key markets (the labour market and financial market) are examined in detail. The Year 11 course provides an essential foundation for the Year 12 course.

The Year 12 course focuses on the management of the Australian economy and is therefore essentially macroeconomic in nature. It examines the global influences and external framework in which the Australian economy operates. The course investigates the management of economic issues that arise as a result of such domestic and global influences. By the end of the course, students are able to make informed evaluations of government policy responses to issues such as economic growth, inflation, unemployment and environmental issues.

**Main Topics Covered:****Year 11 Course**

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

**Year 12 Course**

- The Global Economy (includes international trade, exchange rates, globalisation)
- Australia's Place in the Global Economy
- Economic Issues (includes tax, poverty, wealth, inflation, foreign debt, saving and investment and unemployment)
- Economic Policies and Management of the Economy.

**Assessment : Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge & understanding of course content	40
		Stimulus-based skills	20
		Inquiry & research	20
		Communication of economic information, ideas and issues in appropriate forms	20
	100		100

2 units for each of Year 11 and Year 12 Content Endorsed Course (Not eligible for ATAR)

**Exclusions:** English Advanced; English Standard, English (Extension)

**Course Description:**

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

- students complete 120 indicative hours
- students study the mandatory module, Achieving through English: English in education, work and community
- students complete the mandatory module, Achieving Through English, as the first unit of work
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students’ needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus.

Year 11 course (120 hours)	English Studies	Indicative hours
	Mandatory module – Achieving through English: English in education, work and community	30–40 hours
	An additional 2–4 modules to be studied	20–30 hours each
<b>Text requirements</b>	<p>In <b>Year 11</b> students are required to:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a <b>wide range of texts</b> including print and multimodal texts</li> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series).</li> </ul> <p><b>Across Stage 6</b> the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>	
<b>Additional requirements</b>	<p>In Year 11 students are <b>required</b> to:</p> <ul style="list-style-type: none"> <li>• be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year</li> <li>• engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>	

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** English Advanced; English (Extension);

**Course Description:**

For the **Year 11 English Standard** course students are required to:

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

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

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

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

**Course: ENGLISH (ADVANCED)****Code: 11EA Category: A**

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** English Standard, English Studies and English as a Second Language**Course Description:**For the **Year 11 English Advanced** course students are required to:

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

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

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

<b>Text requirements</b>	<p>There are no prescribed texts for Year 11.</p> <p>Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 course requires students to support their study of texts with their own wide reading.</p>	
<b>Year 11 course (120 hours)</b>	<b>English Advanced</b>	<b>Indicative hours</b>
	Common module: Reading to Write	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40

**Courses: ENGLISH Year 11 EXTENSION I  
Year 12 English Extension II (not available till Year 12)**

**Code: 11EE1 Category: A**

- Prerequisites:** (a) English Advanced course  
(b) Year 11 English Extension Course is a prerequisite for the Year 12 Extension Course 1  
(c) The Extension Course 1 is prerequisite for the Extension Course 2

**Exclusions:** English Standard, English Studies

**Course Description:**

For the **Year 11 English Extension** course students are required to:

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

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

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.
- In the Year 12 English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

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

**Course: FOOD TECHNOLOGY****Code: 11FT Category: A**

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil**Course Description:**

Students will develop greater knowledge and understanding about the production, processing, and consumption of food, the nature of food and human nutrition, as well as an appreciation of the importance of food to health and the impact of food habits on society. Food and the technologies related to food are studied at the domestic, commercial, industrial, and global levels.

The skills involved in researching, analysing and communicating about food issues will be developed. As well, the skills related to food preparation plus the design, implementation, and evaluation of solutions to food situations will be further developed. Thus food preparation, cooking and plating as well as experimentation are a focus of the practical elements of the course.

Excursions to various local food related businesses will assist students to further explore the links between the Food Technology course and “real life” situations. Such experiences and related learning also means students are better equipped to apply the content and concepts covered in their classwork, assessment tasks and the ultimate goal of the HSC examination.

