



Senior Subject Handbook

# STAGE 6

COFFS HARBOUR HIGH SCHOOL

Excellence and Innovation in a Caring Environment

2023

*The Higher School Certificate recognises 13 years of schooling. To maximise career choices and provide pathways to university, TAFE NSW and employment, the HSC offers a full range of study areas catering for individual abilities, interests and goals. Coffs Harbour High School has the proud tradition of preparing our senior students extremely well for the HSC.*



## CONTACT US

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## A MESSAGE TO PARENTS / CARERS

“

"The beautiful thing about learning is that no one can take it away from you"  
- B. B. King

Coffs Harbour High School strives to develop students who:-

- \* achieve good results in Year 11 and Year 12 by consistent hard work and effort;
- \* can collect, analyse and organise information;
- \* have transferable skills;
- \* can communicate ideas and information orally and in writing;
- \* can plan, organise and work with others and in teams;
- \* can solve problems and use technology to assist their learning.

We strive to give our students the best support and success in the HSC years and we are excited about the plans in place for 2023. The future holds some amazing opportunities for students within our school.

Throughout Term 3, students currently in Year 10 will engage in a process to help them plan their futures. They will be provided with information about career options and will discuss which subjects would be most suitable for their career choices for Years 11 and 12.

The subjects that students choose to study for their senior program need to be selected carefully. My advice to students in relation to subject choices is:

- \* choose subjects you enjoy and in which you have experienced past success;
- \* assess your skills and choose subjects based on those skills;
- \* try to link your subjects with your desired career direction;
- \* do not narrow your focus.

Choose carefully and ask for advice if you need it. We would like all students to have a fulfilling, successful and rewarding senior program based on wise subject choices. During the next few weeks, try to gain as much information as possible from staff and senior students and feel free to contact me or members of the curriculum team at any time regarding selection or senior school requirements.

**PETER SOUTH**  
PRINCIPAL

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"Education is the most powerful  
weapon which you can use to  
change the world"

- Nelson Mandela

## SUBJECT CHOICES TIMELINE

### KEY DATES

#### YEAR 10 INTO 11 SUBJECT INFORMATION SESSION

Tuesday 26th July 5:00pm (Week 2, Term 3)

#### ONLINE SUBJECT SELECTIONS OPEN

Wednesday 27th July (Week 2, Term 3)

#### ONLINE SUBJECT SELECTIONS CLOSE

Tuesday 1st August (Week 3, Term 3)

#### YEAR 10 INTO 11 SUBJECT SELECTION INTERVIEWS

Monday 8th -Wednesday 10th August (Week 4, Term 3)

## I.0

### STUDYING FOR THE HIGHER SCHOOL CERTIFICATE

The choice of subjects at senior school is ultimately yours, but there are some requirements dictated by the NSW Educational Standards Authority (NESA) and tertiary institutions including universities and colleges of Technical and Further Education (TAFE) that you must be aware of before you make your decisions.

#### TO BE ELIGIBLE TO ENTER YEAR 11 & YEAR 12 YOU MUST:-

- \* complete Year 10 or its equivalent; or
- \* be granted provisional eligibility;
- \* complete the HSC "All my own work" modules.

#### IN ORDER TO RECEIVE THE HSC YOU MUST:-

- \* study an approved pattern of Year 11 and Year 12 courses;
- \* have a satisfactory record of attendance and application in each course;
- \* satisfactorily undertake the school's assessment program in each course;
- \* complete a sufficient number of Year 11 and Year 12 courses within five examination years.
- \* complete the HSC Minimum Standards tests for Numeracy, Literacy and Writing to a level 3 minimum requirement.

## I.1

### COURSE PATTERNS

Most courses offered for the Higher School Certificate have a 2 unit Year 11 and a 2 unit Year 12 component. Each 2 unit course requires approximately 120 hours per year of classroom study.

Extension study is available in English, Mathematics, History, Music and a number of Languages and VET courses in the Year 11 and/or Year 12 years. Extension courses are designed to build on the content of the 2 unit course and require students to develop greater competence and understanding.

VET courses may be counted as either Year 11 or Year 12 courses.

There are two main types of courses:-

#### BOARD DEVELOPED

These are courses for which the Board of Studies develops a syllabus setting out the aims, objectives, outcomes, structure and content. Most Board Developed courses, including the VET Framework courses, may contribute to the calculation of the ATAR. However, only 1 VET Framework course can be used in the calculation of the ATAR.

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally and do not contribute to an ATAR.

#### BOARD ENDORSED

There are two types of Board Endorsed Courses: Content Endorsed and locally developed. Most of the courses available at Coffs Harbour High School are Content Endorsed Courses that have syllabuses endorsed by the Board of Studies to cater for areas of special interest.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement (ROSA). However, Board Endorsed Courses do not count towards the calculation of the ATAR as there is no external exam and assessment is school based.

There are several Board Endorsed Courses delivered by Coffs Harbour High and many delivered by TAFE.



## 1.2

# REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:-

- \* 12 units in your Year 11 study pattern (Year 11 – 3 terms);
- \* 10 units in your Year 12 pattern (Year 12 – 4 terms starting Term 4 Year 11).

Both study patterns must include:-

- \* at least six units of Board Developed courses;
- \* at least two units of a Board Developed course in English;
- \* at least three courses of 2 unit value or greater;
- \* at least four subjects.

Note:

English is the only compulsory Higher School Certificate subject

No more than six units of Science courses can be studied in any one year. Only one Industrial Technology course can be studied in any one year.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required Higher School Certificate examinations must be made.

## SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Year 11 and Year 12 courses.

### COURSE COMPLETION CRITERIA

A student will be considered to have satisfactorily completed a course, if in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Board of Studies;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided by the course;
- achieved most or all of the course outcomes.

Full details of the NESA HSC Rules can be found in the Assessment, Certification and Examination (ACE) Manual.



The manual is available from the school or on the NESA web site

<https://ace.nesa.nsw.edu.au/>

“

"Being a student is easy.  
Learning requires actual  
work."

- William Crawford



## I.3

### ACCUMULATION OF THE HIGHER SCHOOL CERTIFICATE

There are various pathway provisions for students to accumulate their HSC. The most common way is that students obtain their HSC in two years. Some students may elect to do Year 11 over two years and Year 12 in one year, or Year 11 in one year and Year 12 over two years. Records of Achievement can be issued cumulatively each year to any student who attempts any Year 11 or Year 12 course:-

A

Students who are accumulating the HSC will receive a Record of Achievement for each calendar year of study. Both the Year 11 and Year 12 Records of Achievement will be cumulative transcripts issued to students after each year of study. These will record all attempts at HSC courses, including repeat attempts.

B

Students who choose to accumulate must be aware that some courses, including CEC courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil HSC requirements.

C

Accumulating students will need to take into account any syllabus or timetable changes that may occur.

D

Accumulating students will need to accept any HSC structural changes that occur in the time they are accumulating the HSC.

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

## I.4

### RECORD OF SCHOOL ACHIEVEMENT

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). It is a credential that shows school achievement from Year 10 up to the HSC. It is of specific use to students leaving school prior to the HSC.

The RoSA:-

- is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school);
- is a cumulative credential – that is, it grows as students achievements are added;
- means fair grades for everyone – RoSA grades are determined by teachers using established guidelines and processes to ensure consistency;
- recognises Life Skills outcomes and content.

If a student intends to leave school before the Year 12 year, they also have the option of taking literacy and numeracy tests and can use their results as evidence of these skills if they leave school.



MORE INFORMATION ON THE  
ROSA CAN BE OBTAINED AT:-

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

“

"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose."

– Dr. Seuss

## I.5

### VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education & Training (VET) courses teach industry specific skills that are relevant to future study and employment. These are competency based and enable students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW and private registered providers. A Work Placement component is a compulsory part of all VET Framework courses.

There are 11 VET Curriculum Framework courses that are based on Industry Training packages. All courses are Board Developed (Category B). Students must study the 240 hour course and undertake the optional written examination to have the course contribute to the ATAR calculation.

#### THE VET CURRICULUM FRAMEWORK COURSES THAT MAY BE AVAILABLE ARE:-

Automotive

Information Technology

Hospitality

Business Services

Metal and Engineering

Construction

Entertainment Industry

Tourism and Events

Retail Services

Electrotechnology

Primary Industry A

Human Services



## I.6

### DELIVERY

Students at Coffs Harbour High School have a wide variety of courses and subject combinations from which to choose their senior studies program. Most students will study all their courses only at Coffs Harbour High School, however some students may also elect to enrol in TVET courses through TAFE at either Coffs Harbour or CHEC campuses. Student transport arrangements are the responsibility for parents / carers to organise.

#### DISTANCE EDUCATION

#### VOCATIONAL EDUCATION (VET) AND TAFE DELIVERED VOCATIONAL EDUCATION (TVET)

#### COFFS HARBOUR HIGH SCHOOL

#### VOCATIONAL EDUCATION (VET) AND TAFE DELIVERED VOCATIONAL EDUCATION (TVET)

Students entering Year 11 at Coffs Harbour High in 2023 can access a wide variety of Vocational Education and Training (VET) courses. Three VET courses are delivered at Coffs Harbour High School; Primary Industries – Horticulture, Hospitality and Business Services, whilst the majority of VET courses are delivered by TAFE. These are known as TVET courses. They are delivered at either the Coffs Harbour Education Campus or Coffs Harbour Campus.

These TVET courses are dual accredited, giving both HSC and AQF qualifications and advanced standing for further study at TAFE NSW or private registered providers. Most courses run in four hour sessions each Wednesday afternoon and account for 2 units of study per year.

Students must arrange their own transport to and from TAFE NSW classes. School bus passes cannot be used.

Students wishing to enrol in a TVET course must complete an Expression of Interest form and return it to the Careers Office by the **the 27th August** to be considered for a TVET course.



Further details of TVET courses are available on page 59 of this booklet and at

<https://www.tafensw.edu.au/study/types-courses/tvet>

“

"Respect your parents.  
They did school without  
Google."

- Anonymous



## DISTANCE EDUCATION

Coffs Harbour High School uses three Distance Education providers: Camden Haven High School Distance Education, Camden Haven; Southern Cross High School Distance Education, Ballina and the OPEN High School in Sydney.

Year 11 students can enrol in Beginners or Continuers Language courses depending on existing Language ability. Students may also be considered for other courses currently on our timetable if it enables them to access interested curriculum.

The benefits of studying by Distance Education are:-

- \* promotes independence and equips students with skills for future studies;
- \* promotes personalised learning at a pace decided by the student and teacher;
- \* enhances organisational and ICT skills.

Students wishing to study a course via Distance Education must do so before the end of November each year. The Year Adviser and Principal will decide whether a student has the motivation to work and learn independently to succeed at Distance Education. The Distance Education Provider then notifies the school and the student of their acceptance into particular courses.

## DISTANCE EDUCATION CONT.

All of the providers now operate online learning platforms to which students log on for lessons and sound files. Students must return work each week and also be available for phone lessons with their teacher. Failure to meet phone lesson requirements is classed as 'non attendance' and can result in an N-award if students do not meet normal HSC requirements for assessment.

Parents/carers are responsible for the course costs which must be paid at the time of enrolment. Costs are based on the expectation that a student will study the subject for two years. The home school provides textbooks and is responsible for receiving and returning student's work.

The home school appoints a coordinator who assists with enrolment applications, liaises with the provider, the teacher, the student, the parent/carer, Year Adviser and Principal. The Teacher Librarian at school is the school's coordinator which works well as students are timetabled to complete their Distance Education lessons using the Library facilities.

## 1.7 ENROLMENT PROCEDURES FOR YEAR 11

All students wishing to study at Coffs Harbour High School are asked to submit an online Sentral 'Subject Selection' survey detailing their proposed subject choices. This is due by Tuesday 2nd August 2022. Information about subject selections is available on the School website. All links to select subjects are sent to student email accounts.

All applicants attend an interview, which includes career guidance and assistance to enable students to choose the most suitable subject combination. These interviews are scheduled as per the calendar outlined on page 3 of this booklet.





## 1.8

### AUSTRALIAN TERTIARY ADMISSIONS RANK– ATAR

The Australian Tertiary Admissions Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students and assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC. The ATAR is a rank not a mark.



Further details on the ATAR can be obtained from the Universities Admission Centre (UAC) – <http://www.uac.edu.au>

To be eligible for an ATAR, students must satisfactorily complete at least 10 units of ATAR courses including at least 2 units of English. The ATAR is based on an aggregate of scaled marks (average of examination and assessment marks) in ten units of ATAR Year 12 courses comprising:-

- \* the best two units of English;
- \* the best eight units from the remaining units, subject to the provision that no more than two units of Board Developed Category B courses are included.

ATAR courses are Board Developed Courses for which there are examinations conducted by the Board of Studies that yield a graded assessment. ATAR courses are classified as either Category A or Category B.



Additional information on the ATAR can be found at <http://www.uac.edu.au/atar/>

Category B courses at Coffs Harbour High School or TAFE NSW are:

Automotive; Business Services; Electrotech-nology; English Studies, Entertainment Industry; Hospitality; Information Digital Technology; Primary Industries (Horticulture); Retail Services; Tourism and Events.

Only ONE category B subject can be included in the calculation of the ATAR.

