THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

PRELIMINARY COURSE 2022

HIGHER SCHOOL CERTIFICATE COURSE 2023

INFORMATION BOOKLET FOR STUDENTS, PARENTS/CARERS AND STAFF

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VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

THE RIVERS
SECONDARY COLLEGE
The heart of secondary education for Lismore

An introduction to The Rivers Secondary College

In 2015 the college was created to provide greater opportunity, diversity, and excellence for all our young people in the Lismore region. The college model that is now firmly established between Kadina High Campus, Lismore High Campus and Richmond River High Campus provides unprecedented opportunities for students to access a very broad senior curriculum. First class programs and highly qualified teachers provide the ideal learning environment in which every student can realise their true potential.

One of the great strengths of our college structure is our ability to provide a much broader senior curriculum across our three Campuses. In choosing subjects, please be aware that we cannot be certain as to which subjects will run across the college until the student selection process has been completed. Once student choices have been received it will be determined which subjects will definitely be Shared Curriculum. However, this will not be decided until later in the year.

The timetables of each campus are synchronised, with senior curriculum classes running from 8.30am to 3.15pm, Monday to Friday. VET courses, which predominately run on Wednesdays, may finish at the later time of 4:00pm (or 4:30pm for VET Entertainment and Construction at Kadina High Campus) or when at TAFE, finish at 5:00pm. Shared Curriculum classes are timetabled in blocks to reduce the impact of commuting from one campus to another. Students have responsibility to make their own travel arrangements from home to classes starting in period 1, at 8:30am. Similarly, students who have a Shared Curriculum class that finishes at the end of the day at a host campus will need to make their own arrangements to travel home. Where Shared Curriculum students need to commute from one campus to another during the school day, transport between campuses has been arranged. This is a free service for all Shared Curriculum students and is provided each day for students travelling from a timetabled class in one Campus to a timetabled class in another Campus.

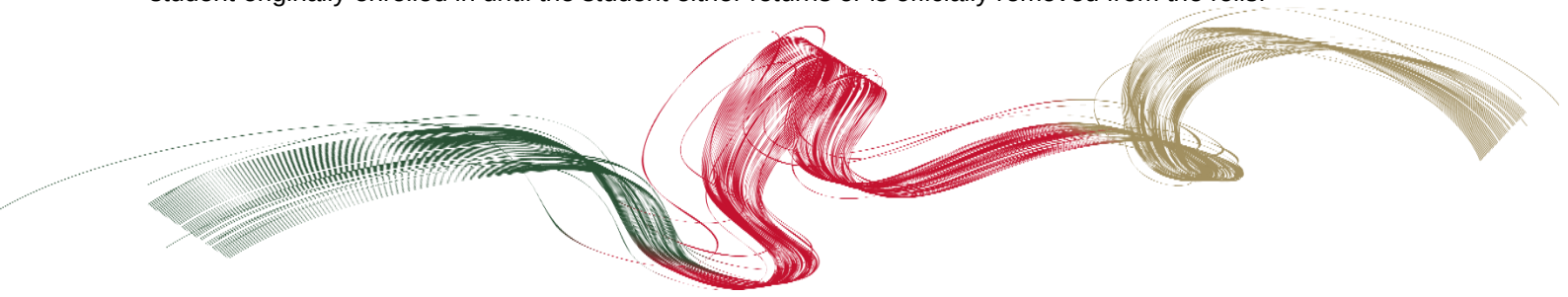
An induction program for Shared Curriculum will be held at the start of term 4. Shared Curriculum students will have the opportunity to visit the host Campus, meet their prospective teacher, peers, and the Campus coordinator.

An important notice regarding unexplained non-attendance at the start of Year 11

When there has been non-attendance up to and including the census week, the student's position in a full class will be relinquished from the start of the subsequent week and become available to other students.

When the student returns they will have to request to join a course and if accepted will be required to complete the academic requirements for the course. This course may be that from which their position was relinquished, if room has become available, otherwise entry into another suitable course will have to be requested.

Teachers will continue with the policy of Unsatisfactory Performance notifications for the subjects that the student originally enrolled in until the student either returns or is officially removed from the rolls.



INFORMATION ABOUT THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to students who successfully complete Years 11 and 12 in New South Wales. The HSC is an internationally recognised credential that provides a foundation for students entering tertiary study, vocational training or employment.

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units. Students must satisfactorily complete the Preliminary course (usually studied during Year 11) before they are eligible to commence the corresponding HSC course (usually studied during Year 12). English is the only compulsory subject for the HSC.

The HSC 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, interest and goals.

Courses are linked to further education and training.

Students are required to meet course requirements outlined by the NSW Education Standards Authority (NESA).

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.

Course Coding

Throughout this booklet the following codes have been used to help make the best subject choices

*****	High Academic requirements. High level Literacy and/ or Numeracy
****	Substantial Academic Requirements Essay Writing, Detailed Analysis and or Calculations
***	Academic Requirements suited towards student interest
**	Some Academic requirements suited to areas of interest. Suited towards Vocational Pathway
*	Life Skills Courses are available in most courses other than VET
□	HSC major work, performance or Project marked by external markers Term 3 of HSC year contributes major percentage of HSC mark.
🎬	Course includes Mandatory Work placement which must be undertaken during the school term. To count the course towards your HSC requires successful completion of Work Placement Hours
🤸	Assessment includes active physical participation
✍	HSC Major Individual Research Project marked by your class teacher(s) in the HSC year, contributes major percentage of school assessment mark

WHAT TYPES OF COURSES CAN I SELECT?

What courses do students study for their HSC?

There are two main types of courses - Board Developed Courses and Board Endorsed Courses.

To get your Higher School Certificate (HSC), you must complete at least 12 units of Preliminary courses and 10 units of HSC courses, including English. Most HSC courses are worth 2 units.

You need to satisfactorily complete the Preliminary course (usually in Year 11) before you can start the corresponding HSC course (usually in Year 12).

NESA develops Board Developed Courses. Your achievement in these can count towards your Australian Tertiary Admission Rank (ATAR).

Board Developed Courses cover:

- English
- Maths
- Science
- Technology
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE)
- Human Society and its Environment (HSIE)
- Languages
- Vocational Education and Training (VET) Curriculum Frameworks.