**Main Topics Covered:****Year 11 Course**

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

**Year 12 Course**

- The Australian Food Industry (15%)
- Food Manufacture (30%)
- Food Product Development (30%)
- Contemporary Food Issues in Nutrition (25%)

**Particular Course Requirements:**

- The study of Food Technology in Years 9 & 10 is not a necessity for the study of Food Technology in Years 11 & 12
- In order to meet the course requirements students must **‘learn about’** food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.
- It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the **‘learn to’** section of each strand of the syllabus. These practical activities will involve practical cookery sessions. To cover these costs a charge of \$80.00 is likely to be charged for Year 11 and \$60.00 for Year 12. A white apron (bib style) is worn in practical lessons. This can be purchased from school for \$10.00 if required

**Assessment: Year 12 course only:**

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination comprised of multiple choice, short and long-response style questions	100	Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)	20
		Research, analysis and communication	30
		Experimentation and preparation	30
		Design, implementation and evaluation	20
	100		100

**Course: FRENCH BEGINNERS****Code: 11FRB Category: A**

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** French Continuers

Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

**Course Description:**

In the Year 11 course, students will begin to develop their knowledge and understanding of French. During this course students must acquire some knowledge of the French language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the Year 12 course, students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Year 11 Course will be expanded on for the Year 12 course.

**Main Topics Covered:**

- Personal Identification
- Leisure Activities
- Travel and Tourism
- General (numbers, time, dates, weather)
- Social Interaction
- Education and Work
- Daily Life
- Your Neighbourhood

**Particular Course Requirements:** No prior language experience needed**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination:		Listening Skills	30
Listening Skills	30	Speaking Skills	20
Speaking Skills	20	Reading Skills	30
		Writing Skills:	20
A written examination:			
Listening Skills	30		
Reading Skills	30		
Writing Skills	20		
	100		100

2 Units for each of Year 11 and Year 12 Board Developed Course

**Prerequisites:** 200–300 hours study of the language or equivalent.

**Exclusions:** French Beginners

**Course Description:**

The Year 11 course has as its organisational focus, themes and associated topics. The student’s skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

The Year 12 course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, the students’ knowledge and understanding of the culture and the language of French-speaking communities will develop further.

**Main Topics Covered:**

**Themes:**

- The Individual
- The French-Speaking Communities
- The Changing World

Students’ language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying French culture through texts

**Particular Course Requirements:** Prior French Language Study.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination – conversation	20	Speaking	30
		Listening and Responding	30
A three hour written examination:		Reading and Responding	20
Listening and responding	25	Writing in French	20
Reading and responding			
Part A	25		
Part B	15		
Writing in French	15		
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** German Continuers

Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.

**Course Description:**

In the Year 11 course, students will begin to develop their knowledge and understanding of German. During this course students must acquire some knowledge of the German language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the Year 12 course, students will continue to develop their knowledge and understanding of German through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Year 11 Course will expanded for the Year 12 course.

**Main Topics Covered:**

- Personal Identification
- Leisure Activities
- Travel & Tourism
- General (Numbers, time, dates, weather)
- Social Interaction
- Education and Work
- Daily Life
- Your Neighbourhood

**Particular Course Requirements:** No prior language experience needed

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
An oral examination: Speaking Skills	20	Listening Skills Speaking Skills	30 20
A written examination: Reading Skills	30	Reading Skills Writing Skills	30 20
Writing Skills	20		
Listening Skills	30		
Marks:	100	Marks:	100

2 Units for each of Year 11 and Year 12 Board Developed Course

**Prerequisites:** 200–300 hours study of the language or equivalent.

**Exclusions:** German Beginners

**Course Description:**

The Year 11 course has as its organisational focus, themes and associated topics. The student's skills in, and knowledge of, German will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

The Year 12 course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of German and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of German-speaking communities will develop further.

**Main Topics Covered:****Themes:**

- The Individual
- The German- Speaking Communities
- The Changing World

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying German culture through texts

**Particular Course Requirements:** Prior German Language Study.

**Assessment: Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A ten minute oral examination – conversation	20	Speaking	30
A three hour written examination: Listening and responding	25	Listening and Responding	30
Reading and responding		Reading and Responding	20
Part A	25	Writing in German	20
Part B	15		
Writing in German	15		
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Course Description**

The senior Geography course investigates the world to provide a description and interpretation of the varied character of the planet and its people.

Geography is a great subject for students who want to investigate our natural environment and issues of social justice and equity in the developing world. In particular, the way we can improve the quality of life of people living in our natural and built environments.

The focus of the course is on issues such as ecological sustainability, global inequalities, climate change, urbanisation, population growth and the operation of a global industry represented at a local scale (at our school we typically examine the wine industry via a case study of a Rutherglen winery).