## 1.9

### ASSESSMENT AND REPORTING

The UAC Guide will include detailed information about the ATAR. The UAC Guide will be distributed to Year 12 students in schools in early August of that year, but may also be found <https://www.uac.edu.au/future-applicants/year-11-and-12-students>



### ASSESSMENT AND REPORTING

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks constitute 50% of the Year 12 mark. The other 50% comes from the Year 12 Final examination. The HSC mark for 2 unit courses is reported on a scale of 0 – 100. A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

On satisfactory completion of the HSC students receive a portfolio containing:-

#### **The Higher School Certificate Testamur**

The official certificate confirming achievement of all requirements for the award of the HSC.

#### **The Record of Achievement**

The document listing the results of each HSC course satisfactorily completed.

#### **Course Reports**

Reports of marks, the performance scale and band descriptors for each course.

#### **AQF Certificate in VET**

Certificate 1 or 2 or Statement of Attainment for each Board Developed VET course studied showing modules successfully completed.

Board Endorsed courses, including those delivered by TAFE have no external examination and do not contribute to the ATAR. Examples include Early Childhood Education and Care, Fitness, Design, Beauty Therapy and Hairdressing.

## YEAR 11 COURSE 2023 –SUBJECT SELECTION SHEET

**NOTE A:** You **MUST** select a minimum of 12 units of study (6 x 2 unit subjects, or combinations of 1, 2 and 4 unit subjects) by selecting one course for each line.

English is Compulsory. To qualify for the HSC a minimum of three of the six must be Board Developed.

**B:** To be eligible for the ATAR, a minimum of five of the six courses must be Board Developed and only one of these can be a Board Developed Category B (**B**) course.

### Board Developed Courses (can contribute to the ATAR)

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 Wed	Offline
Mathematics Advanced 11MAA	English Advanced 11ENA	Visual Arts 11VAR	Society & Culture 11SOC	Legal Studies 11LGS	Music 1 11MU	English Extension - 1 unit (can only be studied if Adv Eng has been chosen) 11EX1	Industry Based Learning 11IBL  (for SbAT's only)
Mathematics Standard 11MAS	English Standard 11ENS	Business Studies 11BUS1	Spanish Beginners 11SPA	History Modern 11HMO	History Ancient 11HAN		
	English EAL/D 11EALD	Earth & Environmental Science 11EES	Community and Family Studies 11CAFS	Chemistry 11CHY	Biology 11BIO2	Mathematics Extension - 1 unit  (can only be studied if Mathematics Adv has been chosen) 11MX1	Language Distance Ed 11LDE
		Physics 11PHY	Personal Development, Health & PE 11PDH1	Industrial Technology 11IT	Design & Technology 11DAT		TVET (TAFE) (BDC & BEC) 11TVET3
		Textiles 11TEX1	Engineering Studies 11ENG	Investigating Science 11INVSCI	Drama 11DRA		
		Aboriginal Studies 11ABS	Biology 11BIO1	TVET (TAFE) (BDC & BEC) 11TVET1	Geography 11GEO		
			Food Technology 11FDT				

### Board Developed Category B courses – only one of these can be included in the calculation of the ATAR

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 Wed	Line 8 Wed pm
	English Studies 11EST ( <b>B</b> )	VET – Hospitality ( <b>B</b> ) 11VHO1	VET – Primary Industries Horticulture (B) 11VPI		VET – Hospitality ( <b>B</b> ) 11VHO2	TVET (TAFE) (BDC & BEC) 11TVET2	
					VET – Business Services ( <b>B</b> ) 11VBS1		

### Board Endorsed Courses (NON ATAR)

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 Wed	Line 8 Wed pm
Photography 11PHO		Sport, Lifestyle & Recreation 11SLR	Work Studies 11WS1	Computer Applications 11CAP	Marine Technology 11MAR		
		Visual Design 11VDE			Exploring Early Childhood 11EEC		

## WHERE TO GO FOR HELP

Year Adviser.

Head Teachers and Course teachers can help with the content of particular subjects.

Your parents/carers.

Careers Adviser for advice on careers, tertiary institution requirements, TAFE NSW courses and VET

<http://www.coffsharbourhighcareers.com>

This site has many links to helpful sites for career investigation. Students may also register with the Student Secure area and complete interest tests to determine suitable career opportunities.

Librarian for assistance with Distance Education courses, particularly languages.

NESA Liaison Officer on 02 6659 3274 or  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The Regional Vocational Education Consultant.

University Entry Requirements Year 10 Booklet produced by University Admissions Centre (UAC) at  
<http://www.uac.edu.au/schoolink/year-10.shtml>



"It is important to draw wisdom from different places. If you take from only one place, it becomes rigid and stale."

- Iroh

Avatar: The Last Air Bender

## DETAILS OF COURSES

## 2.1

## BOARD DEVELOPED COURSES

These are courses for which the NSW Educational Standards Authority (NESA) develops a syllabus setting out the aims, objectives, outcomes, structure and content.

Most Board Developed HSC courses, including the VET framework courses, may contribute to the calculation of the ATAR.

Board Developed courses that are delivered at Coffs Harbour High School are listed on the following page.

All TVET and Language Distance Education courses are not listed in this book. Refer to pages 58 & 59 of this booklet.

## 2.2

BOARD DEVELOPED —  
LIFE SKILLS COURSES

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process.

They are not examined externally and do not contribute to an ATAR.

Pg	Subject
12	Aboriginal Studies
13	Biology
14	Business Studies
15	Chemistry
16	Community and Family Studies
17	Design and Technology
18	Drama
19	Earth and Environmental Science
20	Engineering Studies
21	English - Advanced
22	English - Extension 1
23	English - Standard
24	English Studies
25	English - EAL/D
26	Food Technology
27	Geography
28	History - Ancient
29	History - Modern
30	Industrial Technology
31	Industrial Technology - Multimedia
32	Information Processes and Technology
33	Investigating Science
34	Legal Studies
35	Mathematics - Advanced
36	Mathematics - Extension 1
37	Mathematics - Standard
38	Music 1
39	Personal Development, Health and Physical Education
40	Physics
41	Society and Culture
42	Spanish Beginners
43	Textiles and Design
44	Visual Arts



# ABORIGINAL STUDIES

HUMAN SOCIETY AND  
ITS ENVIRONMENT

Board Developed Course

## THIS COURSE AIMS TO:

Aboriginal Studies aims to develop students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians. All students are able to study this course.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

Part I - Social Justice and Human

Part II - Heritage and Identity

Part III - International Indigenous Community:  
Comparative Study

Part IV - Research and Inquiry Methods: Local  
Community Case Study

### Year 12 -

Part I - Social Justice and Human Rights Issues

Part II - A case study of an Aboriginal Community

Part III - Research and Inquiry Methods - Major Project

## METHODS OF ASSESSMENT INCLUDE:

Tests, Examinations, Interpretation and application of case studies, Stimulus based skills, on country activities, community consultation and major work project.

## EXCLUSIONS AND PREREQUISITES :

None

## TARGET STUDENTS:

All

CAREERS RELEVANT TO THIS COURSE

Police, Education,  
Social Worker,  
Health Worker,  
Environmental Officer,  
Heritage Officer,  
Archaeologist,  
targeted Aboriginal roles,  
cultural Liaison officer,  
Foreign Affairs.



## RECOMMENDED REQUIREMENTS: -

None

## CONTACT:

Mr Donald  
HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM





# BIOLOGY

SCIENCE

Board Developed Course

## THIS COURSE AIMS TO:

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 –

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

### Year 12 –

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

## METHODS OF ASSESSMENT INCLUDE:

Assignments, fieldwork and reports, practical reports, research projects, theory examinations. A 15 hour Depth study will form part of this course in year 11 and 12.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

Year 10 Science course grade of A, B or C is suggested



## RECOMMENDED REQUIREMENTS: –

Significant practical and research components, including a 15 hour depth study. Display of sound ability and work ethic (Year 10 Science course grade of A, B or C is suggested). An academically rigorous course, recommended for those pursuing a career in medicine, health science, nursing, environmental science, education etc. Combines well with Chemistry, Earth and Environmental Science and PD/H/PE. Students should have sound literacy skills to answer extended response questions.

Marine Biology;  
Biochemistry;  
Zoologist;  
Botanist;  
Agricultural Scientist;  
Teaching;  
Laboratory Technician;  
Medicine;  
Nursing; Homoeopathy;  
Naturopathy;  
Tissue culturist;  
Horticulture;  
Geology;  
Forestry  
and many others.

## CONTACT:

Mr Mackay  
SCIENCE STAFFROOM



# BUSINESS STUDIES

HUMAN SOCIETY AND  
ITS ENVIRONMENT

Board Developed Course

## THIS COURSE AIMS TO:

Provide students with an opportunity to investigate the role, operation and management of businesses within our society. Students who participate in the course will develop their research, analysis, problem-solving, decision-making, critical thinking and communication skills which will enhance their confidence and ability to participate effectively as members of the business world and society in general.

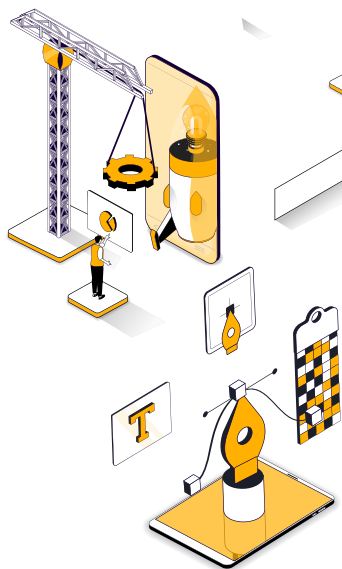
## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

- \* Nature of Business
- \* Business Management
- \* Business Planning
- \* Market Day Activities

### Year 12 -

- \* Operations
- \* Finance
- \* Marketing
- \* Human Resources



## EXCLUSIONS AND PREREQUISITES:

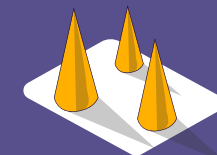
None

## TARGET STUDENTS:

All



A wide range of careers. In almost every career a working knowledge of business administration and organisation is relevant and worthwhile. This is not only true for future employees, but certainly for the self-employed.



CAREERS RELEVANT TO THIS COURSE

## RECOMMENDED REQUIREMENTS:

Stage 5 Commerce



## METHODS OF ASSESSMENT INCLUDE:

Tests, Examinations, Interpretation and application of case studies, Stimulus based skills

## CONTACT:

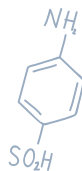
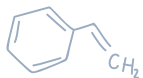
Mr Donald  
HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM



# CHEMISTRY

SCIENCE

Board Developed Course



## THIS COURSE AIMS TO:

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 –

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

### Year 12 –

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

## METHODS OF ASSESSMENT INCLUDE:

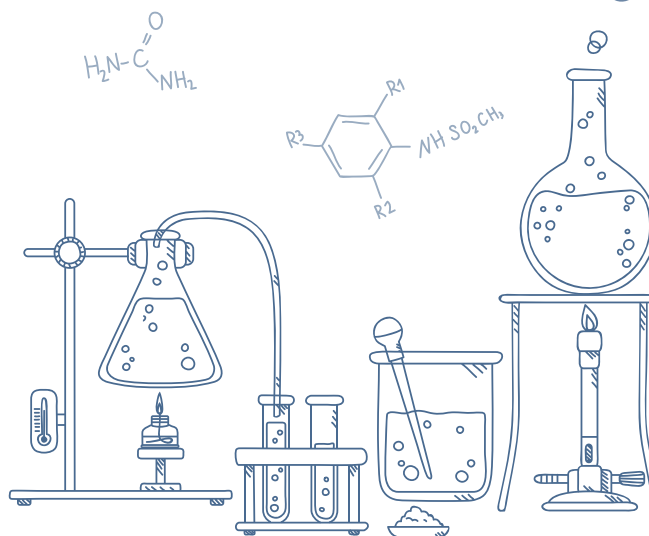
Assignments, fieldwork studies and reports, model making, practical tests and reports, research projects, examinations.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

Year 10 Science course grade of A or B is suggested



## RECOMMENDED REQUIREMENTS: –

Significant practical and research component. Display of sound ability and work ethic (Y10 Science course grade of A or B is suggested). An academically rigorous science course but almost essential for those pursuing a career in medicine, science, engineering, nursing, etc.

Combines well with Physics, Biology, Investigating Science, Advanced Mathematics and Earth & Environmental Science for those students with significant science ability and interest. Emphasis on chemical knowledge and application to a variety of contexts and problems. Involves a reasonable degree of mathematical application/ability. Students should have sound literacy skills to answer extended response questions.

Chemical Engineering;  
Engineering;  
Pharmacy;  
Biochemistry;  
Metallurgy;  
Industrial Chemistry;  
Mining Engineering;  
Medicine;  
Food Technology;  
Pharmacology;  
Pathology;  
Hair Dressing  
and many others.

## CONTACT:

Mr MacDonald  
SCIENCE STAFFROOM



# COMMUNITY AND FAMILY STUDIES

**PERSONAL DEVELOPMENT,  
HEALTH & PHYSICAL  
EDUCATION**

Board Developed Course

## THIS COURSE AIMS TO:

Develop in students

- \* an understanding about the contribution positive relationships make to individual, group, family and community wellbeing;
- \* knowledge and understanding about research methodology and skills in researching, analysing and communicating;
- \* management skills 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.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

- \* Resource Management;
- \* Individuals and Groups;
- \* Families and Communities

### Year 12 -

- \* Parenting and Caring; Groups in Context; Research Methodology
- \* Options (one only to be studied)
  - Family and Societal Interactions
  - OR Social Impact of Technology
  - OR Individuals and Work

As part of the HSC, students are required to complete an Independent Research Project. This is worth 25% of the school based HSC assessment.