Read more about Board Developed Course subjects and their descriptions (follow link).

Board Endorsed Courses are generally developed by schools, TAFEs or universities. They contribute to the HSC, but don't count towards your ATAR.

To help plan your Year 11 and Year 12 studies read more on choosing HSC courses (follow link).

Board Endorsed Courses

These include courses that may have been developed by schools, TAFE or universities. They contribute to the HSC but do not contribute to the calculation of the ATAR.

There are two main types of Board Endorsed Courses, Content Endorsed Courses (CECs) and School designed courses.

CECs have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC VET courses delivered by TAFE are Content Endorsed Courses.

Life Skills HSC Courses

Stage 6 (Years 11 and 12) Life skills courses will be available for students completing the Higher School Certificate.

A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10, except in special circumstances.

In special circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enrol in Life Skills courses for Stage 6. These special circumstances might include situations where:

- a student has attempted regular courses in Years 7–10 but has experienced significant difficulty
- a student transfers from interstate or overseas

Participation in Life Skills HSC courses will be based upon a collaborative individual transition planning process which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the HSC. Each Life Skills course comprises a 2-unit Preliminary course and a 2-unit HSC course.

NESA expects that most students would meet the outcomes for a 2-unit Preliminary course and a 2-unit HSC course over approximately 240 indicative hours in total (that is,120 indicative hours in each course).

All Life Skills Courses coded as *.

Life Skills courses are not available for VET.

What are units?

All course offered for the HSC have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

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

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

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

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

EXTENSION COURSE: Extension study is available in a number of subjects.

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

English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC Extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

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

REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the award of the Higher School Certificate, you must have:

1. satisfactorily completed Stage 5 requirements or gained other qualifications the NESA considers satisfactory
2. attended a government school, an accredited non-government school, a school outside NSW recognised by the NESA, or a TAFE college
3. satisfactorily completed courses that comprise the pattern of study required by the NESA for the award of the Higher School Certificate; sat for and made a serious attempt at the required HSC examinations.

Pattern of study

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

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least three courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)

Satisfactory completion of English Studies fulfils English requirements for the HSC. The course counts towards the six units of Board Developed Courses required for the award of the HSC. English Studies and Mathematics Standard 1, from HSC 2019, will enable an ATAR to be achieved.

The NESA 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) for university entry, you must study a minimum of 10 Board Developed units in the HSC Course. The 'University Entry Requirements Year 10 Booklet' published by UAC will contain important information about entry to university courses for study in Year 11 and 12 in preparation for university entry.

HSC VOCATIONAL EDUCATION AND TRAINING (VET) COURSES OVERVIEW

VET courses are available at Stage 5 and at Stage 6 - HSC for students which allows the student to gain an HSC and an Australian Qualification Framework (AQF) credential at the same time. School, TAFE and other private providers deliver VET courses.

VET courses can deliver dual accreditation, meaning a VET course can give an AQF credential in addition to units of study counting towards the HSC.

Learning and assessment focuses on skills and is competency based.

In some VET courses work placement is compulsory.

All VET courses are recorded on the HSC. As well as an HSC, a student receives either an AQF credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to NESA.

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

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

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

ASSESSMENT AND REPORTING

The Higher School Certificate Record of Student Achievement (RoSA) includes students' Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades.

This provides formal recognition of students' senior secondary school achievements.

Stage 6 HSC results, Stage 6 Preliminary results and, if applicable, Stage 5 results will appear on separate pages.

Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in the NESA HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance band: A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. A performance band of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

Stage 6 Preliminary grades: Schools use the Common Grade Scale for Preliminary courses awarding A–E grades for Stage 6 Preliminary courses (other than Life Skills and VET courses).

Stage 5 grades: Schools use the Common Grade Scale and course performance descriptors award A–E grades for Stage 5 courses (other than Life Skills and VET courses).

The HSC does not report a single or overall score.

For most Board Developed Courses, school-based assessment throughout the HSC course contributes 50% of your HSC mark. This is reported on your Record of Achievement.

For each course, schools prepare and administer an assessment program in accordance with the syllabus. The components of the course to be assessed and their weightings can be found in the Assessment and Reporting document for the syllabuses on the NESA website. The timing and weighting of tasks are determined by the school.

Year 11 Student Subject Offerings Information 2022

This summarises the subjects on offer to students at the Rivers Secondary College for Year 11 in 2022. **It is important to note that not all subjects in this list will run**. The College will work to offer students as broad a range of subjects as possible. Final offerings will depend on student interest. The subjects on this list may not run at your campus but will be offered to all students in the college and may run at any of the campuses indicated in the LHC, KHC and RRHC columns, as determined by student preferences. In the situation that a course is running at another campus, you will be notified. If you decide to continue with that subject, you will be expected to attend classes at that campus. Additional subjects may be made available across the college once subject selections are complete and lines are set.

- All students must select 2 units of English and at least 10 other units. Extension courses are in addition. You may choose Extension English AND Extension Mathematics if you wish.
- Category A Courses contribute to ATAR calculations.
- Only one **Category B** course may be included in ATAR calculations. BEC **DO NOT** count towards ATAR calculations.
- Students choosing Extension courses may not be able to participate in SVET or TVET courses as they both run on Wednesday.

Subjects available for TRSC students to choose during subject selection process

Subject	Units	Cat	Codes	LHC	KHC	RRHC
English						
English Studies	2	B	**	Y	Y	Y
English Standard	2	A	****	Y	Y	Y
English Advanced	2	A	*****	Y	Y	Y
English Extension 1	1	A	*****	Y	Y	Y
English Extension 2	1	A	*****			Y
Mathematics						
Mathematics Standard 1	2	B	***	Y	Y	Y
Mathematics Standard 2	2	A	****	Y	Y	Y
Mathematics Advanced	2	A	*****	Y	Y	Y
Mathematics Extension 1	1	A	*****	Y	Y	Y
Mathematics Extension 2	1	A	*****			Y
Numeracy Stage 6 Pilot	2	CEC	**			Y
Science						
Biology	2	A	****	Y	Y	Y
Chemistry	2	A	*****	Y	Y	Y
Physics	2	A	*****	Y	Y	Y
Earth and Environmental Science	2	A	***	Y		Y
Investigating Science	2	A	****	Y	Y	Y
Human Society and Its Environment						
Ancient History	2	A	****	Y	Y	Y
Business Studies	2	A	****	Y	Y	