Fieldwork opportunities exist at Mt Kosciuszko, Falls Creek or Mount Buffalo (alpine), Melbourne (urban) and in Rutherglen (viticulture).

**Main Topics covered in this course:**

**Year 11 Course**

- Biophysical Interactions (45% of course time) – ecosystem processes,, the 4 spheres, human impact, management.
- Global Challenges (45% of course time) – Population Geography + Cultural Integration & Development Geography.
- Senior Geography Project (10% of course time)

**Year 12 Course**

- Ecosystems at Risk (33% of course time) – Alpine + Coral Reefs
- Urban Places (33% of course time) – World Cities, megacities + Urban Dynamics.
- People and Economic Activity (33% of course time) – a local winery in a global context (viticulture)

**Particular Course Requirements:**

Students complete a *senior geography project (SGP)* in the Year 11 course and must undertake 10 hours of fieldwork in both the Year 11 and Year 12 courses.

The SGP involves the completion of a primary research project where students plan, design, implement and report on fieldwork relating to a local geographical issue that interests them.

A willingness to participate in *fieldwork excursions* is essential.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination including multiple-choice, short answer and extended response questions with use of stimulus materials.	100	Knowledge and understanding of course content	40
		Geographical tools and skills	20
		Geographical inquiry and research, including fieldwork	20
		Communication of geographical information, ideas and issues in appropriate forms	20
	100		100



**SIT20316 Certificate II in Hospitality**

**Code: 11UHF**

**Entry Requirements:**

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Hospitality** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

**Course Description**

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

**Core Units of Competency**

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

**Elective Units of Competency**

- SITXFSA001 Use hygienic practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC001 Use food preparation equipment
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBCMM201 Communicate in the Workplace

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$90.00 per year to cover the cost of consumables and the issuing of each student with a black full length apron at the start of the course. Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** normal timetabled lessons though practical assessments may require additional times such as recess or lunch breaks.

**Exclusions:** Nil

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

For more information on possible outcomes please visit the NESA website:

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



**SIT20416 Certificate II in Kitchen Operations**

**Code: 11UHO**

**Entry Requirements:**

**Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**

**Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.**

**Course: Hospitality** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

**Course Description**

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

**Core Units of Competency**

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC01 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

**Elective Units of Competency**

- SITHIND002 Source & use information on the hospitality industry
- SITXFSA002 Participate in safe food handling practices
- SITHCCC002 Prepare and present simple dishes
- SITHCCC006 Prepare appetisers and salads
- SITCCC003 Prepare and present sandwiches
- BSBSUS201 Participate in environmentally sustainable work practices

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

**Qualifications**

Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

**N Determinations:** Where a student has not met the NSW Education Standards Authority (NESA) course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$130.00 in Year 11 and \$80.00 in Year 12; tool box hire \$50.00 of which \$40.00 is refundable on the return of the toolbox at then of the course; chef's uniform (a supplier in Sydney sold new uniforms for approximately \$60000 in 2019). Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** During normal timetabled classes unless a function or assessment may require extra time.

**Exclusions :** Nil

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

For more information on possible outcomes please visit the NESA website:

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

For more information on possible outcomes please visit the NSW BOSTES website: <http://www.boardofstudies.nsw.edu.au>

Public Schools NSW Wagga Wagga RTO 90333

**Course:INDUSTRIAL TECHNOLOGY**

**Code: ITE Category: A**

**METAL AND ENGINEERING TECHNOLOGIES**

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Course description:**

Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of the Metal and Engineering industry and its related technologies with an emphasis on design, management and production through practical applications.

The **Year 11 course** consists of project work and an industry study that provide a broad range of skills and knowledge related to Metal and Engineering and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The **Year 12 course** consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to Metal and Engineering.

**Main Topics Covered:**

Both the Year 11 and Year 12 courses are organised around four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology.

**Particular Course Requirements:**

In the Year 11 course, students must participate in hands-on practical activities along with related study and the industry study. In the Year 12 course, students develop and manage a major project and the associated folio, along with related study.

**Financial Contributions**

\$80 per year to cover the costs of materials and associated consumables.

**Assessment Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Section 1:</b> A one and a half hour written exam. Questions are based on industry study, design, management and communication, production, industry related manufacturing technology.	40	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the metal and engineering industry.	40
<b>Section 2:</b> Major Project and folio	60	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Max 6 Units of Science for Year 11 Course

**Course Description:**

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

**Main Topics Covered:****Year 11:**

The Year 11 course consists of four modules.