## METHODS OF ASSESSMENT INCLUDE:

Case studies, interviews and surveys, oral presentation, examinations, essays, independent research project.

## EXCLUSIONS AND PREREQUISITES :

None

## TARGET STUDENTS:

ATAR Students



CAREERS RELEVANT TO THIS COURSE

Business Management,  
Human Resource  
Management,  
Teaching,  
Social Work,  
Counselling,  
Marketing,  
Nursing

## RECOMMENDED REQUIREMENTS: -

None



## CONTACT:

**Ms Munro**

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL  
EDUCATION STAFFROOM



# DESIGN & TECHNOLOGY

TECHNOLOGY AND  
APPLIED STUDIES

Board Developed Course

## THIS COURSE AIMS TO:

Study technology through design. It involves practical experiences in a process of designing and producing

- \* a product;
- \* a system; or
- \* an environment.

Provide opportunities for students to be enterprising, creative and adaptable.

Students will learn how design impacts the individual, society and the environment and allow them to tailor their learning to their specific interests and skills.

Students will complete and produce a design folio and a major project in the HSC course and they can design and produce a product, a system or an environment in any medium or material they wish to choose. This will be done in consultation with their Design and Technology teacher.

## TOPICS IN THIS COURSE INCLUDE:

Study of Innovation through Technology - Skills and Resource Development; Adaptation of Technologies; The Production of a Major Design Product, System or Environment; Innovations; Using Computers as a tool to support the design process; Marketing Strategies; Action and Time Plans, Organisation Skills.

## METHODS OF ASSESSMENT INCLUDE:

Demonstration of skills; tests; folio presentation  
Major Project and Folio - 60% of final mark  
Higher School Certificate Exam - 40%

## EXCLUSIONS AND PREREQUISITES :

None

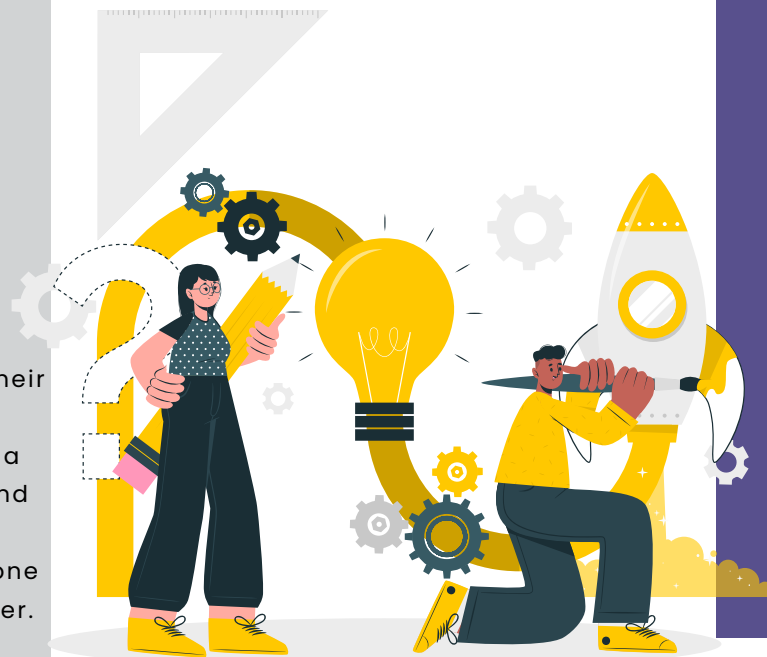
## TARGET STUDENTS:

All



Any career needing the ability to solve design problems eg,  
Architecture,  
Builder,  
Business Skills,  
Computer Technician,  
Clothing Design,  
Commercial Designing,  
Craftsperson,  
Engineering,  
Electrical Technician,  
Fashion Buyer,  
Fashion Designer,  
Furniture Designer,  
Graphic Design,  
Industrial Designing,  
Interior Design,  
Photographer

CAREERS RELEVANT TO THIS COURSE



## Additional Information: -

Students will need to supply additional materials required in the production of their Year 11 Course projects. Student will also need to supply all materials for their HSC Major Design Project, not including consumables. Covered solid shoes are required to participate in practical activities.

## CONTACT:

Ms Kay

TECHNOLOGY AND APPLIED STUDIES STAFFROOM





# DRAMA

CREATIVE AND  
PERFORMING ARTS

Board Developed Course

## THIS COURSE AIMS TO:

This course provides opportunities for students to develop a range of performance and technical skills and the opportunity to concentrate on areas of personal interest through the Individual Project.

It aims to:

- \* Allow students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.
- \* Develop values and attitudes about drama and the theatre as a community activity, a profession and an industry.
- \* Students both create their own work and study the work of classic and contemporary playwrights and companies.

## TOPICS IN THIS COURSE INCLUDE:

- \* Improvisation, Playbuilding and Acting
- \* Elements of Production in Performance
- \* Theatrical Traditions and Performance Styles
- \* Australian Drama and Theatre
- \* Studies of Drama and Theatre
- \* Group Performance
- \* Individual Project (Critical Analysis, Design, Performance, Scriptwriting, Video Drama)

## METHODS OF ASSESSMENT INCLUDE:

Workshops, logbooks, performance, written tests, examinations, assignments in design (costume, set, lighting etc) and production, and oral reflection.

## EXCLUSIONS AND PREREQUISITES :

None

## TARGET STUDENTS:

All



## ADDITIONAL INFORMATION: -

Participation in and observation of theatre performances is a critical aspect of this course. Students are encouraged to attend the North Coast Regional Drama Camp and Onstage in Sydney in February

Performing Arts,  
Teaching,  
Communications,  
Journalism ,  
Actor / Actress,  
Broadcast presenter,  
Director,  
and other Media areas.

CAREERS RELEVANT TO THIS COURSE

## CONTACT:

MS Rattenbury  
ENGLISH STAFFROOM

## EARTH AND ENVIRONMENTAL SCIENCE

SCIENCE

Board Developed Course

## THIS COURSE AIMS TO:

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

## TOPICS IN THIS COURSE INCLUDE:

**Year 11 –**

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

**Year 12 –**

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

## METHODS OF ASSESSMENT INCLUDE:

Depth Studies, assignments, fieldwork studies and reports, practical tests and reports, research projects, theory examinations.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

Year 10 Science course grade of A, B or C is suggested



## RECOMMENDED REQUIREMENTS: -

Significant practical and research component. Display of sound ability and work ethic (Year 10 Science course grade of A, B or C is suggested). Combines well with Biology, Primary Industries and Geography. Students should have sound literacy skills to answer extended response questions.

**Companion subjects:** Geography, Biology, Primary Industries.

Environmental Law,  
Environmental Science,  
Oceanography,  
Resource Management,  
Environmental Planning,  
Resource Economics,  
Mining, Engineering,  
National Parks and Wildlife officer,  
Teaching,  
Geology.

CAREERS RELEVANT TO THIS COURSE



CONTACT:

Mr Mackay  
SCIENCE STAFFROOM

# ENGINEERING STUDIES

TECHNOLOGY AND  
APPLIED STUDIES

Board Developed Course

## THIS COURSE AIMS TO:

Both year 11 and year 12 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.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11:

- \* 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, engineering products and breaking systems.
- \* One focus module relating to the field of Biomedical engineering.

### Year 12:

- \* 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.

## METHODS OF ASSESSMENT INCLUDE:

Students will complete and produce an engineering report as well as undertake examinations.

## EXCLUSIONS AND PREREQUISITES :

None

## TARGET STUDENTS:

Open to all; Recommended to students studying Mathematics – Advanced or above.



CAREERS RELEVANT TO THIS COURSE

Chemical Engineer,  
Civil Engineer,  
Mechanical Engineer,  
Electrical Engineer,  
Industrial Designer,  
Aeronautical Engineering,  
Logistics,  
Engineering,  
Banking,  
Operation Management,  
Patent Law and Intellectual Property,  
Consulting,  
Construction,  
Procurement

## Additional Information:

Fee's in year 12 are \$25.



## CONTACT:

Mr Canney  
TECHNOLOGY AND APPLIED STUDIES STAFFROOM



# ENGLISH - ADVANCED

ENGLISH

Board Developed Course



## THIS COURSE AIMS TO:

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

It will prepare students for university courses that have a strong English focus including: Journalism, Law, Literature Studies, Advertising, Media Studies and Teaching.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

Common Module – Reading to Write (A transition to Senior English)

Module A: Narratives That Shape Our World

Module B: Close Study of Literature

### Year 12 -

Common Module -Texts and Human Experiences (30 hours)

Module A -Textual Conversations (30 hours)

Module B - Critical Study of Literature (30 hours)

Module C - The Craft of Writing (30 hours)

## METHODS OF ASSESSMENT COULD INCLUDE:

Multimodal presentations, research assignments, creative writing tasks, essays, and literature analysis.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

This course is appropriate for students who regularly achieved As and Bs in Yrs 9 and 10.



## ADDITIONAL INFORMATION: -

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

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

Business,  
Journalism,  
Law,  
Literature,  
Publisher,  
Editor,  
Writer,

## CONTACT:

Mr Inkley  
ENGLISH STAFFROOM

# ENGLISH - EXTENSION 1

ENGLISH

Board Developed Course



## THIS COURSE AIMS TO:

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

It will prepare students for university courses that have a strong English focus including: Journalism, Literature Studies, Communications and Advertising.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 course content -

Module: Texts, Culture and Value (40 hours)  
Related research project (20 hours)

### HSC course content -

Common module: Literary Worlds with ONE elective option (60 hours)

## METHODS OF ASSESSMENT COULD INCLUDE:

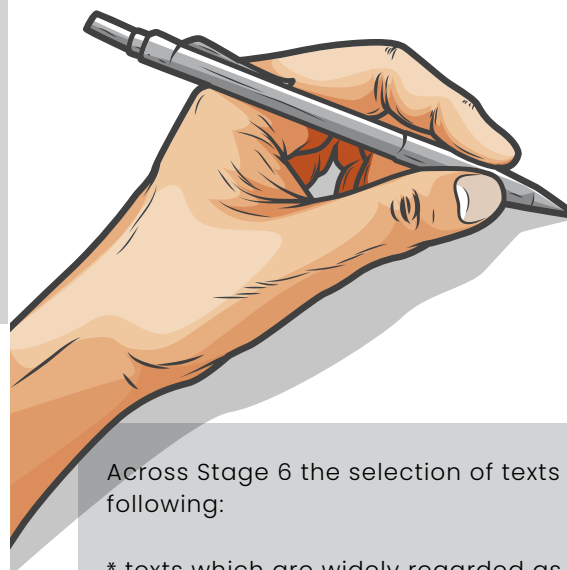
Multimodal presentations, research assignments, creative writing tasks, essays, and literature analysis. .

## EXCLUSIONS AND PREREQUISITES:

Must be concurrently enrolled in ENGLISH ADVANCED.

## TARGET STUDENTS:

This course is appropriate for students who regularly achieved As and Bs in Yrs 9 and 10.



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

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

Business,  
Journalism,  
Law,  
Literature,  
Publisher,  
Editor,  
Writer,

## CONTACT:

Mr Inkley  
ENGLISH STAFFROOM

# ENGLISH - STANDARD

ENGLISH

Board Developed Course



## THIS COURSE AIMS TO:

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

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

Common Module: Reading to Write (40 hours)  
Module A: Contemporary Possibilities (40 hours)  
Module B: Close Study of Literature (40 hours)

### Year 12 -

Common Module: Texts and Human Experiences (30 hours)  
Module A: Language, Identity and Culture (30 hours)  
Module B: Close Study of Literature (30 hours)  
Module C: The Craft of Writing (30 hours)



## METHODS OF ASSESSMENT COULD INCLUDE:

Multimodal presentations, research assignments, creative writing tasks, essays, and literature analysis.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

This course is suitable for students who want to achieve an ATAR and attend university.

**Note:** Students from a language background other than English may be eligible for the English EAL/D course and should talk to Ms Ion about this option.



All careers would be supported by this course.

CAREERS RELEVANT TO THIS COURSE

## ADDITIONAL INFORMATION: -

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

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

## CONTACT:

Mr Inkley  
ENGLISH STAFFROOM

# ENGLISH STUDIES

ENGLISH

Board Developed Course - Category B



## THIS COURSE AIMS TO:

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

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

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

Mandatory module – Achieving through English: English in education, work and community (30-40 hours)  
An additional 2-4 modules (20-30 hours each)

### Year 12 -

Mandatory Common Module: Texts and Human Experiences (30 hours)  
An additional 2-4 modules (20-45 hours each)

## METHODS OF ASSESSMENT COULD INCLUDE:

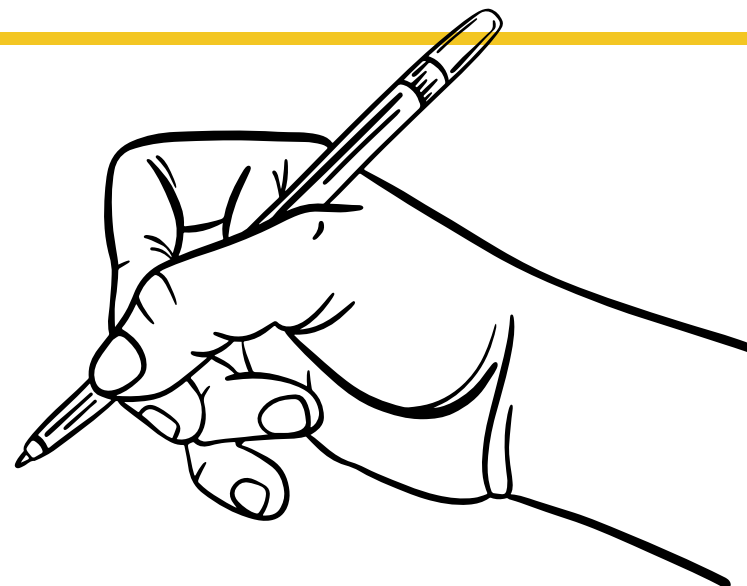
Multimodal presentations, research assignments, creative writing tasks, mock interviews and group projects.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

This course is designed for students who have struggled with the demands of English in Yrs 9 and 10. It is designed to support students build their literacy skills in preparation for work and TAFE.