Society & Culture	2	A	****	Y		Y
Legal Studies	2	A	****	Y	Y	
Modern History	2	A	****	Y	Y	
Aboriginal Studies	2	A	****	Y		
Geography	2	A	****			Y
Work Studies	2	CEC	**	Y	Y	Y
Modern Society	2	SDEC	**		Y	
Creative Arts						
Music 1	2	A	****	Y	Y	Y
Music 2	2	A	***			Y
Music Extension	1	A	*****			Y
Visual Arts	2	A	****	Y	Y	Y
Drama	2	A	****	Y	Y	Y
Dance	2	A	**	Y		
Ceramics	2	CEC	**			Y
Visual Design	2	CEC	**	Y	Y	Y
Photography, Video and Digital Imaging	2	CEC	**	Y	Y	Y
Personal Development, Health and Physical Education						
Personal Development, Health & PE	2	A	****	Y	Y	Y
Community and Family Studies	2	A	****	Y	Y	Y
Sport, Lifestyle & Recreation	2	CEC	**	Y	Y	Y
Exploring Early Childhood	2	CEC	**	Y	Y	Y
Technologies						
Food Technology	2	A	****	Y	Y	Y
Textiles & Design	2	A	****	Y	Y	Y
Design and Technology	2	A	****	Y		Y
Industrial Technology Metal	2	A	****	Y		
Industrial Technology Timber	2	A	****	Y	Y	Y
Agriculture	2	A	****	Y		Y
Software, Design and Development	2	A	****	Y		Y
Engineering Studies	2	A	****	Y		
Marine Studies	2	CEC	**	Y		Y
Computing Applications	2	CEC	**	Y		Y
Languages						
Japanese Beginners	2	A	****		Y	Y
Italian Beginners	2	A	****	Y		

School Delivered VET						
Construction – Building	2	B	**Cert/***HSC		Y	Y
Entertainment	2	B	**Cert/***HSC	Y	Y	
Hospitality	2	B	**Cert/***HSC	Y	Y	Y
Primary Industries	2	B	**Cert/***HSC		Y	Y
Business Services Administration	2	B	**Cert/***HSC		Y	
Information and Digital Technology	2	B	**Cert/***HSC			Y
Manufacturing and Engineering Introduction	2	BEC	**Cert			Y
Music Industry	2	BEC	**Cert/***HSC		Y	

Choosing your compulsory English course

English Studies is a Board Developed Course. It is for students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students seeking an alternative to the English Standard course, and who intend to proceed from school directly into employment or vocational training. Students of this course who wish to obtain an ATAR are required by the Universities Admission Centre (UAC) to sit the optional HSC examination.

English Standard supports students to become effective, creative and confident communicators. Students study a wide range of literary and everyday texts to develop the knowledge and skills required to use language accurately and appropriately for a variety of purposes and situations.

English Advanced is a course designed for students to become critical and sophisticated users of English and to develop their academic achievement through the study of complex texts. This course is a pre- or co-requisite for English Extension courses. English Extension 1 allows more specialised study, while English Extension 2 requires students to create a Major Work.

Understanding your Mathematics options

The Mathematics courses that can contribute to an **ATAR** are Mathematics Advanced and Mathematics Standard (Standard 1 and 2). **NB: Mathematics Standard is a standalone course in year 11, but splits into 1 and 2 in year 12,**

Mathematics Standard 1 is a Board Developed Course with an optional HSC examination. It develops and refines students' skills and knowledge in mathematics and consolidates their numeracy skills. It is a course for students who intend to proceed from school with an appropriate mathematical background for entering the workforce and/or undertaking further community and workplace training.

Mathematics Standard 2 caters for a wide range of students. It develops and refines students' mathematical knowledge and skills in a range of areas including statistics, finance, measurement, and algebra to enhance their personal, social and job opportunities.

Mathematics Advanced is a pre- or co-requisite for the Mathematics Extension courses (Mathematics Extension 1 and Mathematics Extension 2). Mathematics Extension 2 is the highest-level mathematics course for students with a special interest and ability in mathematics. Mathematics Extension 1 can be studied concurrently or consecutively with Mathematics Extension 2.

English Subjects

ENGLISH STANDARD View course

KHC **RRHC** **LHC** **CODE ****** **Board Developed Course**

Course description The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

What students learn Year 11 course Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study. In two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* students explore and examine texts and analyse aspects of meaning. **Year 12 course** The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

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

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

Year 11 course **Students are required to study:**

- one complex multimodal or digital text in Module A, *Contemporary Possibilities*. This may include the study of film.
- 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
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms.

Year 12 course **Students are required to study:**

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the Common module: *Texts and Human Experiences*

ENGLISH ADVANCED

View course

KHC **RRHC** **LHC** **CODE ******* **Board Developed Course**

Course description In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

What students learn **Year 11 course** Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study. Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. **Year 12 course** The HSC Common Content consists of one module *Texts and Human Experiences* common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

Course requirements

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

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

Year 11 course Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms.

Year 12 course Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film **or** media **or** a nonfiction text OR may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the Common module: *Texts and Human Experiences*.

ENGLISH EXTENSION View course

CODE *** **Board Developed Course**

- English Extension (1 unit – Year 11) **KHC** **RRHC** **LHC**
- English Extension 1 (1 unit – Year 12) **KHC** **RRHC** **LHC**
- English Extension 2 (1 unit – Year 12) **RRHC only**

Prerequisites:

- 11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12
- 15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2

Corequisites:

- 11140 English Advanced (2 units – Year 11)
- 15140 English Advanced (2 units – Year 12)

Course description The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

What students learn

Year 11 course

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

Year 12 course

English Extension 1

In the English Extension 1 Year 12 course, students explore, investigate, experiment with, and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

English Extension 2

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course requirements

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 texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Year 11 course

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12 course

English Extension 1

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the *English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023* document)
- at least TWO related texts.

