



**BELMONT HIGH SCHOOL**

**STAGE 6**

**SUBJECT SELECTION**

**INFORMATION BOOKLET**

**2023-2024**

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## A Message to Parents, Caregivers and Year 10 Students

Welcome to senior studies at Belmont High School. This school has a proud reputation for fostering commitment and individual achievement and we hope that you will strive to maintain and enhance this reputation.

During Term 2 and 3, students in Year 10 will engage in a process to help them plan for their futures. They will be provided with information about career options and will discuss which Year 11 and 12 subjects would be most suitable for their intended career and for a range of alternative career choices.

The entry into Senior School (referred to as Stage 6) can be a challenging process. Students are expected to take responsibility for their own learning and approach their classwork, behaviour, presentation and commitment in a mature manner.

The subjects that students choose to study for their Stage 6 program need to be selected carefully. It is important that parents actively participate in this process. Wise, well-considered choices enhance future pathways.

In making decisions it may prove beneficial to consider:

- Subjects you previously have enjoyed
- Subjects in which you have experienced success
- Your current skills
- Subjects which will support your intended career or career direction.

Choose carefully and ask for advice if you need it. We want all students to have a fulfilling, successful and rewarding senior secondary education experience. This commences by making wise subject choices.

As in the junior school, we will try to satisfy the choices of as many students as possible, but the final courses offered will depend on the number choosing each course. Every effort is made to ensure the highest possible satisfaction rating to meet the needs of all students. Above all, this process is a collaborative one and I cannot encourage you more strongly to speak to your teachers, Year Adviser (Ms Feltham), Careers Adviser (Mrs Hilder), Deputy Principal (Mr Allenby) and your parents/carers in making these important decisions.

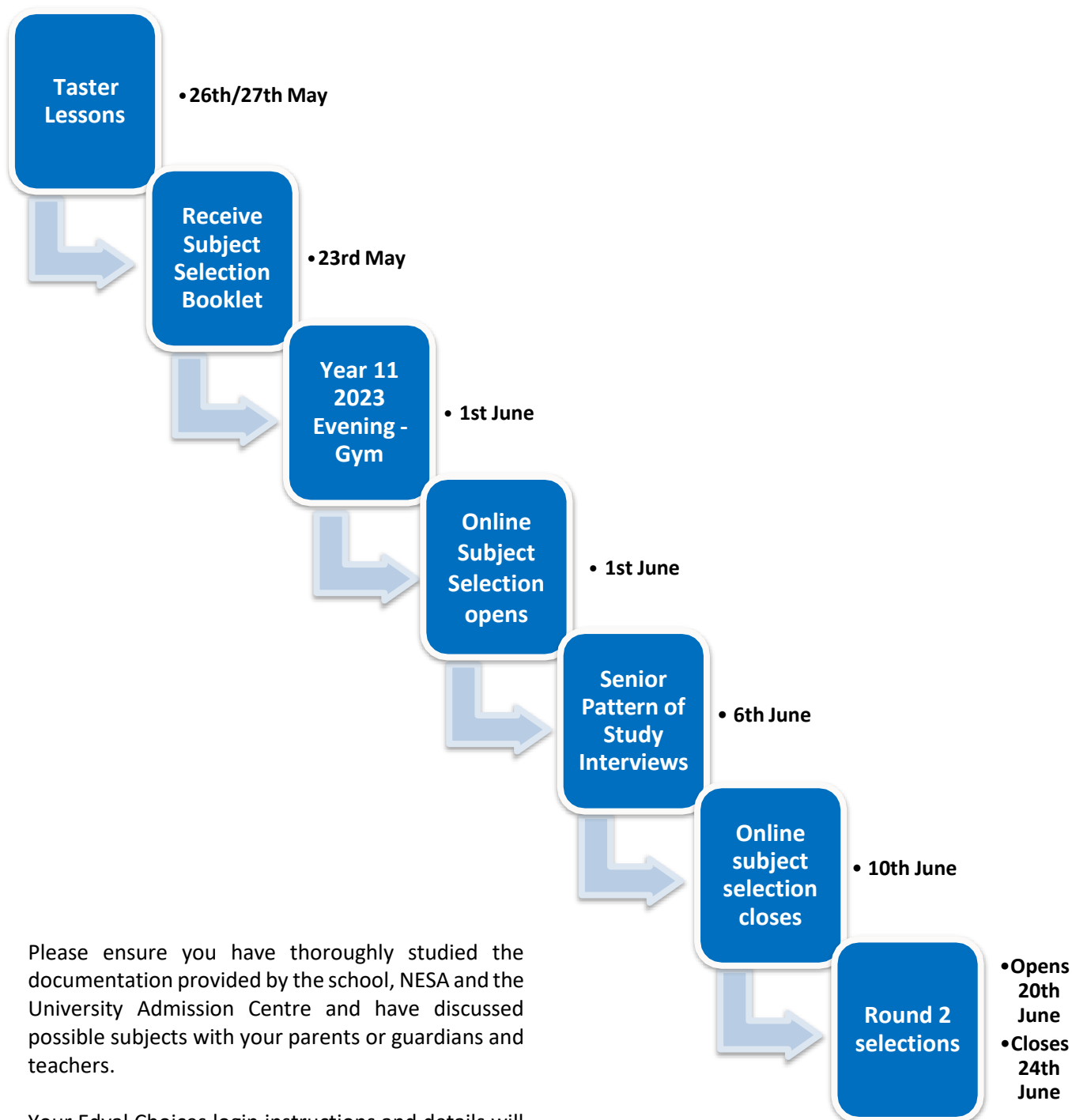
An Information Evening for parents and students will be held on **Wednesday 1<sup>st</sup> June**, 5:30pm- 7.00pm. On **Monday 6<sup>th</sup> June** subject selection interviews will take place with all students. Year 10 will only attend school for their scheduled interview time slot. A schedule has been provided with this booklet listing the time of your child's appointment and what they need to bring with them to the interview. Please do not hesitate to contact the school via phone or email if you have any questions and our Careers and Transition team will respond to your query.