## ADDITIONAL INFORMATION: -

### ATAR CONDITIONAL DISCLAIMER:

While students can choose to sit the OPTIONAL external examination, and if completed, be awarded of an ATAR, students who want to go to university are strongly encouraged to do Standard English.

Only ONE Category B course can count towards an ATAR. (So this course can not be studied in conjunction with either VET courses if you want an ATAR)

## CONTACT:

Mr Inkley  
ENGLISH STAFFROOM

## ENGLISH EAL/D

ENGLISH

Board Developed Course

**THIS COURSE AIMS TO:**

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. They can become imaginative, critical and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society.

This course will prepare eligible students with the writing and reading skills needed to succeed at university.

**METHODS OF ASSESSMENT COULD INCLUDE:**

Multimodal presentations, research assignments, creative writing tasks, listening tests, formal exam reading and essay responses.

**EXCLUSIONS AND PREREQUISITES:**

Must have studied in Australia < 5 years.

**TARGET STUDENTS:**

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Year 11 course.

**TOPICS IN THIS COURSE INCLUDE:****Year 11 -**

Module A - Language and Texts in Context (30-40 hours)

Module B - Close Study of Text (30-40 hours)

Module C - Texts and Society (30-40 hours)

Optional teacher-developed module (up to 30 hours)

**Year 12 -**

Module A: Texts and Human Experiences (30 hours)

Module B: Language, Identity, Australian Civics and Culture (30 hours)

Module C: Close Study of Text from an Australian and Aboriginal perspective (30 hours)

Focus on Writing (30 hours)

**ADDITIONAL INFORMATION: -**

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

- \* a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- \* texts which are widely regarded as quality literature, including Australian, Indigenous and Asian
- \* texts with a wide range of cultural, social and gender perspectives

**CONTACT:**

Mr Inkley  
ENGLISH STAFF ROOM



# FOOD TECHNOLOGY

## TECHNOLOGY AND APPLIED STUDIES

Board Developed Course

### THIS COURSE AIMS TO:

- \* provide opportunities for students to develop skills in designing and preparing food to satisfy the needs of a diversity of situations;
- \* provide students with skills and knowledge to make responsible decisions about food;
- \* enable students to develop skills in researching, analysing and communication.

### TOPICS IN THIS COURSE INCLUDE:

#### Year 11:

Food Availability and Selection; Food Quality; Nutrition

#### Year 12:

The Australian Food Industry; Food Manufacture; Food Product Development;  
Options (one only to be studied) - Contemporary Food Issues: Nutrition OR Marketplace;

It is a mandatory requirement that students undertake practical activities which will occur on a regular basis.

Covered leather shoes are required to participate in practical activities.

### METHODS OF ASSESSMENT INCLUDE:

Experiments, practical work, examinations, research assignments, excursion reports.

### EXCLUSIONS AND PREREQUISITES :

None

### TARGET STUDENTS:

All

### CAREERS RELEVANT TO THIS COURSE

Dietician, Chef,  
Hospitality Industry,  
Food Technologist,  
Teacher,  
Lecturer,  
Nutritionist,  
Travel Industry,  
Researcher,  
Public Relations Officer,  
Food/Health Inspector.



### Additional Information:

The course has been written to provide links with and multiple pathways to employment and further education in the workplace, TAFE and universities. Food Technology carries accreditation towards a number of tertiary and TAFE courses. Website: ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice))

## CONTACT:

Mr Hardy  
Ms South





# GEOGRAPHY

## HUMAN SOCIETY AND ITS ENVIRONMENT

Board Developed Course

### THIS COURSE AIMS TO:

Provide students with an opportunity to investigate our earth in terms of where things are, why they are there and how people interact with the earth's environments. Most importantly, the study of Geography allows students to see the world in a variety of ways and helps them make sense of a complex and changing world.

### TOPICS IN THIS COURSE INCLUDE:

#### Year 11 -

There are three topics:

- \* Biophysical Interactions
- \* Global Challenges
- \* The Senior Geography Project

#### Year 12 -

Three options are from:

- \* Ecosystems at Risk
- \* Urban Places
- \* People and Economic Activity



### METHODS OF ASSESSMENT COULD INCLUDE:

Research, fieldwork, examinations, geographical writing

### EXCLUSIONS AND PREREQUISITES:

None

### TARGET STUDENTS:

All.



Many of the skills and understandings gained through a study of Geography are transferable and applicable to the world of work.

CAREERS RELEVANT TO THIS COURSE

### ADDITIONAL INFORMATION: -

Students complete a Senior Geography Project (SGP) in the Year 11 course and must undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses. Students will be required to submit written geographic reports.

Note: This course includes mandatory fieldwork necessitating an excursion to a major Australian city.

## CONTACT:

Mr Donald  
HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM

# HISTORY - ANCIENT

HUMAN SOCIETY AND  
ITS ENVIRONMENT

Board Developed Course

## THIS COURSE AIMS TO:

Develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world

Develop a lifelong interest in the study of history and prepare students for active and informed citizenship in the contemporary world.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

- Investigating Ancient History
- \* The Nature of Ancient History
- \* Case Studies
- \* Features of Ancient Societies
- \* Historical Investigation

### Year 12 -

- \* Core Study: Cities of Vesuvius Pompeii and Herculaneum
- \* Ancient Societies
- \* Personalities in their Times
- \* Historical Periods

## METHODS OF ASSESSMENT COULD INCLUDE:

**Year 11:** Three assessment tasks - One task may be a formal written examination, one task must be a Historical Investigation with a weighting of 20-30%.

**Year 12:** Four assessment tasks - One task may be a formal written examination with a maximum weighting of 30%. One task must be a Historical Analysis with a weighting of 20-30%.

## EXCLUSIONS AND PREREQUISITES:

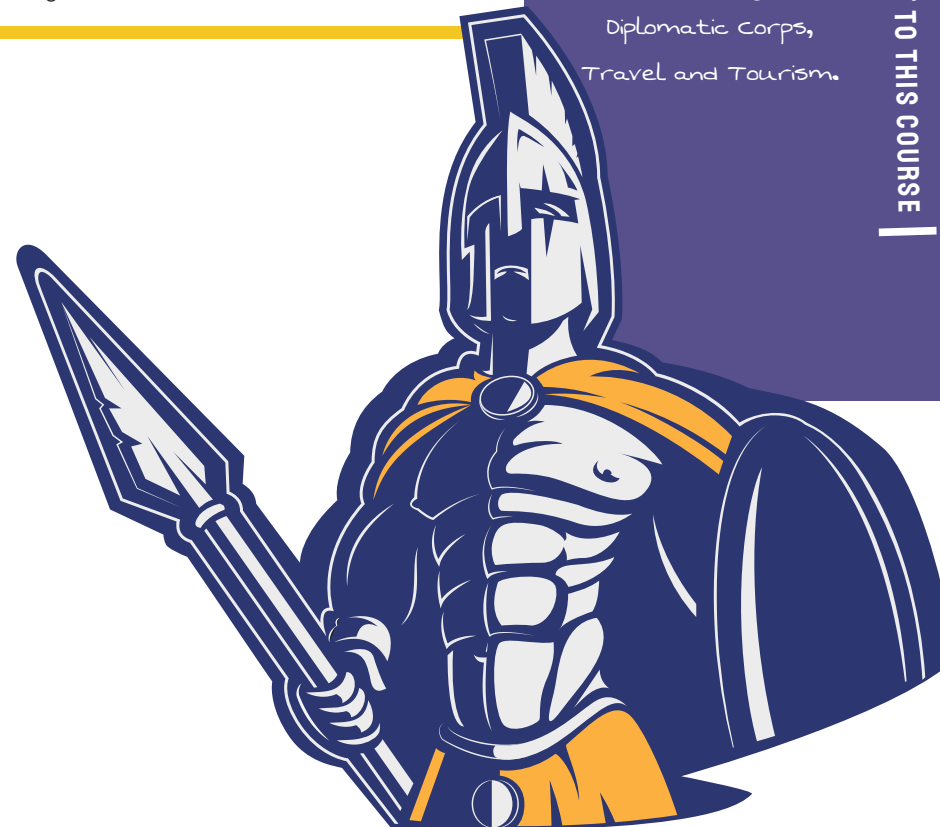
None

## TARGET STUDENTS:

Any student with an interest in History and how it shaped the world we live in and its future. Skills in written expression will be an advantage.

Archaeology,  
Medicine,  
Law,  
Journalism,  
Teaching,  
Diplomatic Corps,  
Travel and Tourism.

CAREERS RELEVANT TO THIS COURSE



## ADDITIONAL INFORMATION: -

Note: Extension course available in year 12..

## CONTACT:

Mr Donald  
HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM



# HISTORY - MODERN

HUMAN SOCIETY AND  
ITS ENVIRONMENT

Board Developed Course



## THIS COURSE AIMS TO:

- \* develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world
- \* develop a lifelong interest in the study of history and prepare students for active and informed citizenship in the contemporary world.

## TOPICS IN THIS COURSE INCLUDE:

**Year 11** - Investigating Modern History

- \* The Nature of Modern History
- \* Case Studies
- \* Historical Investigation
- \* The Shaping of the Modern World

**Year 12** - Modern History

- \* Core Study:
  - Power and Authority in the Modern World 1919-1946
  - National Studies
  - Peace and Conflict
  - Change in the Modern World

Each case study should be a minimum of 10 indicative hours.

## METHODS OF ASSESSMENT COULD INCLUDE:

Year 11: three assessment tasks - One task may be a formal written examination, one task must be a Historical Investigation with a weighting of 20-30%.

Year 12: four assessment tasks - One task may be a formal written examination with a maximum weighting of 30%, one task must be a Historical Analysis with a weighting of 20-30%.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

Any student with an interest in History and how it shaped the world we live in and its future. Skills in written expression will be an advantage.

CAREERS RELEVANT TO THIS COURSE

Law,  
Media,  
Journalism,  
Teaching,  
Research,  
Librarian, P  
ublic Service,  
Armed Forces,  
Fine Arts.



## ADDITIONAL INFORMATION: -

Note: Extension course available in year 12..

## CONTACT:

Mr Donald  
HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM



# INDUSTRIAL TECHNOLOGY

## TECHNOLOGY AND APPLIED STUDIES

Board Developed Course

### THIS COURSE AIMS TO:

Plan, develop and produce a major project based in wood or metal, using skills developed in design, hand and machine skills and critical analysis of techniques available.

### Focus area:

Timber Products and Furniture OR  
Metal and Engineering Industries.

### TOPICS IN THIS COURSE INCLUDE:

- \* Student practical work including designing and planning projects; marketing strategies
- \* Knowledge of theory related to practical work;
- \* Industrial visits and the study of their operation;
- \* A major design project and folio;
- \* Occupational Health and Safety.



### METHODS OF ASSESSMENT INCLUDE:

Year 11 – Written and practical skill examinations; assignments (Industry Study)  
Year 12 – Industry study, final exam (40%), Major Project (40%) and Folio (20%)

### EXCLUSIONS AND PREREQUISITES:

Only ONE Industrial Technology course may be studied.

### TARGET STUDENTS:

All



Joiner;  
Carpentry;  
Cabinet Maker;  
Fitting,  
Machining,  
Welding,  
Sheet Metal and  
Metal Fabrication.

CAREERS RELEVANT TO THIS COURSE

### Additional Information:

The course suits students interested in developing their practical skills in Timber or Metal. The Year 11 course prepares students both in practical skills and folio documentation, ready for the major project in the Year 12 course. The Year 12 course is predominantly constructing their major work from Timber or Metal to demonstrate their knowledge, understanding and practical skills along with some theory, and industry visit and student.

A compulsory set fee of \$50.00 in Year 11 and \$50.00 in Year 12 for expendable items. Students are to provide their own materials for their major project. Some materials may be purchased from school supplies depending on requirements of each project. Covered solid shoes are required to participate in practical activities.

## CONTACT:

Mr Ackerman  
Mr Myles

TECHNOLOGY AND APPLIED STUDIES STAFFROOM

# INDUSTRIAL TECHNOLOGY - MULTIMEDIA

TECHNOLOGY AND  
APPLIED STUDIES

Board Developed Course

## THIS COURSE AIMS TO:

Both the Year 11 Course and the Year 12 Course offer students' knowledge, understanding and practical skills in a wide variety of aspects of multimedia including video, audio, web based technologies, apps, mobile technologies and software developments for mobile and fixed devices.