English Extension 2

Students are required to:

- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

ENGLISH STUDIES View course

KHC **RRHC** **LHC** **CODE **** **Board Developed Course**

Optional examination: English Studies students who intend to undertake the optional HSC examination must also be enrolled in:

- 15126 English Studies (2 units – Year 12)

Course description This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

What students learn

Year 11 course Students study the mandatory module, achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study two to four additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.

Year 12 course The HSC Common Content consists of one module, *Texts and Human Experiences,* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. Students study two to four additional syllabus modules (selected based on their needs and interests).

Students may also study an optional teacher-developed module.

Course requirements

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

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

Year 11 course Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- 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
- engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12 course Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- 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
- engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

In addition, students in Year 12 **only** are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – *Texts and Human Experiences*.

From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Mathematics Subjects

Mathematics Standard 1 View course

KHC **RRHC** **LHC** **CODE ***** **Board Developed Course**

Optional examination: Mathematics Standard students who intend to undertake the optional HSC examination must also be enrolled in this course:

Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

Course description Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

What students learn

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Year 11 course The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics.

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12 course

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

Topic: Algebra	Types of Relationships
Topic: Measurement	Right-angled Triangles Rates Scale Drawings
Topic: Financial Mathematics	Investment Depreciation and Loans
Topic: Statistical Analysis	Further Statistical Analysis
Topic: Networks	Networks and Paths

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol ◇.Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included. All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

Mathematics Standard 2 View course

KHC **RRHC** **LHC** **CODE ****** **Board Developed Course**

Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

Students who have followed the Mathematics Standard ◇ pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Course description Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

What students learn The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.
- **Year 11 course** The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics. **Topic: Algebra**

    - Formulae and Equations
    - Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12 course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

Mathematics Advanced View course

KHC **RRHC** **LHC** **CODE ******* **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 *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and Stage 5.2, and the following sub strands 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 sub strands of Stage 5.3:

Non-linear relationships Properties of Geometrical Shapes.

Corequisites: Nil **Eligibility**: Nil **Study via self-tuition**: Yes

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. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. 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. All students studying the Mathematics Advanced course will sit for an HSC examination.

What students learn

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Year 11 course The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

Topic: Functions Working with Functions

Topic: Trigonometric Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities

Topic: Calculus

Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

Logarithms and Exponentials

Topic: Statistical Analysis

Probability and Discrete Probability Distributions

Year 12 course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Mathematics Extension 1

View course

KHC **RRHC** **LHC** **CODE ***** **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 *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub strands:

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

Corequisites:

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)

Course description Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. 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.

What students learn

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Year 11 course

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

Year 12 course

The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

Topic: Proof	Proof by Mathematical Induction
Topic: Vectors	Introduction to Vectors
Topic: Trigonometric Functions	Trigonometric Equations
Topic: Calculus	Further Calculus Skills Applications of Calculus
Topic: Statistical Analysis	The Binomial Distribution

Mathematics Extension 2

View course

RRHC **CODE ***** **Board Developed Course**

- Mathematics Extension 2 (1 unit – Year 12)

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 Year 12 course and the Mathematics Extension 1 Year 12 course.

Corequisites:

- 11255 Mathematics Advanced (2 units – Year 11)
- 15255 Mathematics Advanced (2 units – Year 12)
- 11250 Mathematics Extension (1 unit – Year 11)
- 15250 Mathematics Extension 1 (1 unit – Year 12)

Course description Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination.

What students learn

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Year 12 course

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

NUMERACY STAGE 6 PILOT

RRHC **CODE **** **Content Endorsed Course**

The Numeracy CEC is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.

Target candidature

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

Course structure

The Numeracy CEC is structured as a 2-unit course that allows delivery as a 120-hour course for Year 11, or as a 240-hour course across Years 11 and 12.

The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA the Numeracy course will be listed with their other Stage 6 courses.

Assessment

As a CEC, there is no HSC examination for the Numeracy course. Assessment in this course is school based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Achievement Level Descriptions for reporting achievement.

Relationship to the HSC minimum standard

The Numeracy CEC is aligned with ACSF Level 3, as is the HSC minimum standard for numeracy. The course will support students to meet the HSC minimum standard in numeracy.

Science Subjects

Biology View course

KHC **RRHC** **LHC** **CODE ****** **Board Developed Course**

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Eligibility: Nil **Study via self-tuition**: No

Course description The Year 11 course investigates cellular structure and provides a basis 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 on 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. Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

What students learn

Year 11 course The Year 11 course consists of four modules:

Module 1 Cells as the Basis of Life **Module 2** Organisation of Living Things

Module 3 Biological Diversity **Module 4** Ecosystem Dynamics

Year 12 course The Year 12 course consists of four modules:

Module 5 Heredity **Module 6** Genetic Change

Module 7 Infectious Disease **Module 8** Non-infectious Disease and Disorders

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. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. 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.

Chemistry View course

KHC **RRHC** **LHC** **CODE ******* **Board Developed Course**

Pattern of study: A student may count up to:

Year 11: Six units of Science

Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

Course description 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. Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

What students learn

Year 11 course

The Year 11 course consists of four modules:

Module 1 Properties and Structure of Matter

Module 2 Introduction to Quantitative Chemistry

Module 3 Reactive Chemistry

Module 4 Drivers of Reactions

Year 12 course

The Year 12 course consists of four modules:

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

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. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. 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.

Earth and Environmental Science

View course

RRHC **LHC** **CODE ***** **Board Developed Course**

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science
- to satisfy pattern of study requirements for the HSC.

Course description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations 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.

What students learn

Year 11 course

The Year 11 course consists of four modules:

Module 1 Earth's Resources **Module 2** Plate Tectonics

Module 3 Energy Transformations **Module 4** Human Impacts

Year 12 course

The Year 12 course consists of four modules:

Module 5 Earth's Processes **Module 6** Hazards

Module 7 Climate Science **Module 8** Resource Management

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. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. 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.

Investigating Science

View course

KHC **LHC** **CODE ****** **Board Developed Course**

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science
- to satisfy pattern of study requirements for the HSC.

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.

What students learn

Year 11 course

The Year 11 course consists of four modules:

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

Year 12 course

The Year 12 course consists of four modules:

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

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. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. 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.

Physics

View course

KHC **RRHC** **LHC** **CODE***** **Board Developed Course**

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science
- to satisfy pattern of study requirements for the HSC.