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

**Year 12:**

The Year 12 course consists of four modules.

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

**Particular Course Requirements:**

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Assessment: Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
3 hour written examination	100	Knowledge	40
		Skills in working scientifically	60
	100		100

<b>Course: LEGAL STUDIES</b>		<b>Code: 11LS Category: A</b>	
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Exclusions:</b> Nil			
<b>Course Description:</b>			
The Year 11 course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigation, analysis and synthesis of legal information from a variety of sources and investigating legal issues from a variety of perspectives.			
The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.			
	<b>Year 11</b>	<b>Year 12</b>	
<b>Core 40%</b>	<b>Core Part I: The legal system</b> <ul style="list-style-type: none"> <li>• Basic legal concepts</li> <li>• Sources of contemporary Australian law</li> <li>• Classification of law</li> <li>• Law reform</li> <li>• Law reform in action</li> </ul>	<b>Core Part I: Crime</b> <ul style="list-style-type: none"> <li>• The nature of crime</li> <li>• The criminal investigation process</li> <li>• The criminal trial process</li> <li>• Sentencing and punishment</li> <li>• Young offenders</li> <li>• International crime</li> </ul>	<b>Core 30%</b>
<b>Core 30%</b>	<b>Core Part II: The individual and the law</b> <ul style="list-style-type: none"> <li>• Your rights and responsibilities</li> <li>• Resolving disputes</li> <li>• Contemporary issue: the individual and technology</li> </ul>	<b>Core Part II: Human rights</b> <ul style="list-style-type: none"> <li>• The nature and development of human rights</li> <li>• Promoting and enforcing human rights</li> <li>• Contemporary human rights issues</li> </ul>	<b>Core 20%</b>
<b>Core 30%</b>	<b>Core Part III: Law in practice</b> The law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and/or Part II.</b>	<b>Part III: Options</b> <b>Choose TWO</b> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environmental protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul>	<b>Option 25% each</b>
<b>Particular Course Requirements:</b>			
No special requirements			
<b>Assessment Year 12 course only.</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination:		Core and focus studies assessed through:	
Crime	30	Knowledge and understanding	40
Human Rights	20	Analysis and evaluation	20
Options	50	Inquiry and research	20
		Communication of legal information, issues and ideas in appropriate forms	20
	100		100

2 units for each of Year 11 & 12 Board Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes of the 5.1 course in Mathematics for Stage 5, together with the recommended options: *Trigonometry and Further Algebra*.

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.

**Course Description:**

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

Mathematics Standard is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide.

This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

**Main Topics Covered:**

**Year 11**

Algebra

- Formulae and Equations
- Linear Relationships

Measurement

- Applications of Measurement
- Working with Time

Financial Mathematics

- Money Matters

Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

**Year 12**

Algebra

- Types of Relationships

Measurement

- Non-right-angled Trigonometry

- Rates and Ratios

Financial Mathematics

- Investments and Loans

- Annuities

Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Networks

- Network Concepts
- Critical Path Analysis

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A single written examination paper of 3 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used	100	The components and weightings for Year 11 and Year 12 are mandatory.  Components: Understanding, fluency and communication	50
		Problem solving, reasoning and justification	50
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Prerequisites:** The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2 and the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras’ theorem
- Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

**Exclusions:** Mathematics Standard

**Course Description:** 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.

**Main Topics Covered:**

**Year 11**

Functions

- Working with Functions

Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Calculus

- Introduction to Differentiation

Exponential and Logarithmic Functions

- Logarithms and Exponentials

Statistical Analysis

- Probability and Discrete Probability Distributions

**Year 12**

Functions

- Graphing Techniques

Trigonometric Functions

- Trigonometric Functions and Graphs

Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Financial Mathematics

- Modelling Financial Situations

Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A single written examination paper of 3 hours’ duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used	100	The components and weightings for Year 11 and Year 12 are mandatory.  Components: Understanding, fluency and communication  Problem solving, reasoning and justification	50  50
	100		100