The course also examines multimedia resources such as cameras, computers, mobile devices, including phones and tablets, gaming, animation and applications (Apps) for mobile devices.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11

- \* Principles of multimedia technologies
- \* Tools of multimedia technologies
- \* Planning Designing and Implementation multimedia technologies projects
- \* Internet based multimedia creations

### Year 12

- \* Multimedia technologies examples and production
- \* Web based development and production
- \* Option Strands (student selected)
- \* Major Project work

## METHODS OF ASSESSMENT INCLUDE:

- \* Assessment may include movies, webpages, JAVA or similar files, Applications, tests, portfolios, discussions, oral presentations, practical assignments and demonstrations.
- \* A three hour external written exam at the end of Year 12.
- \* Year 12 Major Project (individually)

## EXCLUSIONS AND PREREQUISITES :

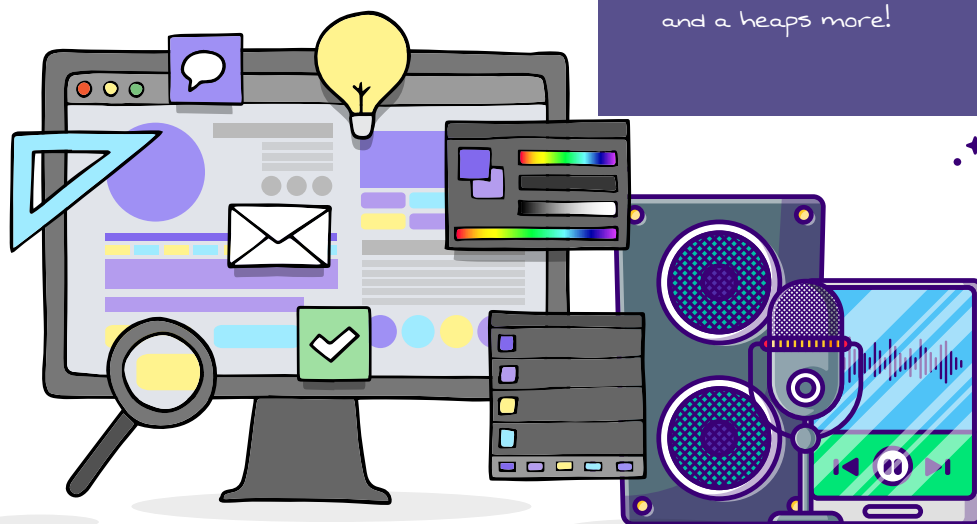
Only ONE Industrial Technology course may be studied.

## TARGET STUDENTS:

All

Film-makers,  
sound or audio engineers,  
software development,  
App development,  
animators,  
computer design and  
development,  
software development,  
gaming development,  
computer technicians,  
ICT support,  
and a heaps more!

CAREERS RELEVANT TO THIS COURSE



## Additional Information:

Assessment will be based on the Year 11 and Year 12 course content including individual and team based project work.



## CONTACT:

Mr Hardy  
Ms Kay

# INFORMATION PROCESSES AND TECHNOLOGY

TECHNOLOGY AND  
APPLIED STUDIES

Board Developed Course



## THIS COURSE AIMS TO:

Aims to develop in students

- \* the abilities to be competent, confident, responsible and discriminating users of computer systems;
- \* an awareness of the interaction of people and institution with computer based systems;
- \* the abilities to apply a system approach to problem solving;
- \* skills in hypermedia, communications software, word processing, spread sheets and data bases.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11

- \* Principles of Information Processes
- \* Tools for Information Processes
- \* Planning Designing and Implementation
- \* Project Work

### Year 12

- \* Information Systems that organise and analyse
- \* Communication based information systems
- \* Option Strands
- \* Project work

## METHODS OF ASSESSMENT INCLUDE:

Assessment will be based on HSC course content including project work.

- \* Assessment may include essays, tests, portfolios, discussion, oral presentation, practical assignments and demonstration.

- \* A three hour external written exam at the end of Year 12.
- \* Project work is both group and individual oriented.

## EXCLUSIONS AND PREREQUISITES:

None.

## TARGET STUDENTS:

All

Any business and further  
education

CAREERS RELEVANT TO THIS COURSE



## Additional Information:

Assessment will be based on the Year 11 and Year 12 course content including individual and team based project work.

## CONTACT:

Mr Ackerman  
Ms South

TECHNOLOGY AND APPLIED STUDIES STAFFROOM



# INVESTIGATING SCIENCE

SCIENCE

Board Developed Course



## THIS COURSE AIMS TO:

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

## METHODS OF ASSESSMENT INCLUDE:

Fieldwork studies and reports, Practical tasks and Reports, Research projects, Examinations.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

Yr 10 Science course grade of A, B or C is recommended.

## TOPICS IN THIS COURSE INCLUDE:

Year 11 –

- \* Cause and Effect – Observing
- \* Cause and Effect – Inferences and Generalisations
- \* Scientific Models

Year 12 –

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

## RECOMMENDED REQUIREMENTS: -

Significant practical and research component. Display of sound ability and work ethic (Year 10 Science course grade of A, B or C is suggested). Combines well with Biology, Primary Industries and Geography. Students should have sound literacy skills to answer extended response questions.

**Companion subjects:** Physics, Chemistry, Earth and Environmental Science

Investigating Science provides students with detailed knowledge of the scientific method, which would be valuable in science related tertiary courses



## CONTACT:

Mr Mackay  
SCIENCE STAFFROOM

# LEGAL STUDIES

HUMAN SOCIETY AND  
ITS ENVIRONMENT

Board Developed Course



## THIS COURSE AIMS TO:

Provide an opportunity for students to develop their knowledge and understanding of the legal system, its principles, structures, instructions and processes.

Through Legal Studies, students acquire skills in analysis and independent research and develop coherent arguments. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of views.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

- \* The Legal System
- \* The Individual and the State
- \* The Law in Focus

### Year 12 -

Core:

- \* Crime and Human Rights

Additional Focus Studies (2 chosen):

- \* Consumers
- \* Family
- \* Global Environment and Protection
- \* Indigenous Peoples
- \* Shelter
- \* Workplace
- \* World Order

## METHODS OF ASSESSMENT COULD INCLUDE:

Investigation and research, examinations/class tests, oral communication.



## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

All students who are interested in learning about the law. Skills in written expression will be an advantage.

This course is relevant  
to all careers.

CAREERS RELEVANT TO THIS COURSE



## ADDITIONAL INFORMATION: -

Stage 5 Commerce provides sound foundation.

## CONTACT:

Mr Donald  
HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM

# MATHEMATICS - ADVANCED

**MATHEMATICS**

Board Developed Course


**THIS COURSE AIMS TO:**

Give students an understanding of and competence in further aspects of mathematics which are applicable to the real world.

**TOPICS IN THIS COURSE INCLUDE:**
**Year 11 -**

Functions,  
Trigonometric Functions,  
Calculus,  
Exponential & Logarithmic Functions,  
Statistical Analysis.

**Year 12 -**

Applications of Year 11 Topics;  
Functions,  
Trigonometric Functions,  
Calculus,  
Financial Mathematics,  
Statistical Analysis.

**METHODS OF ASSESSMENT COULD INCLUDE:**

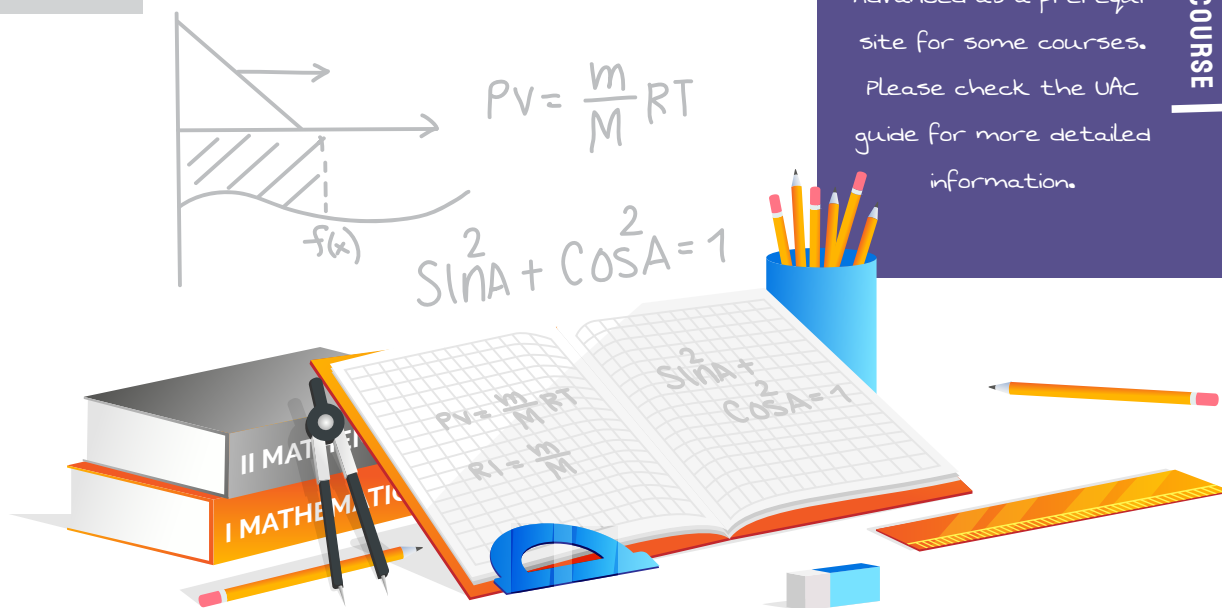
Class tests, examinations, assignments, reference assisted tasks.

**EXCLUSIONS AND PREREQUISITES:**

Sound Mathematic Performance

**TARGET STUDENTS:**

Those students who have performed well in Year 10 Mathematics 5.3 and have a willingness to be diligent in home study.


**ADDITIONAL INFORMATION: -**

Extension Course Available in Year 11 - Refer to "Mathematics Extension 1"

This course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level.

**CONTACT:**

Ms Kellahan  
MATHEMATICS STAFFROOM

Courses or careers relating to Science, Life Sciences, Commerce and Computing. Some universities have changed conditions of enrolment to include Mathematics Advanced as a prerequisite for some courses. Please check the UAC guide for more detailed information.

**CAREERS RELEVANT TO THIS COURSE**

# MATHEMATICS - EXTENSION 1

## MATHEMATICS

Board Developed Course



### THIS COURSE AIMS TO:

Give students a thorough understanding of, and competence in, aspects of mathematics; many of which are applicable to the real world.

Develop in students mathematical techniques which are relevant to the real world.

### TOPICS IN THIS COURSE INCLUDE:

Year 11 -  
Functions;  
Trigonometric Functions;  
Calculus;  
Combinatorics

Year 12 -  
Proof;  
Vectors;  
Trigonometric Functions;  
Calculus;  
Statistical Analysis

### METHODS OF ASSESSMENT COULD INCLUDE:

Class tests, examinations, assignments, reference assisted tasks.

### EXCLUSIONS AND PREREQUISITES:

Must study the Mathematics Advanced course in addition.

### TARGET STUDENTS:

Those students with a high mathematical competence and a willingness to be diligent in home study. This course is a recommended minimum basis for further studies in Mathematics at tertiary level.



### ADDITIONAL INFORMATION: -

Extension 2 Course Available in Year 12

This course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level.

**Note:** Classes may run before school

## CONTACT:

Ms Kellahan  
MATHEMATICS STAFFROOM

Courses or careers relating to Science, Life Sciences, Commerce and Computing. Some universities have changed conditions of enrolment to include Mathematics Advanced as a prerequisite for some courses. Please check the UAC guide for more detailed information.

# MATHEMATICS - STANDARD

**MATHEMATICS**

Board Developed Course

**THIS COURSE AIMS TO:**

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

**TOPICS IN THIS COURSE INCLUDE:**

Year 11 –  
Algebra,  
Measurement,  
Financial Mathematics,  
Statistical Analysis

Year 12 –  
Networks,  
Statistical Analysis,  
Financial Mathematics,  
Measurement,  
Algebra

**METHODS OF ASSESSMENT COULD INCLUDE:**

Class tests, examinations, assignments, reference assisted tasks.

**EXCLUSIONS AND PREREQUISITES:**

None

**TARGET STUDENTS:**

This course is suited to students who have successfully completed Mathematics 5.2 or higher in Year 10.

All careers would benefit from the study of Mathematics

CAREERS RELEVANT TO THIS COURSE


**ADDITIONAL INFORMATION: –**

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Students at the beginning of Year 12 can elect to take on Mathematics Standard 1, which is a Category B course and may not contribute to the ATAR

**CONTACT:**

Ms Kellahan  
MATHEMATICS STAFFROOM







# MUSIC I

**CREATIVE AND  
PERFORMING ARTS**

Board Developed Course

## THIS COURSE AIMS TO:

Develop and improve a student's ability to perform music on a chosen instrument and or voice, as well as offering experiences in writing and analysing music.

## TOPICS IN THIS COURSE INCLUDE:

Students are required to make a detailed study of six topics from a prescribed list. These include:

- Rock Music
- Jazz
- Music for Radio, Film and Television
- Theatre Music
- Australian Music
- Popular Music
- Music for a particular instrument
- Orchestral Music

In studying these topics, students will be involved in performance, listening/research, aural and composing activities.

## METHODS OF ASSESSMENT COULD INCLUDE:

A number of tasks are set for each topic area. Although students will choose to specialise in a particular approach, all students will be assessed to some degree in performance, listening, research and music writing.