Course description

The Year 11 course develops students' 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 introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

What students learn

Year 11 course

The Year 11 course consists of four modules:

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

Year 12 course

The Year 12 course consists of four modules:

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

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. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. 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.

Human Society and Its Environment Subjects

Aboriginal Studies View course

LHC **CODE ****** **Board Developed Course**

Course description

The Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies. The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

What students learn

Preliminary course

- **Part I: Aboriginality and the Land**
- Aboriginal Peoples' relationship to Country
- Dispossession and dislocation of Aboriginal Peoples from Country
- Impact of British colonisation on Country
- **Part II: Heritage and Identity**
- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study**
- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study**
- Methods and skills relating to: community consultation; planning research; acquiring information; processing information; communicating information

HSC course

- **Part I – Social Justice and Human Rights Issues**
- (a) Global Perspective: Global understanding of human rights and social justice AND
- (b) Comparative Study: A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic**
- (a) Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR

- (b) Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project:** Choice of project topic based on student interest.

Course requirements

In both courses, students must undertake mandatory 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. See the Aboriginal Studies Stage 6 syllabus for further information regarding course requirements.

Ancient History

View course

KHC **RRHC** **LHC** **CODE ****** **Board Developed Course**

Course description The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students can engage in the study of a range of features, people, places, events, and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

What students learn

Year 11 course The Year 11 course comprises three sections.

- **Investigating Ancient History**
- Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies
- **Features of Ancient Societies**
- Students study at least two ancient societies.
- **Historical Investigation**

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course The Year 12 course comprises four sections.

- **Core Study:** Cities of Vesuvius – Pompeii and Herculaneum
- **One 'Ancient Societies' topic**
- **One 'Personalities in their Times' topic**
- **One 'Historical Periods' topic**

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course requirements

Year 11 course In the Year 11 course, students undertake at least TWO case studies.

- One must be from Egypt, Greece, Rome or Celtic Europe, and
- One must be from Australia, Asia, the Near East or the Americas.

Year 12 course The course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

Business Studies View course

KHC **LHC** **CODE ****** **Board Developed Course**

Course description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

What students learn

Preliminary course

- **Nature of business:** The role and nature of business
- **Business management:** The nature and responsibilities of management
- **Business planning:** Establishing and planning a small to medium enterprise

HSC course

- **Operations:** Strategies for effective operations management
- **Marketing:** Development and implementation of successful marketing strategies
- **Finance:** Financial information in the planning and management of business
- **Human resources:** Human resource management and business performance

Geography

View course

RRHC **CODE ****** **Board Developed Course**

Course description

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

What students learn

Preliminary course

- **Biophysical Interactions:** How biophysical processes contribute to sustainable management
- **Global Challenges:** Geographical study of issues at a global scale
- **Senior Geography Project:** A geographical study of student's own choosing

HSC course

- **Ecosystems at Risk:** The functioning of ecosystems, their management and protection
- **Urban Places:** Study of cities and urban dynamics
- **People and Economic Activity:** Geographic study of economic activity in a local and global context

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Course requirements Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

See the Geography Stage 6 syllabus for further information regarding course requirements.

Legal Studies View course

KHC **LHC** **CODE ****** **Board Developed Course**

Course description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.

What students learn

Preliminary course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's themes and challenges should be integrated into the study of the topic.

Course requirements

See the Legal Studies Stage 6 syllabus for information regarding course requirements.

Modern History View course

KHC **LHC** **CODE ****** **Board Developed Course**

Course description The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

What students learn

Year 11 course The Year 11 course comprises three sections.

- **Investigating Modern History**
- Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- **Historical Investigation**
- **The Shaping of the Modern World**
- At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course The Year 12 course comprises four sections.

- **Core Study: Power and Authority in the Modern World 1919–1946**
- **One 'National Studies' topic**
- **One 'Peace and Conflict' topic**
- **One 'Change in the Modern World' topic**

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course requirements

Year 11 course

In the Year 11 course, students undertake at least TWO case studies.

- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 11 course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

See the Modern History Stage 6 syllabus for further information regarding course requirements.

Society and Culture View course

RRHC **LHC** **CODE ****** **Board Developed Course**

Course description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shapes human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

What students learn

Preliminary course

- **The Social and Cultural World:** The interactions between persons and groups within societies
- **Personal and Social Identity:** Socialisation and the development of personal and social identity in a variety of social and cultural settings
- **Intercultural Communication:** How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC course

Core

- **Social and Cultural Continuity and Change**: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- **The Personal Interest Project (PIP):** An individual research project

Depth Studies

TWO to be chosen from:

- **Popular Culture:** The interconnection between popular culture, society and the individual
- **Belief Systems and Ideologies:** The relationship of belief systems and ideologies to culture and identity
- **Social Inclusion and Exclusion:** The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- **Social Conformity and Nonconformity:** The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Course requirements

Completion of the Personal Interest Project. See the Society and Culture Stage 6 syllabus for further information regarding course requirements.

Modern Society

KHC **CODE **** **School Developed Board Endorsed Course**

2 Units for each of Year 11 and Year 12 Exclusions: Nil

Modern Society is a generalist study of the Humanities incorporating elements of many subjects including: History, Legal Studies, Business Studies, Sociology, Geography, Politics and Religion. A need has been identified among students to assess the impacts that technology and a variety of external forces are having on their modern world and understand the forces and influences impacting their everyday lives.

Modern Society is a subject that will enable students to understand why the world looks and operates the way it does. There will be a focus on analysing current affairs and news items within each topic studied. Modern Society will enable students to identify political and business motivations of persuasion and bias. Empowering students to become informed citizens who understand the complexities of their modern world.

This course includes modules that will be studied over the year 11 and year 12 period of study.

As this is a Content Endorsed Course there is no Year 12 examination, it is a non-ATAR course.

Year 11 Course

· Local Issues: A look at local issues currently impacting Lismore and the Northern Rivers

· Politics and the media: Study how the media report particular topics and how they impact on politics

· Modern Religions and Beliefs: Study of non-traditional religions and Cults eg Scientology

· History of Modern Conflict: Study why current wars exists eg War in Syria and Congo (DRC)

· Legal systems around the World: eg how is Afghanistan's legal system different to Australia's

Year 12 Course

· Geography of Socialisation: How does society differ between the developed and developing world

· Technology in Business: Business using technology and personal data from social media to advertise.