**Course: MATHEMATICS – EXTENSION 1****Code: 11ME1 Category: A**

1 unit for each of Year 11 and Year 12 Board Developed Course

**Prerequisites:** The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

**Course Description:**

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

**Main Topics Covered****Year 11**

Functions

- Further Work with Functions
- Polynomials

Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Calculus

- Rates of Change

Combinatorics

- Working with Combinatorics

**Year 12**

Proof

- Proof by Mathematical Induction

Vectors

- Introduction to Vectors

Trigonometric Functions

- Trigonometric Equations

Calculus

- Further Calculus Skills
- Applications of Calculus

Statistical Analysis

- The Binomial Distribution

**Assessment: Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal assessment</b>	<b>Weighting</b>
Two written examination papers. One paper is identical to the paper of 3 hours' duration for the Mathematics course. The other paper is based on the Ext 1 course and is of 2 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used	100	The components and weightings for Year 11 and Year 12 are mandatory.  Components: Understanding, fluency and communication  Problem solving, reasoning and justification	50  50
	100		100

**Course: MATHEMATICS – EXTENSION 2 (not available till Year 12)****Category: A**

1 unit additional to the Extension 1 course, for the HSC Board Developed Course

**Prerequisites:** The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

**Course Description**

**The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.**

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

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

**Main Topics Covered:****Year 12**

- Proof
  - The Nature of Proof
  - Further Proof by Mathematical Induction
- Vectors
  - Further Work with Vectors
- Complex Numbers
  - Introduction to Complex Numbers
  - Using Complex Numbers
- Calculus
  - Further Integration
- Mechanics
  - Applications of Calculus to Mechanics

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
Two written examination papers. One paper is identical to the paper of 2 hours' duration for the Mathematics – Extension 1 course. The other paper is based on the Extension 2 course and is of 3 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used	100	The components and weightings for Year 11 and Year 12 are mandatory.  Components: Understanding, fluency and communication  Problem solving, reasoning and justification	50  50
	100		100

**Selection of Mathematics Courses**

To further assist students in selecting the appropriate Mathematics courses for Years 11 and 12 the following guidelines are provided.

- Students wishing to proceed with Mathematics – Extension 1 should have gained an A in their Stage 5 Mathematics course.
- For the students who wish to attempt Mathematics Advanced for their HSC, it is assumed they will have studied Advanced Mathematics or have received an A level in their Stage 5 Mathematics course.
- All other students should select General Mathematics.



## MEM10105 Certificate I in Engineering

Code: 11UME

### Entry Requirements:

**Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.**

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Metal and Engineering** (240 indicative hours) 4 Preliminary and/or HSC units in total  
Board Developed Course Category B status for Australian Tertiary Admission Rank (ATAR)  
Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.

### Core Units of Competency

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEM16007A Work with others in a manufacturing, engineering or related environment
- MEM14004A Plan to undertake a routine task
- MEM15024A Apply quality procedures

### Elective Units of Competency

- MEM15002A Apply quality systems
- MEM12023A Perform engineering measurements
- MEM12024A Perform computations
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEM05005B Carry out mechanical cutting
- MEM05012C Perform routine manual metal arc welding
- MEM07032B Use workshop machines for basic operations
- MEM11011B Undertake manual handling

Additional single unit of competency to qualify for the MEM10105 Certificate I in Engineering.

- MEM05004C Perform routine oxy acetylene welding

This course also requires the completion of the manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet the requirements of the NSW Education Standards Authority (NESA) HSC.

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a MEM10105 Certificate I in Engineering. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards MEM10105 Certificate I in Engineering.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** \$80 per year. Discuss payment options with your trainer

<b>Refund Arrangements:</b> on a pro-rata basis
<b>Delivery Arrangements:</b> to be delivered as part of the existing school timetable
<b>Exclusions:</b> Nil
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>
For more information on possible outcomes please visit the NESA website: <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a>



**Year 12 Course Description:**

The course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

**Course Structure**

The Year 12 course comprises four sections. Students are required to study all four sections of the course. There are optional studies for the National Study, Peace and Conflict and Change in the Modern World. The options that will be taught are indicated below.