## EXCLUSIONS AND PREREQUISITES:

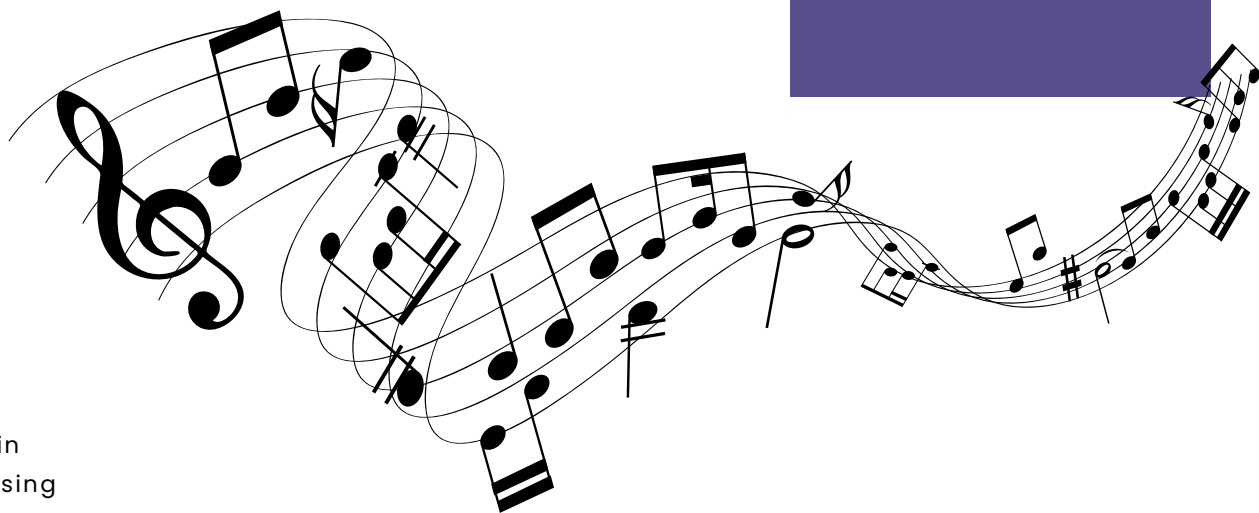
None

## TARGET STUDENTS:

All students

CAREERS RELEVANT TO THIS COURSE

Private music teacher,  
the entertainment and  
recording industry,  
school Music teacher,  
primary school teaching,  
song writing.



## ADDITIONAL INFORMATION: -

## CONTACT:

Mr Smith  
Ms Montgomery  
CREATIVE AND PERFORMING ARTS STAFFROOM

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Board Developed Course

### THIS COURSE AIMS TO:

Through the study of PDHPE, students will develop:

- \* Values and attitudes that promote healthy and active lifestyles and communities.
- \* Knowledge and understanding of the factors that affect health.
- \* A 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.

### TOPICS IN THIS COURSE INCLUDE:

Year 11 -

Core Strands (60% total)

- \* Better Health for Individuals
- \* The Body in Motion

Options (40% total) - (2 only)

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

Year 12 -

Core Strands (60% total)

- \* Health Priorities in Australia
- \* Factors Affecting Performance

Options (40% total) - (2 only)

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

### METHODS OF ASSESSMENT COULD INCLUDE:

Essays, research projects, examinations, reports and oral presentations, laboratory workshops, performance demonstrations and practical tests.

### EXCLUSIONS AND PREREQUISITES:

None

### TARGET STUDENTS:

Open to all students. This subject is designed for students with a general interest in health or as a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences.

Sport Science/Medicine,  
Teaching,  
Physical Fitness Instructors,  
Social Work,  
Psychologist,  
Recreation Worker,  
Physiotherapy.

CAREERS RELEVANT TO THIS COURSE



### ADDITIONAL INFORMATION: -

\$300 Sports Science excursion in Year 12 (Depending on numbers)

## CONTACT:

Ms Pearce  
Mr Field

PDHPE STAFFROOM



$$E = \frac{mv^2}{2}$$

# PHYSICS

SCIENCE

Board Developed Course

$$\Delta d = \frac{(2k+1)\lambda}{2}$$

## THIS COURSE AIMS TO:

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

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

### Year 12 -

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

## METHODS OF ASSESSMENT INCLUDE:

Assignments, fieldwork studies and reports, Depth Studies, practical tests and reports, research projects, examinations.

## EXCLUSIONS AND PREREQUISITES:

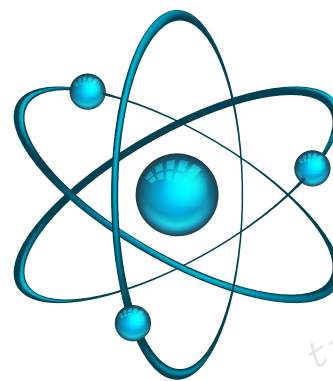
None

## TARGET STUDENTS:

Year 10 Science with grade A or B.

Year 10 Advanced or capable Intermediate mathematics.

Students should have sound literacy skills to answer extended response questions.



$$F = \frac{GMm}{R^2}$$

$$Q = \lambda m$$

$$\phi = \frac{P}{P_o \cdot 100\%}$$

$$t = \frac{t_1}{\sqrt{1 - \frac{v^2}{c^2}}}$$

$$\lambda = vT$$

$$v_2 = \frac{(v_1 + v)}{1 + v_1 v/c^2}$$

$$Z = \sqrt{(X_C - X_L)^2 + R^2}$$

Physicist;  
Engineer;  
Architect;  
Engineer;  
Technician;  
Medicine,  
Electrician,  
Plumber,  
Mechanic  
and many others.

CAREERS RELEVANT TO THIS COURSE

$$T = 2\pi \sqrt{LC}$$

$$F = mg$$

## RECOMMENDED REQUIREMENTS: -

Course contains significant practical and research component. Students should display sound ability in Science and Mathematics and strong work ethic.

An academically rigorous course recommended for those pursuing a career in medicine, engineering, etc. There is a significant mathematical component to the course – application, derivation and manipulation of equations, drawing and interpreting graphs etc.

**Companion subjects:** Chemistry, Advanced Mathematics and Investigating Science (for those students with significant science ability and interest) and with Engineering Studies.

$$E = \frac{kq}{R^2}$$

## CONTACT:

$$Ft = \Delta p$$

Mr Edmonds  
Ms Richardson  
Mr Jones

SCIENCE STAFFROOM



# SOCIETY AND CULTURE

HUMAN SOCIETY AND  
ITS ENVIRONMENT

Board Developed Course



## THIS COURSE AIMS TO:

Develop knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 -

The Social and Cultural World  
Personal and Social Identity  
Intercultural Communication

### Year 12 -

Core:

Social and Cultural Continuity and Change  
The Personal Interest Project

Depth Studies: (two to be chosen)

- \* Popular Culture
- \* Belief Systems
- \* Social Inclusion and Exclusion
- \* Social Conformity and Non-Conformity

Research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.

## METHODS OF ASSESSMENT COULD INCLUDE:

Oral; Application of methodological skills; Secondary research; Tests / exams, Personal Interest Project (HSC)

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

Students interested in people, their cultures and who are able to manage an independent research and learning pattern.

Applicable to a  
wide-range of careers  
Nursing  
Teaching;  
Business;  
Public relations.

CAREERS RELEVANT TO THIS COURSE



## CONTACT:

Mr Donald  
HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM

# SPANISH BEGINNERS

HUMAN SOCIETY AND  
ITS ENVIRONMENT

Board Developed Course

## THIS COURSE AIMS TO:

The aim of the Spanish Beginners Stage 6 Syllabus is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

## TOPICS IN THIS COURSE INCLUDE:

### Year 11 and 12

#### Objectives

- \* Interacting
- \* Understanding Texts
- \* Producing Texts
- \* Topics / Texts / Tasks
- \* Vocabulary / Dictionaries
- Grammar

#### Topics

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

## METHODS OF ASSESSMENT COULD INCLUDE:

Written Tests, Oral Examinations, Listening Tests, Formal Exams

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

All

CAREERS RELEVANT TO THIS COURSE

Education,  
Social Worker,  
Health Worker,  
Environmental Officer,  
Heritage Officer,  
cultural Liaison Officer,  
Foreign Affairs,  
International Sports,  
Tourism and Hospitality,  
Hotel Management



## CONTACT:

Mr Donald  
Mr Dun

HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM





# TEXTILES & DESIGN

## TECHNOLOGY AND APPLIED STUDIES

Board Developed Course

### THIS COURSE AIMS TO:

- \* develop student experience in the textiles area and apply this experience to the manufacture of clothing, apparel, furnishings, costumes and / or textile arts;
- \* analyse cultural and historical design to see how these influence the Australian textile/clothing industry;
- \* explore technologies used in the making of textile fabrics, clothing/apparel;
- \* develop consumer skills in the selection of textile apparel;
- \* identify career options in design, consumerism, manufacturing and retail sectors within the Australian textile/clothing industry;
- \* implement design skills.

### TOPICS IN THIS COURSE INCLUDE:

#### Design

- \* elements and principles of design, manufacturing techniques, fabric decoration, fashion designers and a cultural study in design

#### Properties and Performance of Textiles

- \* fibre classification, fibre properties, fabric structures, new textile technologies

#### Australian Textile, Clothing, Footwear and Allied Industries

- \* clothing/apparel industry and quality assurance, textiles in the market place and consumer awareness

#### Major Textiles Project

- \* students are required to produce a major textiles item as part of the HSC Course. This project is worth 50% of the student's final mark and will be **externally marked**.

### METHODS OF ASSESSMENT INCLUDE:

Practical work, design application, excursion reports, research assignments, video analysis, experimentation and examinations.

### EXCLUSIONS AND PREREQUISITES :

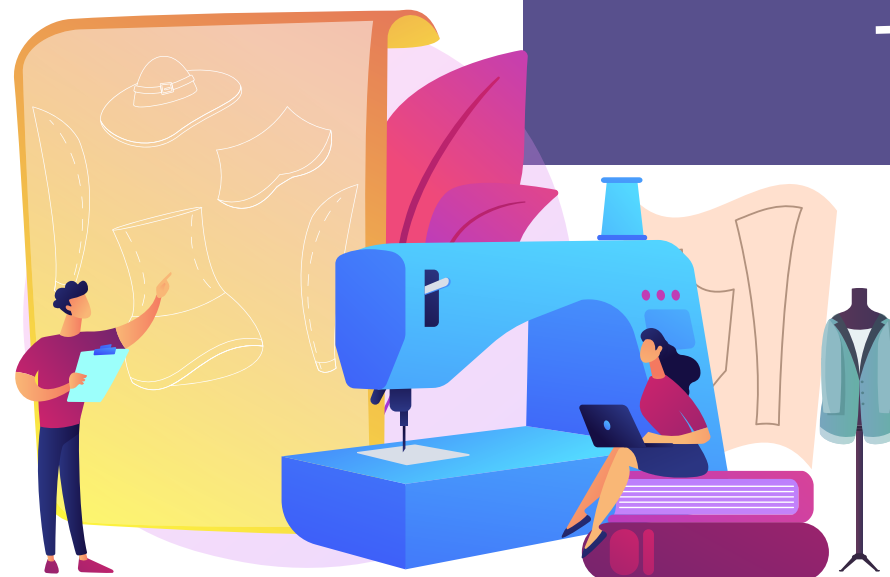
Students are not able to complete this course if also undertaking TVET Fashion Design and Technology

### TARGET STUDENTS:

All

### CAREERS RELEVANT TO THIS COURSE

Retail Fashion Buyers,  
Clothing and Apparel  
Industries,  
Textile Technologies,  
Fashion and Design Industries,  
Interior Design,  
Teaching,  
Media and Theatre.



### Additional Information:

The \$50.00 contribution fee covers paints, dyes, paper, ink, wax, threads, fabric samples, bobbin, labels and machine needles. Students have to supply their own pattern, fabric and notions for their projects.

## CONTACT:

Ms Mead  
Ms South

TECHNOLOGY AND APPLIED STUDIES STAFFROOM





# VISUAL ARTS

CREATIVE AND  
PERFORMING ARTS

Board Developed Course

## THIS COURSE AIMS TO:

Develop students' visual expression and communication; sensory awareness; potential to think and act creatively; positive self-concept; understanding and appreciation of visual traditions through the study of images and objects.

## TOPICS IN THIS COURSE INCLUDE:

### Making Art Works -

Art works in a variety of media will be made in the Year 11 course. In Year 12 one artwork or a collection of works made will be submitted for the HSC examination. This work should reflect the students' response to their environment, technical skills and ability to develop ideas. (50% of total HSC exam mark.)

### Studying Images -

50% of course time is spent studying art works from different periods and cultures with emphasis on modern Western art and Australian art. Ability to undertake in-depth research and develop essay writing skills are essential. (Written HSC exam will be worth 50% of total exam mark.)

## METHODS OF ASSESSMENT COULD INCLUDE:

Theory - Research projects, essays and case studies.

Practical - Student's Visual Arts Process Diary and art works.

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

Students interested in the creative visual communication of ideas and who wish to acquire the ability to develop self-initiated projects. It is advantageous to have studied Visual Art in Years 9 and 10.

CAREERS RELEVANT TO THIS COURSE

Advertising,  
Architecture,  
Crafts,  
Police Artist,  
Photography,  
Video and Film, Teaching,  
Art Therapy,  
Art Researcher,  
Fashion,  
Interior Design,  
Fine Arts,  
Gallery/Museum Work,  
Scientific Illustration,  
Theatre,  
Industry,  
Publishing.



## ADDITIONAL INFORMATION: -

\$50 course contribution also includes a visual arts diary.

## CONTACT:

Ms Carr  
Ms Heinrich

## 2.3

### BOARD DEVELOPED — SCHOOL DELIVERED VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

School delivered Vocational Education and Training course are available to undertake as part Year 11 and Year 12 studies.

Each course is a Category B Board Developed course.

Only one Category B course can be included in the calculation of the ATAR

For the course to be considered to be included in the calculation of the ATAR, students must ensure they complete mandatory work placement and sit the HSC final exam.