· Conspiracy Theories: Study how conspiracy theories may start on the internet.

· Social impacts of a global economy: Study how the global economy exploits the developing world

· Social impacts of Modern society: Increased consumerism, obesity/mental health issues, recreation.

Particular Course Requirements No special requirements

Work Studies View course

KHC **RRHC** **LHC** **CODE **** **Content Endorsed Course**

Course description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work. The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course assists students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

What students learn The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

- **Core:** My Working Life
- **Modules:** There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Creative Arts Subjects

Dance

LHC **CODE** ***  **Board Developed Course**

Course Description

Preliminary 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).

HSC 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.

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 HSC Course in Core Appreciation and Major Study Appreciation.

Drama

KHC **RRHC** **LHC** **CODE** ****  **Board Developed Course**

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

What Students Learn

Preliminary Course
Students engage with these components through collaborative and individual experiences.

Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course
Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

Group Performance
Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

Main Topics include:
- Australian Drama and Theatre (Core)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

Course Requirements
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

Music 1

KHC **RRHC** **LHC** **CODE ****** **Board Developed Course**

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

What Students Learn

Preliminary Course

In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

HSC Course

In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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.

Course Requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

Music 2

RRHC **CODE ***** **Board Developed Course**

- Music 2 (2 units – Preliminary)
- Music 2 (2 units – HSC)

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

While the course builds on the Stages 4 and 5 Music courses, it also caters for students with less experience in Music.

What students learn

Preliminary course

In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course.

In the Preliminary course, the mandatory topic is Music 1600–1900. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

HSC course

In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

In the HSC course, the mandatory topic is Music of the Last 25 Years (Australian focus).

Course requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Preliminary course.

Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.

All students will be required to develop a composition portfolio for the core composition.

Music Extension

RRHC **CODE** *****  **Board Developed Course**

- Music Extension (1 unit – HSC)

Prerequisites:

- 11290 Music 2 (2 units – Preliminary)
- 15300 Music 2 (2 units – HSC)

Studied concurrently with HSC course of Music 2 or at the completion of the HSC course in Music 2 for those students

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

HSC course

The Music Extension course builds on Music 2 Preliminary course and extends the Music 2 HSC course. It assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

What students learn

Students specialise in performance or composition or musicology and follow an individual program of study which is negotiated between the teacher and student.

Course requirements

Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program. Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.

Visual Arts

KHC RRHC LHC **CODE** **** **Board Developed Course**

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.

What students learn

Preliminary Course

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary 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, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted 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.

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

HSC Course

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Course Requirements

Preliminary Course:

- artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history

HSC Course:

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

Photography, Video and Digital Imaging

KHC **RRHC** **LHC** **CODE **** **Content Endorsed Course**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

What students learn

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

- Wet Photography
- Video
- Digital Imaging

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Course requirements

Students are required to keep a diary throughout the course.

Ceramics

RRHC **CODE**** **Content Endorsed 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.

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

What students learn

Modules include:

- Hand building
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

Course Requirements

Students are required to keep a diary throughout the course.

Visual Design View course

KHC **RRHC** **LHC** **CODE ****

Content Endorsed 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

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

What students learn

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

- Graphic Design
- Wearable Design
- Product Design
- Interior/Exterior Design.

The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

Course requirements

Students are required to keep a diary throughout the course.

Personal Development, Health and Physical Education Subjects

Community and Family Studies

View course

KHC **RRHC** **LHC** **CODE ****** **Board Developed Course**

Course description Community and Family Studies Stage 6 syllabus is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

What students learn Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

Preliminary course

- **Resource Management (20%):** Basic concepts of the resource-management process
- **Individuals and Groups (40%):** The individual's roles, relationships and tasks within and between groups
- **Families and Communities (40%):** Family structures and functions, and the interaction between family and community

HSC course

- **Research Methodology (25%):** Research methodology and skills culminating in the production of an Independent Research Project
- **Groups in Context (25%):** The characteristics and needs of specific community groups
- **Parenting and Caring (25%):** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

HSC modules Select ONE of the following:

- **Family and Societal Interactions (25%):** Government and community structures that support and protect family members throughout their lifespan
- **Social Impact of Technology (25%):** The impact of evolving technologies on individuals and lifestyle
- **Individuals and Work (25%):** Contemporary issues confronting individuals as they manage roles within both their family and work environments

Course requirements

The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study. The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one. Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Personal Development, Health and Physical Education

View course

KHC **RRHC** **LHC** **CODE ****** **Board Developed Course**

Course description The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

What students learn

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

Preliminary course

Core topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options component (40%)

Students select TWO of the following options:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC course

Core topics (60%)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options component (40%)

Students select TWO of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

Course requirements

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

Exploring Early Childhood

View course

KHC **RRHC** **LHC** **CODE **** **Content Endorsed Course**

Course description

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development, and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

What students learn

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

Course requirements

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course. The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.

Sport, Lifestyle and Recreation

View course

KHC **RRHC** **LHC** **CODE** ** **Content Endorsed Course**

Course description Students 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.

What students learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered. Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.

Technology Subjects

Agriculture View course

RRHC **LHC** **CODE ****** **Board Developed Course**

Course description

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course. The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

What students learn

Preliminary course

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

HSC course

Core (80%)

- 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

Course requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Design and Technology

View course

RRHC LHC CODE **** Board Developed Course

Course description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

What students learn

Preliminary course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Course requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Engineering Studies

View course

RRHC **LHC** **CODE ****** **Board Developed Course**

Course description:
Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

What students learn

Preliminary course
Students undertake the study of 4 compulsory modules:

- THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
- Engineering Fundamentals
- Engineered Products and
- Braking Systems
- ONE focus module relating to the field of Biomedical Engineering.

HSC course
Students undertake the study of 4 compulsory modules:

- TWO application modules relating to the fields of:
- Civil Structures and
- Personal and Public Transport
- TWO focus modules relating to the fields of:
- Aeronautical Engineering and
- Telecommunications Engineering.