<b>Year 12 course (120 hours)</b>	<b>Modern History</b>	<b>Indicative hours</b>
	Core Study: Power and Authority in the Modern World 1919–1946. Mandatory topic for all students: <b>The rise of dictatorships after World War I: The Nazi regime to 1939 and the search for peace and security in the world 1919–1946</b>	30
	ONE National Study: <b>USA 1919 -1941</b>	30
	ONE study in Peace and Conflict: <b>Conflict in Indochina 1954–1979</b> (Non-European study)	30
	ONE study in Change in the Modern World: <b>The Changing World Order 1945–2011</b>	30

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in four parts	100	Core, national and international studies are assessed through a range of tasks including: Research Source analysis Oral and written communication Assessment will consist of no more than four tasks, one of which will be a trial HSC exam	100
	100		100

**Course: MUSIC 1****Code: 11MU Category: A**

2 units for each of Year 11 and Year 12 Board Developed Course

**Prerequisites:** The Music 1 course should not be attempted unless you are able to play an instrument or sing and can continue your learning outside of school.**Exclusions:** Music 2**Course Description:**

In the Year 11 and Year 12 courses, students will study the concepts of music through learning experiences in performance, composition, musicology and aural skills within the context of a range of styles, periods and genres.

**Main Topics Covered:**

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

**Subject Contribution:** \$20**Particular Course Requirements:****Year 12 course**

In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

**Assessment: Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Writing Paper – Aural Skills	30	Components:	
Practical – Core Performance	20	Performance	10
Electives	60	Composition	10
		Musicology	10
		Aural	25
		Electives	45
	100		100

**Course: PERSONAL DEVELOPMENT HEALTH  
AND PHYSICAL EDUCATION**

**Code: 11PD Category:A**

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Course Description**

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

In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts.

The syllabus has been designed for all students in Years 11 and 12 who have an interest in this area. While there are no formal prerequisites for this course, it is assumed that students have undertaken a minimum 300 hour course based on the *PDHPE Years 7–10 Syllabus*. The Stage 6 PDHPE syllabus builds upon this experience by introducing students to more detailed study and higher order skills.

All aspects of PDHPE are of relevance to all young people and, as such, the syllabus prescribes a core of study that represents the breadth of the learning area. It is acknowledged, however, that senior students will have particular areas of interest that they wish to pursue in greater depth. Consequently, the syllabus offers a significant options component designed to enable students to specialise in chosen areas.

The syllabus provides a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences. Related career opportunities are expanding and gaining recognition throughout the community as legitimate fields of endeavour.

The study of PDHPE also supports students as they develop into young adults. The syllabus encourages personal growth, the enhancement of wellbeing and the development of the individual's capacity to take a productive role in society.

**Year 11 Course**

**Core Topics (60%)**

- Better Health for Individuals
- The Body in Motion

**Optional Component (40%)**

Students to select **two** options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

**Year 12 Course**

**Core Topics (60%)**

- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component (40%)**

Students to select **two** options each from:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

**Particular Course Requirements**

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

**Assessment: Year 12 Course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper		Core	60
<b>Part A</b> – objective response questions	20	Options	40
<b>Part B</b> – short answer	40		
<b>Part C</b> – short answer and extended response related to two options	40		
	100		100

**Course: PHYSICS****Code: 11PH Category: A**

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Max 6 Units of Science for Year 11 Course**Course Description:**

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

**Main Topics Covered:****Year 11:**

The Year 11 course consists of four modules.

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

**Year 12:**

The Year 12 course consists of four modules.

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

**Particular Course Requirements:**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
3 hour written examination	100	Knowledge	40
		Skills in working scientifically	60
	100		100

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil

**Particular course Requirements:** Nil

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

**Main Topics Covered**

**Year 11 course** (120 indicative hours)

- The Social and Cultural World (30% of course time)
- Personal and Social Identity (40% of course time)
- Intercultural Communication (30% of course time)

**Year 12 course** (120 indicative hours)

**Core**

- Personal Interest Project (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)

**Depth Studies**

(40% of course time)

TWO to be chosen from the following:

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

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Knowledge and Understanding of course content	50
Personal Interest Project	40	Application and evaluation of social and cultural research methods	30
		Communication of information, ideas and issues in appropriate forms.	20
	100		100

**Course: SOFTWARE DESIGN AND DEVELOPMENT****Code: 11SD Category: A**

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil**Course Description:**

Software design and development refers to the creativity, knowledge, values and communication skills required to develop computer programs. The subject exists because it provides those who study it with a systematic approach to problem solving, an opportunity to be creative, excellent career prospects and interesting content. Software development is a distinctive field within the Computing discipline. Students who wish to move into this field are at an advantage if they understand the field..