Our school offers the following school delivered VET courses:

**AHC20416**

Certificate II in Horticulture

**SIT20416**

Certificate II in Kitchen Operations

**BSB30120**

Certificate II in Business

“

' Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn. '

-Benjamin Franklin



**2023 PRIMARY INDUSTRIES COURSE DESCRIPTOR****AHC20416 Certificate II in Horticulture**

Public Schools NSW, Tamworth RTO 90162

This document 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 (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of AHC20416 Certificate II in Horticulture <https://training.gov.au/Training/Details/AHC20416>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. 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. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a horticulture environment. They should have a keen interest for plants, trees and shrubs and enjoy working in both indoor and outdoor environments.

**Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 7.1) Units of Competency**

<b>Core</b> AHCPM204 Recognise plants AHCPMG201 Treat weeds AHCPMG202 Treat plant pests, diseases and disorders AHCSOL203 Assist with soil or growing media sampling and testing AHCWHS201 Participate in work health and safety processes		<b>Not all electives will be on offer in every school.</b> <b>Electives:</b> AHCCHM201 Apply chemicals under supervision AHCMOM202 Operate tractors AHCMOM304 Operate machinery and equipment AHCNSY205 Pot up plants AHCNSY206 Care for nursery plants AHCNSY207 Undertake propagation activities AHCWRK201 Observe and report on weather AHCWRK204 Work effectively in the industry AHCWRK205 Participate in workplace communications AHCWRK209 Participate in environmentally sustainable work practices
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Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the horticulture industry involves using small and large pieces of farm equipment and machinery, lifting and carrying, working with plants and soil and understanding weather patterns and chemical use.

**Examples of occupations in the horticulture industry:**

- National Parks worker
- nursery worker
- crop production
- gardener
- 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 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, 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 trainer.

**Course Cost: Year 11- \$75 Year 12 - \$TBC**  
**Teacher : Mr Craig Hundle**

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

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>



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

**Course: Hospitality**

Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank(ATAR)

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <https://training.gov.au/Training/Details/SIT20416>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. 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. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a kitchen operations environment. They should be able to use a personal digital device including a personal computer or laptop.

**Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency**
**Core**

BSBWOR203	Work effectively with others
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices
SITXINV002	Maintain the quality of perishable items
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment

**Electives**

SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry
SITHCCC003	Prepare and present sandwiches
SITHCCC002	Prepare and present simple dishes
BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC006	Prepare appetisers and salads

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the hospitality industry involves	<ul style="list-style-type: none"> <li>teamwork</li> <li>using technologies</li> <li>creating documents</li> </ul>
<ul style="list-style-type: none"> <li>organising information and records in both paper and electronic forms</li> <li>customer (client) service</li> </ul>	

**Examples of occupations in the hospitality (kitchen operations) industry:**

- breakfast cook
- fast food cook
- take-away cook
- catering assistant
- sandwich hand
- function cook

**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 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 trainer.

Course Cost: Year 11: \$170 Year 12: \$120

Students are also required to purchase a Hospitality uniform to be able to participate in the class. The teacher is Mr Hardy and Ms Mead

**Refunds**

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

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>



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

Course: **Business Services**  
Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. 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 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### Recommended Entry Requirements

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

### Business Services Training Package (BSB 8.0) Units of Competency

Core		Electives	
BSBCRT311	Apply critical thinking skills in a team environment	BSBTEC202	Use digital technologies to communicate in the work environment
BSBPEF201	Support personal wellbeing in the workplace	BSBTEC303	Create electronic presentation
BSBSUS211	Participate in sustainable work practices	BSBOPS201	Work effectively in business environments
BSBTWK301	Use inclusive work practices	BSBINS302	Organise workplace information
BSBWHS311	Assist with maintaining workplace safety	BSBTEC301	Design and produce business documents
BSBXCM301	Engage in workplace communication	BSBTEC201	Use business software applications
		BSBPEF301	Organise personal work priorities

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

### Pathways to Industry - Skills gained in this course transfer to other occupations

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

### Examples of occupations in the business services industry:

- medical administration
- office administration
- information desk operator
- clerical worker
- receptionist
- records and information administration

### 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 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 unit of competency.

### Appeals and Complaints

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

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

Teacher of the course will be Mr Pobjoy

### Refunds

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

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>

## 2.4

### BOARD ENDORSED COURSES

Board Endorsed Courses have syllabuses endorsed or approved by the NSW Educational Standards Authority to cater for areas of special interest. Board Endorsed Courses can contribute towards the Higher School Certificate and are listed on the Record of Achievement. Board Endorsed Courses do not count towards calculation of the ATAR as there is no external exam and assessment is school based.

There are several Board Endorsed Courses delivered by campuses and many delivered by TAFE NSW (known as TVET) within Coffs Harbour.

The following courses are delivered at Coffs Harbour High School

PAGE	SUBJECT
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49	Computing Applications
50	Exploring Early Childhood
52	Marine Studies
53	Photography, Video and Digital Imaging
54	Sport, Lifestyle and Recreation
55	Visual Design
56	Work Studies







# COMPUTING APPLICATIONS

TECHNOLOGY AND  
APPLIED STUDIES

Board Endorsed

## THIS COURSE AIMS TO:

The aim of Computing Applications Stage 6 is to develop students' capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.

This course will support students in developing a commitment to and capacity for lifelong learning in a range of areas. This may lead to further post-school study. For other students it will provide foundation learning that will be built upon through other life experiences and through personal interest.

## TOPICS IN THIS COURSE INCLUDE:

1. Hardware and Software Skills
2. Graphics 1 & 2
3. Spread sheets 1 & 2
4. Desktop Publishing 1 & 2
5. Databases
6. Communications 1 & 2
7. Multimedia 1 & 2

## METHODS OF ASSESSMENT INCLUDE:

Module exams/assignments  
Examinations  
Core assignments/practicals  
Project work – individual and group

## EXCLUSIONS AND PREREQUISITES:

### TARGET STUDENTS:

All

Any career or lifestyle  
that will include the use  
of computers

CAREERS RELEVANT TO THIS COURSE



## CONTACT:

Mr Hardy

TECHNOLOGY AND APPLIED STUDIES STAFFROOM

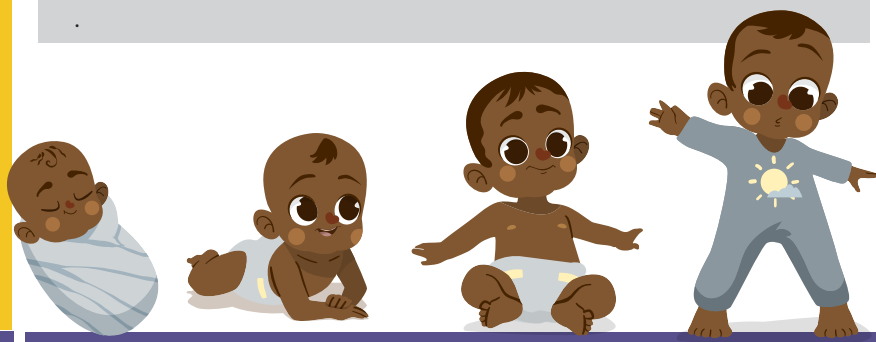
# EXPLORING EARLY CHILDHOOD

TECHNOLOGY AND  
APPLIED STUDIES

Board Endorsed

## THIS COURSE AIMS TO:

- \* Develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- \* Recognise the uniqueness of all children, including those who have special needs
- \* Become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- \* Identify the range of services developed and provided for young children and their families
- \* Consider the role of the family and community in the growth, development and learning of young children
- \* Reflect upon potential implications for themselves as adults, in relation to young children
- \* Understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- \* Become aware of the work opportunities available in the area of children's services



## METHODS OF ASSESSMENT INCLUDE:

Module exams/assignments/practicals 80%  
Examinations 20%



## EXCLUSIONS AND PREREQUISITES :

### TARGET STUDENTS:

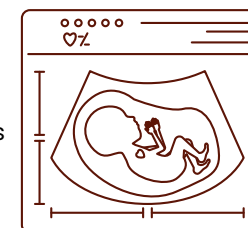
Students who are wishing to enter an area of Childhood Studies including Early Childhood Educators, support workers, Teacher's Aides who complete this course will be eligible to apply for a broad range of courses that relate to Exploring Early childhood

## TOPICS IN THIS COURSE INCLUDE:

1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children's Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children's Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

Suitable for careers in  
Counselling,  
Primary Teaching,  
Nursing/ Midwifery,  
Welfare,  
Childcare Assistant,  
Care Giver,  
Nanny and  
Au Pair.

CAREERS RELEVANT TO THIS COURSE



## CONTACT:

Ms South

TECHNOLOGY AND APPLIED STUDIES STAFFROOM

# MARINE STUDIES

SCIENCE

Board Endorsed



2

\$ 535+

NO

## THIS COURSE AIMS TO:

- \* Develop in students an interest and understanding in the areas of basic oceanography, marine biology, marine ecology, boating safety, snorkelling and SCUBA.
- \* Enhance students' vocational opportunities through the gaining of appropriate qualifications eg, First Aid Certificate, Boating License, SCUBA qualifications.
- \* This is a good course for students wishing to build up an impressive CV.

This course is also designed for those who may be seeking knowledge and skills in the marine industries, tourism or urban development areas of employment. It will also assist those more able students who wish to continue their studies at a tertiary level in Marine Sciences or Coastal Geomorphology and Management.

## TOPICS IN THIS COURSE INCLUDE:

1. The Marine Environment
2. Life in the Sea
3. Humans in Water
4. First Aid and Resuscitation
5. Skindiving and Diving Science
6. Boating and Seamanship
7. Marine Aquaria Management

## METHODS OF ASSESSMENT

INCLUDE: ASSIGNMENTS, FIELDWORK STUDIES AND REPORTS, MODEL MAKING, PRACTICAL TESTS AND REPORTS, RESEARCH PROJECTS, EXAMINATIONS.

## EXCLUSIONS AND PREREQUISITES :

- \* You need to be able to swim 200 metres within five minutes.
- \* You need to be free of asthma to do the SCUBA course.

## TARGET STUDENTS:

Students wishing to gain useful certificates eg, Scuba, First Aid, Boat Licence, Radio Operators Certificate, Coastal Navigation.



## Additional information:

The cost of this course can be quite substantial.

The **approximate cost is \$535.00** to receive the different qualifications. (covering Scuba, First Aid and Boat Licence).

A major excursion to Heron Island Research Station each year enables students to put their acquired skills into practice.

The cost of the **excursion** is about **\$1100**.

Students need to devote some hours outside of school time (including occasional weekends) to successfully complete the SCUBA course.

Police Force,  
Navy,  
Fisheries Dept., other  
vocations in the  
Maritime and Marine  
industries

CAREERS RELEVANT TO THIS COURSE

## CONTACT:

Mr Austin  
Ms Bailey  
SCIENCE STAFFROOM



# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

CREATIVE AND  
PERFORMING ARTS

Board Endorsed

## THIS COURSE AIMS TO:

To provide an interesting practical and theoretical Visual Arts course based around the mediums of Photography, Video and Digital Imaging.

Students will learn to take better photographs and appreciate Photography as an art form. They will undertake a series of genre based work units which include taking and editing still digital photographs or shooting and editing digital video as well as researching and writing about photographic works and photography.

Students will be learning to use the Apple Mac computers for storage and editing of digital files.

## TOPICS IN THIS COURSE INCLUDE:

- \* the camera and how it works;
- \* taking better digital photos;
- \* editing digital media (Photoshop);
- \* the language of film and video;
- \* pre-production and post-production in video.

## METHODS OF ASSESSMENT INCLUDE:

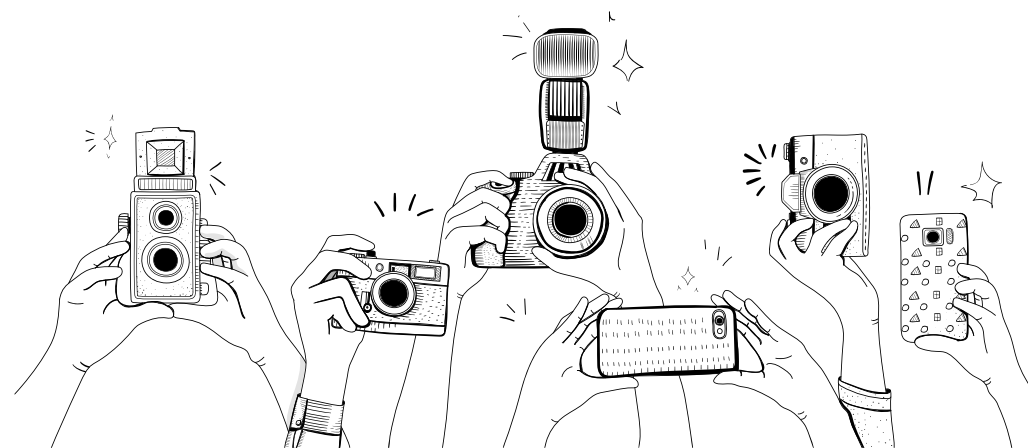
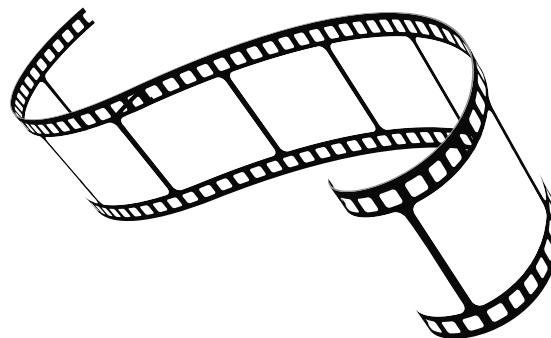
Tests and assignments	30%
Projects and portfolios	70%

## EXCLUSIONS AND PREREQUISITES:

None

## TARGET STUDENTS:

All students with an interest in photography and video production.