Course requirements

Preliminary course
Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

HSC course
Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.
One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Food Technology View course

KHC **RRHC** **LHC** **CODE ****** **Board Developed Course**

Course description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

What students learn

Preliminary course

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

HSC course

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

Course requirements

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Industrial Technology Timber View course

RRHC **LHC** **KHC** **CODE** ****🛠 **Board Developed Course**

HSC focus area:

- Timber Products and Furniture Technologies

Course description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

What students learn

Preliminary course

The following sections are taught on the relevant focus area:

- **Industry Study (15%)**
- **Design (10%)**
- **Management and Communication (20%)**
- **Production (40%)**
- **Industry Related Manufacturing Technology (15%)**

HSC course

The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:

- **Industry Study (15%)**
- **Major Project (60%)**
  - Design, Management and Communication
  - Production
- **Industry Related Manufacturing Technology (25%)**

Course requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Industrial Technology Metals

View course

RRHC **LHC** **CODE** ****🛠 **Board Developed Course**

HSC focus area:

- Metal and Engineering Technologies

Course description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

What students learn

Preliminary course

The following sections are taught on the relevant focus area:

- **Industry Study (15%)**
- **Design (10%)**
- **Management and Communication (20%)**
- **Production (40%)**
- **Industry Related Manufacturing Technology (15%)**

HSC course

The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:

- **Industry Study (15%)**
- **Major Project (60%)**
  - Design, Management and Communication
  - Production
- **Industry Related Manufacturing Technology (25%)**

Course requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Software Design and Development View course

RRHC **LHC** **CODE ****** **Board Developed Course**

Course description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve several interesting and relevant software problems.

What students learn

Preliminary course

- **Concepts and Issues in the Design and Development of Software (30%)**
- **Introduction to Software Development (50%)**
- **Developing Software Solutions (20%)**

HSC course

- **Development and Impact of Software Solutions (15%)**
- **Software Development Cycle (40%)**
- **Developing a Solution Package (25%)**
- **Options (20%)** – Study ONE of the following options:
- Programming paradigms or
- The interrelationship between software and hardware

Course requirements

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

Textiles and Design View course

KHC **RRHC** **LHC** **CODE** *** **Board Developed Course**

Course description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting, and selecting appropriate fabrics for an end use. The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues, and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

What students learn

Preliminary course

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

HSC course

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

Course requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study of Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

Computing Applications View course

RRHC **LHC** **CODE **** **Content Endorsed Course**

Course description

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

What students learn

Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks that enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

Course requirements: Nil.

Marine Studies

View course

RRHC **LHC** **CODE **** **Content Endorsed Course**

Course description

The oceans cover more than 70% of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial, and domestic waste. The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty-first century.

What students learn

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students acquire skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

Course requirements: Nil

Language Subjects

Japanese Beginners

KHC **RRHC** **CODE ****** **Board Developed Course**

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

What Students Learn

Topics studied through two interdependent perspectives, the personal world and Japanese communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of the chosen Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese -speaking communities through the study of a range of texts.

Preliminary

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

HSC

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

Main Topics Covered

- Family life, home, and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

Italian Beginners

LHC **CODE** ******** **Board Developed Course**

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, the personal world and the Italian-speaking communities, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

What Students Learn

Topics studied through two interdependent perspectives, the personal world and the chosen Italian communities, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Italian -speaking communities through the study of a range of texts.

Preliminary

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian.

HSC

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian.

Main Topics Covered

- Family life, home, and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

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

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

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

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

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

Core

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

Electives

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

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.
A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed

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

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

Recommended Entry Requirements

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

Examples of occupations in the construction industry:

• building	• concreting	• shop fitting	• bricklaying	• carpentry

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

2022 PRIMARY INDUSTRIES COURSE DESCRIPTION
AHC20116 Certificate II Agriculture
RTO 90162 Public Schools NSW, Tamworth
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

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

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

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

Core

AHCWHS201	Participate in work, health and safety processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCWRK204	Work effectively in the industry

Electives

AHCINF202	Install, maintain and repair farm fencing
AHCINF201	Carry out basic electric fencing
AHCMOM202	Operate tractors
AHCWRK201	Observe and report on the weather
AHCWRK205	Participate in workplace communication

Pest Management

AHCPMG201	Treat weeds
AHCCHM201	Apply chemical under supervision
AHCNSY202	Care for nursery plants
AHCPMG202	Treat plant pests, diseases and disorders

Livestock

AHCLSK202	Care for health and welfare of livestock
AHCLSK205	Handle livestock using basic techniques
AHCLSK211	Provide feed for livestock
AHCLSK204	Carry out regular livestock observation
AHCLSK206	Identify and mark livestock
AHCLSK209	Monitor water supplies
AHCLSK306	Prepare livestock for competition

Production Horticulture

AHCPCM201	Recognise plants
AHCNSY203	Undertake propagation activities
AHCNSY201	Pot up plants

Soils and Media

AHCSOL202	Assist with soil or growing media sampling and testing

Biosecurity

AHCBIO201	Inspect and clean machinery for plant, animal and soil material
AHCMOM304	Operate machinery and equipment

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

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

Recommended Entry Requirements

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

Examples of occupations in Primary Industries

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

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

2022 BUSINESS SERVICES COURSE DESCRIPTION
BSB30120 Certificate III in Business
RTO 90162 Public Schools NSW, Tamworth

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

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

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

Business Services Training Package (BSB v7)
Units of Competency
Core

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Electives
7 elective units, *of which*:

2 elective units must be selected from Group A

1 elective unit must be selected from Group B

or the remaining 4 elective units:

up to 4 units may be selected from Groups A – G

if not listed, up to 3 units may be selected from a Certificate II, Certificate III or Certificate IV from this or any other currently endorsed Training Package qualification or accredited course.