**Main Topics Covered:****Year 11**

Concepts and issues in the design and development of software

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to software development

- Planning
- Building
- Checking
- Modifying

Developing software solutions

**Year 12**

Development and impact of software solutions

- Social and ethical issues
- Application of software development approaches

Software Development cycle

- Understanding
- Planning and designing
- Implementation
- Testing and evaluation
- Maintenance

Developing a solution package

- Project work

Option strands

- Evolution of programming language or
- The software developers view of the hardware

**Particular Course Requirements**

Practical experience should occupy a minimum of 20% of the Year 11 course, and a minimum of 25% of the Year 12 course.

A subject contribution of \$20 is set for students studying Computing subjects. This contribution helps to maintain the computing system; it enables students to use resources that are up to date, in terms of hardware and software and replaces consumable items such as print cartridges/paper. Students are provided with a network logon with storage space on the school servers.

**Assessment : Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	50
		Knowledge and skills in the design and development of software solutions	50
	100		100

**Course: TEXTILES & DESIGN****Code: 11TXD Category: A**

2 units for each of Year 11 and Year 12 Board Developed Course

**Exclusions:** Nil**Course Description:**

The Year 11 course involves the study of design, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. Opportunities to learn through 'hands on' practical experiences are very important in Textiles and Design at the Stage 6 level.

The Year 12 course builds upon the Year 11 course and involves the study of various methods of embellishing designs such as printing and dyeing techniques as well as the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project (MTP) by each student that is specific to a selected focus area and which includes supporting documentation and textile item/s. Students begin the MTP from Day 1 of Term 4 and devote approximately half of their lessons each week for the next 3 terms on designing, experimenting, investigating and constructing their project and related folio under the supervision of their teacher. The MTP counts as 50% of the students HSC mark. As a consequence their HSC is set for 1 ½ hours and counts as the other 50%.

**Main Topics Covered:**

Year 11 Course

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

Year 12 Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

**Particular Course Requirements:**

- In the Year 11 course, practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the Year 12 course, the MTP allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Year 11 course. The MTP is the student's choice and is undertaken with the teacher's guidance.
- The study of Textiles Technology in years 9 & 10 is not a necessity for the successful study of this subject in years 11 & 12.
- For the completion of the projects, students will be required to provide their own fabrics, threads and other special needs as required. A charge of \$45.00 is also payable to the school to cover incidental costs such as thread, basic fabrics for some sample work, motives, dyes and print making resources as well as notions, interfacing and general repairs of machines. In Year 12 a charge of \$50.00 is payable to assist in covering the cost of the incidental items as well as the transportation of each student's MTP to Sydney for marking.

**Assessment: Year 12 course only**

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours that comprises multiple choice, short and long-response style questions.	50	Textile, Clothing, Footwear and Allied Industries	20
Major Textile Project	50	Properties and Performance	40
		Design	40
	100		100

**Course Description:**

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a ‘body of work’ in the Year 12 course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broad, while the Year 12 course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

**Main Topics Covered:**

**Year 11 Course learning opportunities focus on:**

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists’ artwork, the world and audiences in the artworld
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

**Year 12 Course learning opportunities focus on:**

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the artworld
  - How students may further develop meaning and focus in their work.

**Financial Contributions:**

- \$50 per year. Specialist equipment for BODY OF WORK in Year 12 is extra.

**Particular Course Requirements:**

**Year 11 Course**

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

**Year 12 Course**

- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

**Assessment: Year 12 course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
An Examination	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

## CONTENT ENDORSED COURSES OFFERED IN SCHOOL IN 2020

<b>Course: EXPLORING EARLY CHILDHOOD (2 Unit Course)</b>	<b>Code: 11NEX</b>
2 units for each of the Year 11 and Year 12 Content Endorsed Course <b>Exclusions:</b> Nil	
<p><b>Course Description</b></p> <p>This course is offered for study at Albury High School. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. Thus the study of this course will allow students to develop their knowledge and understanding of this vital stage of childhood – 0 to 6 years.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"><li>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years;</li><li>• recognise the uniqueness of all children, including those who have special needs;</li><li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;</li><li>• identify the range of services developed and provided for young children and their families;</li><li>• consider the role of family and community in the growth, development and learning of young children;</li><li>• reflect upon potential implications for themselves as adults, in relation to young children;</li><li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.</li></ul> <p><b>Note:</b> Units of study may be recognised and accredited when undertaking further study in a related child based course offered at TAFE. This subject does not count towards an ATAR.</p>	

2 units for each of the Year 11 and Year 12 Content Endorsed Course

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

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

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle

2 units for each of the Year 11 and Year 12 Content Endorsed Course

**Exclusions:** nil

**Course Description:**

The Work Studies course provides students with an understanding of the range of career options open to them upon leaving school. Students are equipped with work preparation skills enabling them to seek employment or to undertake further vocationally-oriented education and training.