## Additional information:

It is advantageous to have access to a digital camera and digital video camera in good working to participate in this course.

Photographer,  
Advertising,  
commercial Artist,  
Artist,  
Journalist,  
Tourism,  
Instagram influencer

CAREERS RELEVANT TO THIS COURSE

## CONTACT:

Mr Butler  
CREATIVE AND PERFORMING ARTS STAFFROOM



# SPORT, LIFESTYLE AND RECREATION

PERSONAL DEVELOPMENT,  
HEALTH & PHYSICAL  
EDUCATION

Board Endorsed

## THIS COURSE AIMS TO:

- Through the study of SLR, students will develop -
- \* Knowledge and understanding of the factors that influence health and participation in physical activity.
  - \* Knowledge and understanding of the principles and processes impacting on the realisation of movement potential.
  - \* The ability to analyse and implement strategies that 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.

## TOPICS IN THIS COURSE INCLUDE:

- |                                     |  |
|-------------------------------------|--|
| 1. Aquatics                         | 8. Gymnastics                                |
| 2. Athletics                        | 9. Healthy Lifestyle                         |
| 3. Dance                            | 10. Individual Games and Sports Applications |
| 4. First Aid and Sports Injuries    | 11. Outdoor Recreation                       |
| 5. Fitness                          | 12. Resistance Training                      |
| 6. Games and Sports Applications I  | 13. Social Perspectives of games and Sports  |
| 7. Games and Sports Applications II | 14. Sports Administration                    |
|                                     | 15. Sports Coaching and Training             |

## METHODS OF ASSESSMENT INCLUDE:

Essays, research projects, examinations, reports and oral presentations, laboratory workshops, performance demonstrations and practical tests.

## EXCLUSIONS AND PREREQUISITES :

None

## TARGET STUDENTS:

Designed for students with a general interest in health or as a direct link with study and vocational pathways in the areas of sports science, physical education, human movement and fitness training. It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

CAREERS RELEVANT TO THIS COURSE |

Fitness Instructors,  
Personal Trainers,  
Child Care Workers,  
Vacation Care  
Co-ordinators,  
Hotel and Resort  
Staff



## CONTACT:

Mr Valentine  
PDHPE STAFFROOM





# VISUAL DESIGN

CREATIVE AND  
PERFORMING ARTS

Board Endorsed

## THIS COURSE AIMS TO:

Build on related studies in Visual Arts Years 7 to 10 such as Visual Arts, Visual Design, Drama, Design and Technology, Technical Drawing, Technics, Textiles and Design, and Computing Studies. This course provides for a more extensive and in-depth study in keeping with the central role of design applications in the community.

## TOPICS IN THIS COURSE MAY INCLUDE:

Graphic Design, Publications and Information Design, Illustration and Cartooning, Interactive and Multimedia, Wearable Design including Clothing, Textiles, Jewellery and Accessories, Packaging and Product Design, Ceramics, Furniture Design, Industrial, Interior/Exterior Design, and Stage, Set and Prop Design.

In Year 12 students will be able to choose the area of Design that they are interested in and produce a Major Project.

## METHODS OF ASSESSMENT INCLUDE:

Practical – Projects and Visual Design Process Diary – 70%  
Theory – Research Assignments, Presentations – 30%

## EXCLUSIONS AND PREREQUISITES:

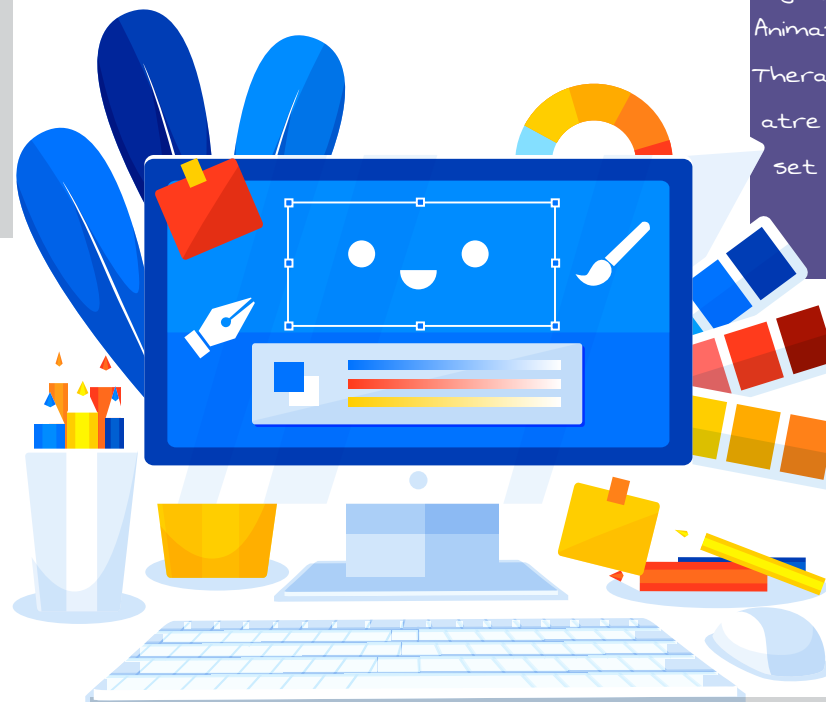
None

## TARGET STUDENTS:

All students with an interest in visual design

CAREERS RELEVANT TO THIS COURSE

Graphic Design, Fashion Design, Interior Design, Industrial Design, Fine Arts, Advertising, Architecture, Crafts, Photography, Video and Film, Animation, Teaching, Art Therapy, Fine Arts, Theatre Industry such as set and props Design, Publishing.



## Additional information:

Visual Design allows students doing Visual Arts, Textiles, Drama, and Design and Technology for their Higher School Certificate to enhance their study in these subjects.

Visual Design also allows for students who like working in areas of the Creative Arts but are not necessarily wanting to attain an ATAR.

## CONTACT:

Ms Heinrich

CREATIVE AND PERFORMING ARTS STAFFROOM





# WORK STUDIES

HUMAN SOCIETY AND  
ITS ENVIRONMENT

Board Endorsed

## THIS COURSE AIMS TO:

1. Provide practical experience in the work place.
2. Develop an understanding of the nature of work.
3. Develop the knowledge, skills, values and attitudes to facilitate the move from school to work.

## TOPICS IN THIS COURSE MAY INCLUDE:

Core:

1. Work and Change
2. Experiencing Work

Choice of Modules from:

1. Career Planning
2. Job Seeking and Interviews
3. Workplace Communication and Interpersonal Skills
4. Equity Issues and Work
5. Work and Lifestyle
6. Workplace Issues
7. Self-employment
8. Investigating and Enterprise
9. Social Issues and Work
10. Occupational Health and Safety
11. Work Project

## METHODS OF ASSESSMENT INCLUDE:

Knowledge and Understanding	40%
Skills	60%

## EXCLUSIONS AND PREREQUISITES :

None

## TARGET STUDENTS:

Students who wish to learn work skills and gain work placement during Years 11 and 12.

Retail

Customer Service

All forms of work

CAREERS RELEVANT TO THIS COURSE



## Additional information:

Work placement:

For Year 11 Work Placement occurs during Terms 2 and 3 only.

## CONTACT:

Mrs Bevand

HUMAN SOCIETY AND ITS ENVIRONMENT STAFFROOM

## 2.5

### SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS

School Based Apprenticeships/Traineeships combine:-

- o The Higher School Certificate;
- o Part time paid work;
- o Structured work based training delivered by a registered training organisation, for example TAFE NSW

#### HOW DO THEY WORK?

As part of the HSC school based apprentices and trainees will:

- o Complete a minimum of 100 days (180 days for Plumbing and Electrotechnology and 144 days for Construction) of paid work over two years. This can be done during school time, weekends and school holidays.
- o Undertake structured training either with school, TAFE NSW or other registered training organisation. This can be done during school hours or outside of school hours.
- o Complete the HSC.
- o Students may also commence in Year 10.

**A SCHOOL BASED APPRENTICESHIP/TRAINEESHIP IS OFFERED AS A HSC ELECTIVE COURSE**

*EXPERIENCE a very positive transition from school to working life*

*UNDERSTAND the world of work*

*GAIN skills and knowledge needed to progress into a worthwhile career*

*IMPROVE employment prospects whether with the same employer or another*

*INCREASE opportunities for further study*

#### WHAT ELSE DO I NEED TO KNOW?

- o The VET course will provide a minimum of 4 units credit towards the HSC and depending on the VET course chosen, it may be counted towards the ATAR.
- o Students can also receive additional 4 units HSC credit for the work component of the apprenticeship or traineeship.

#### WHAT DO I RECEIVE WHEN I FINISH?

- o School based trainees receive a nationally recognised VET qualification at Certificate II or Certificate III plus a certificate of proficiency.
- o School based apprentices receive a statement of attainment at completion of Year 12 and then continue their apprenticeship full-time. On completion they receive a VET qualification at Certificate III or IV plus a certificate of proficiency.



For more information go to  
<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

or

<http://www.coffsharbourhighcareers.com>

or talk to the Careers Adviser, Mrs Court on how to secure a School Based Apprenticeship or Traineeship.



## SPECIAL PROGRAMS FOR STUDENTS

### SCHOOL BASED TRAINEESHIP OR APPRENTICESHIP (SBAT)

Students receive paid employment as a trainee or apprentice while they are completing their HSC. They will study a Vocational Course either at school or at TAFE. Study at TAFE is usually in the full-time apprentice class one day per week. For additional information see the Careers Adviser, Ms Court.

### COURSES DELIVERED BY AN OUTSIDE ORGANISATION

These are Certificates II and III vocational courses delivered by a business or organisation (RTO)

### DISTANCE EDUCATION

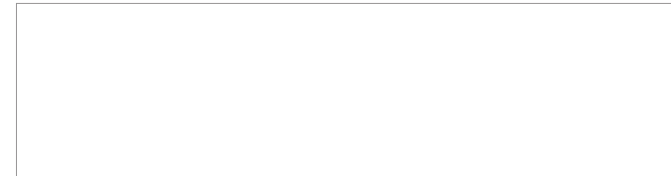
Offer a range of VET and traditional HSC courses by distance education. Some courses may require some block work. Distance courses can also include languages. Discuss your language courses with Ms Montgomery in the Library or Mrs Court in Careers.

### ONLINE COURSES

Like distance education, a range of courses are available. Includes Information Technology, Retail, Real Estate  
There are a range of online TAFE courses called TAFE Digital Launchpad that can be considered by going to <https://www.tafensw.edu.au/launchpad>

### PATHWAYS

This allows students to complete the HSC over an extended period by doing a reduced load each year for up to five years. Initial discussions regarding this option must be made with the deputy principal.



## 2.7

### TVET INFORMATION

#### TAFE (TVET) – GENERAL INFORMATION

In addition to completing Vocational Education and Training (VET) courses at school, students may also attend TAFE in Coffs Harbour or at the Coffs Harbour Education Campus. TAFE liaise with the school relating to student attendance and performance. However, it is the responsibility of the student to arrange transport, attend classes and complete course requirements.

#### TVET FAST TRACK

Fast Track courses are 4 unit courses available in conjunction with school and TAFE, which enable students to complete the Year 11 and Year 12 course in one year. This type of course is usually delivered one day per week and may involve Summer School. Fast Track is currently available in Automotive, Fitness, Makeup and Screen Media.

#### TVET – COURSE INFORMATION

Further details about TAFE courses (TVET) are available from the Careers Adviser. Students should collect a TAFE handbook to gain specific course information. A full list of courses and an additional TVET course booklet is available from the Careers Office.

#### PLEASE NOTE THE FOLLOWING CONSIDERATIONS WHEN CHOOSING FROM TVET COURSES:-

- Students must submit an Expression of Interest by 26th August 2022 to the Careers Adviser, Mrs Court, to be considered by TAFE for inclusion in any course. Applications after this date will not be considered.
- A full list of TVET courses can be obtained from the Careers Office at school.
- Expression of interest forms can be collected from the Careers Office.  
Submission of an Expression of Interest does not confirm entry to the chosen course. TAFE reviews all applications in Term 4 and decides if there is sufficient numbers to run each course. Students will be notified by the end of Term 4 if courses will be running.
- Should a selected TVET course not be running students will be required to choose an alternate course either at school or TVET.
- Transport to and from each TAFE venue is the responsibility of parents/carers to organise.
- Attendance is mandatory to all TAFE classes.  
Most courses run on a Wednesday at one of two venues: Coffs Harbour Education Campus and Coffs Harbour campus (Glenreagh Street).
- The time for most courses is either 9.30 am to 1.00 pm or 1.30 pm to 5.30 pm or all day  
Some courses run on other days eg, Tuesday/Friday, and these may be full day courses. Students are expected to catch up on missed work at school if they attend these courses. These courses are listed as IITVET3 in the selection process.
- Coffs Harbour High School cannot confirm the days and times of courses. This information will be provided by TAFE towards the end of 2022.
- On some occasions, courses may be online or held in short course format at other locations. It is the responsibility of students and parents to coordinate transport and other related costs.
- All enquiries should be directed to Mrs Dionne Court in the Careers Office.