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

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

Recommended Entry Requirements
Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

Examples of occupations in the business services industry:

- administration assistant
- clerical worker
- office junior
- receptionist
- information desk operator
- data entry operator

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

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

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

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

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

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021

NSW GOVERNMENT Education

2022 ENTERTAINMENT COURSE DESCRIPTION
CUA30420 Certificate III in Live Production and Services
RTO 90162 Public Schools NSW, Tamworth

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

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

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

Creative Arts and Culture Training Package (CUA 5.0)

Units of Competency

Core units

BSBPEF301	Organise personal work priorities
CUAIND311	Work effectively in the creative arts industry
CUAIND314	Plan a career in the creative arts industry
CUAPPR314	Participate in collaborative creative projects
CPCCWHS1001	Prepare to work safely in the construction industry

Elective units (Sample of electives that may be included)

CUAWHS312	Apply work health and safety practices
SITXCCS006	Provide service to customers
CUALGT311	Operate basic lighting
CUASTA311	Assist with production operations for live performances
CUASOU331	Undertake live audio operations
CUAVSS312	Operate vision systems
CUASMT311	Work effectively backstage during performances
CUASOU306	Operate sound reinforcement systems

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

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

Recommended Entry Requirements

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

Examples of occupations in Live Theatre industry

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

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION
SIT20416 Certificate II in Kitchen Operations
RTO 9162 Public Schools NSW, Tamworth
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Hospitality - Kitchen Operations**
Board Developed Course

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

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

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

BSBWOR203	Work effectively with others
ITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	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 practice

Electives

SITHCCC002	Prepare and present simple dishes
SITHCCC00	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021

2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION
SIT20316 Certificate II in Hospitality
RTO 90162 Public Schools NSW, Tamworth
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

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

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

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

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

Electives

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

Plus, additional competencies

Category A

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

OR

Category B

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

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry:

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

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

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

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021

2022 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTION
Statement of Attainment towards ICT30120 Certificate III in Information Technology
RTO 90162 Public Schools NSW, Tamworth

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

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

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification. This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

Information and Communications Technology TP (ICT 6.0)

Units of Competency:

6 Core

- BSBCRT301 Develop and extend critical and creative thinking skills
- BSBXCS303 Securely manage personally identifiable information and workplace information
- BSBXTW301 Work in a team
- ICTICT313 Identify IP, ethics and privacy policies in ICT environments
- ICTPRG302 Apply introductory programming techniques
- ICTSAS305 Provide ICT advice to clients

6 possible elective units could be taken from:

- Group A Animation
- Group B Basic Cloud Computing
- Group C Basic Cyber Security Awareness
- Group D Digital Media
- Group E Generalist IT Support
- Group F IT Work Ready Skills
- Group G Networking
- Group H Programming
- Group I Systems
- Group J Web Development

2 electives may be taken from other endorsed training package or qualification at AQF levels 2, 3 or 4.

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

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.

Pathways or skills that suit working in the information technology industry could include:

- High attention to detail including accuracy and precision of work
- Strong communication skills working with clients using IT services and selling equipment or service to customers
- Technical knowledge of IT programs and systems and the ways they operate
- Strong problem solving skills to test new systems and software and diagnose problems in systems or hardware and figure out causes.

Examples of occupations in the Information Technology industry

- Analyst programmer
- Systems Analyst
- IT Manager
- Network professional
- Motion Graphics Designer
- Web Developer

Mandatory Course Requirements: Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor, they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge an appeal or a compliant about an assessment decision or other decisions through the VET teacher.

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

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

Course: **Music Industry** Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank

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

Creative Arts and Culture Training Package (CUA 4.1)
Units of Competency

Core

BSBWHS201 Contribute to health and safety of self and others
CUACMP301 Implement copyright arrangements
CUAIND303 Work effectively in the music industry
CUAMLT302 Apply knowledge of style and genre to music industry practice

Electives

CUAMCP301 Compose simple songs or musical pieces
CUAMCP303 Develop simple musical pieces using electronic media
CUAMPF302 Prepare for performances
CUAMPF303 Contribute to backup accompaniment
CUAMPF304 Make a music demo
CUAMPF305 Develop improvisation skills
CUASOU301 Undertake live audio operations

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

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

Recommended Entry Requirements
Students selecting this course should have basic skills on an instrument and/or vocal. The course uses a variety of specific software/ hardware and requires intermediate computer skills to be able to complete tasks. They should be able to lift, carry and move music production equipment as necessary.

Examples of occupations in the Music industry:

- Musical performer
- Recording technician
- MIDI programme
- Advertising
- Music Therapy
- Song writer/ composer
- Recording studio team member
- Session musician
- Educator
- Music publishing

Mandatory HSC Course Requirements.
Students must complete 240 indicative hours of course work. There is no work placement requirement in this course. Students who do not meet these requirements will be `N` determined as required by the NESA.

External Assessment
There is no HSC exam for this subject.

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

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

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

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth
V1 March 2021

NSW GOVERNMENT Education

2022 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION
MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways
RTO 90162 Public Schools NSW, Tamworth

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

Course: **Manufacturing and Engineering - Introduction** Board Endorsed Course	2 or 4 Preliminary and/or HSC units in total Does not contribute towards Australian Tertiary Admission Rank

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

Manufacturing and Engineering Training Package (MEM 2)

Units of Competency

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE006A	Undertake a basic engineering project
MEMPE005A	Develop a career plan for the engineering and manufacturing industry

Electives

MEM16006	Organise and communicate information
MEM11011	Undertake manual handling
MEM12024	Perform computations
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEM16008	Interact with computer technology
MEM07032	Use machines for basic operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE004A	Use fabrication equipment

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

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.

Examples of occupations in the Manufacturing and Engineering industry

- fitter
- machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter
- locksmith

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be `N` determined as required by NESA.

There is **no** external examination in the HSC year for students.

Competency-Based Assessment

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

Appeals and Complaints

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

A school-based traineeship and apprenticeship are available in this industry area, for more information: http://www.sbatinnsw.info/

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

2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021

Subject Planning Sheet
2022 - Year 11

NAME: _____

You must select 12 units. This sheet will help you to plan what subjects you will choose.

Choice	Subject	Unit Value	Category A	Category B	Level Studied
1	ENGLISH	2	✓		STANDARD ADVANCED STUDIES
2					
3					
4					
5					
6					
R1					
R2					
R3					
	TOTAL Studied at school				

Note:

- **There is no guarantee that the subjects you have selected will be offered in the final line sheet. The computer will decide the "best fit" of courses chosen by students. Not all students will get all their first chosen subjects.**
- **You are choosing subjects to be studied at school during class time.**
- **Extension courses will run on Wednesdays and will be extra to what you have chosen above.**
- **TAFE courses usually run-on Wednesdays and will be extra to what you do at school.**