The course is very practical in nature and involves students in skill acquisition, resume writing, job interview skills, responsibilities in the workplace, First Aid training and a detailed study of Occupational Health and Safety procedures.

Students are involved in Work Placements to more effectively prepare them for the world of work.

***This course is a core component of the Employment Pathways Program. Work studies will involve 2 periods of theory and one day work placement each week.***

**Course Content/Topics to be studied:****Core 1: Work and change**

Students will explore the role of work in society, relationships between technological, structural and organisational change in the workplace (*multi-skilling, automation, IT, casualisation, qualifications*).

**Core 2: Experiencing work**

An introduction to concepts relevant to the workplace; developing knowledge, skills, values and attitudes relevant to participation in the work environment (*punctuality, uniforms, pay, leave, entitlements, rights and responsibilities, meetings, trade unions, ethical behaviour*).

**Course modules**

The **twelve course modules** expand on the issues introduced in the core. Students will study a range of these options throughout the course.

1. Career Planning (*personal skills, interests, job investigation, software tools*)
2. Job Seeking and Interviews (*job advertisements, application process, interviews, role plays*)
3. Workplace Communication and Interpersonal Skills (*communication methods, dealing with people, teamwork, conflict resolution*)
4. Equity Issues and Work (*gender, Aboriginality, multiculturalism, disability*)
5. Work and Lifestyle (*work ethic, work/life balance*)
6. Workplace Issues (*wages, conditions, termination of employment, industrial relations*)
7. Self Employment (*creating your own job, research, financing options, legal considerations*)
8. Investigating an Enterprise (*research study of a business and how it is managed*)
9. Social Issues and Work (*environmental sustainability, youth unemployment issues and programs*)
10. Occupational Health and Safety and First Aid in the Workplace (*investigations of workplaces, training in OHS procedures, First Aid course*)
11. Work Project (*a report based on work placement and an area of interest e.g career pathways*)
12. Work Placement (*a negotiated work placement inside or outside of the school in a block or a regular time each week*)

**Course Requirements & Costs:** Students will be required to attend local excursions from time to time and some of these will involve bus travel. Access to a USB memory stick would be an advantage for the development and safekeeping of student digital work portfolios.

## ASSESSMENT AND REPORTING

Albury High School students will be issued with 4 reports in their Stage 6 program. An Interim report will be issued after Term 1 in the Year 11 and Year 12 courses and a full subject report will be issued at the end the Year 11 course (Beginning Term 4) and after the Trial HSC exams in Term 3 for HSC students. The Year 11 course report will include grades for each subject similar to the stage 5 – Year 10 credential. The final Year 12 report will include the student's ranking within the subject's cohort.

### The HSC:

- The HSC reports provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content, which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's Stage 5 Results for English, Mathematics, Science and Australian History, Geography, and elective subjects.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
- The HSC Testamur

*(The official certificate confirming your achievement of all requirements for the award.)*

- The Record of Achievement

*(This document lists the courses you have studied and reports the marks and bands you have achieved.)*

- Course Reports

*For every HSC Board Developed Course you will receive a course report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.*



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**Training Product (Qualification) Details**

Your school has the Authority to Deliver (ATD) the following courses.

Select the course(s) below in which you are requesting to enrol.

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CPC20211 Certificate II in Construction Pathways	<input type="checkbox"/>
SIT20316 Certificate II in Hospitality	<input type="checkbox"/>
SIT20416 Certificate II in Kitchen Operations	<input type="checkbox"/>

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**Fees and refunds**

The school site will advise on fee collection from students. Details are available on each VET Course Information sheet.

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**Parent / Carer declaration:**

I declare that the personal information provided to the school about my son/daughter, named below, is true and correct to the best of my knowledge.

STUDENT NAME .....

PARENT NAME ..... PARENT SIGNATURE ..... DATE .....

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**Complaints and appeals statement**

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

[For specific RTO procedures please contact your VET coordinator – Ms Tanya Mortimer – Hospitality and Kitchen Operations or Mr Cameron Miller - Construction Pathways..](#)