Mr Michael Allenby  
Deputy Principal

*Disclaimer: The authors have attempted to make sure that the information in this booklet is correct and up to date; however, we do not guarantee the accuracy and currency of every item of information. Persons intending to rely on any information should check with course coordinators. The information is provided without any express or implied warranty. The authors do not guarantee that websites listed or links will always be available, and/or free of any defects, including viruses. All access and use is at the risk of the user who should take this into account when accessing the resources.*

*Information about programs, courses, units, and any arrangements for their delivery, including staffing, is an expression of intent only and is not to be taken as a firm offer or undertaking. Belmont High School reserves the right to limit enrolments in, discontinue, or vary programs, courses, units, or to change staffing or other arrangements at any time without notice.*

# The Year 11 Subject Selection Process



## WHY SUBJECT CHOICES ARE IMPORTANT

- The subjects you do at school can, and often will, determine the type of career you choose.
- Doing subjects that you like and that interest you make life at school enjoyable.
- You are more likely to do well at a subject if you enjoy it.

### How to decide...

Ask yourself the following questions:

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

***In most cases, the best subjects to take are the ones you like the most.  
If you select subjects you are interested in, you are more likely to do well.***

Use the following as a guide when choosing subjects:

- **ABILITY** Choose subjects you are good at
- **INTEREST** Choose subjects you enjoy
- **MOTIVATION** Choose subjects you really want to study

## THE HSC IN 2023 - 2024

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

- Courses are linked to further education and training.
- Extension courses (including undergraduate university courses) enable students to undertake more in- depth study in areas of special interest.
- Vocational Education and Training (VET) courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- For each course you will receive easy-to-understand reports, which contain much more information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

## HSC REQUIREMENTS

This is your introduction to the HSC and the many options now available. More information is contained in the following NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc>

### To qualify for the Higher School Certificate students must complete 22 units of study

You must satisfactorily complete:

- A Preliminary (Year 11) pattern of study that includes at least 12 units
- At least 10 units of study in the HSC

Both the Year 11 and the HSC patterns of study must include at least:

- 6 units from Board Developed Courses; which must include at least 2 units of a Board Developed Course in English
- 3 courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)
- 4 subjects

## REQUIREMENTS FOR THE AWARD OF THE HSC

### Year 11

The Preliminary course is studied in Year 11 until the end of Term 3. To satisfactorily complete the minimum 12 units of study, a student must:

- complete classwork, tests and homework to a level which meets the designated outcomes of the course
- complete the prescribed assessment tasks
- have a record of attendance in each subject that allow the outcomes of the course to be met

Content covered in all Year 11 courses is a prerequisite for HSC courses, but is not necessarily examined in the final HSC examination.

Class teachers may rule that a student has not met the course outcomes. In this case, a non-completion determination (N-Award) will be given.

### HSC Course

The HSC course commences in Term 4 of Year 11. School-based assessment tasks will contribute 50% of your HSC mark. The other 50% will come from the HSC examination.

## WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks.

**1 unit = 2 hours per week or 60 hours per year = 50 marks**

**2 units = 4 hours per week or 120 hours per year = 100 marks**

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

### **2 Unit Course**

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

### **Extension Courses**

Extension study is available in a number of subjects. Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit. Extension courses are available in English, Mathematics, History, Music, Science, some Languages and VET. Undergraduate university courses will be available in some subjects.

Additional English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year 11 Extension Course 1 in these subjects before proceeding to the HSC Extension Course 2. The Extension 2 courses require students to work beyond the standard of the Extension 1 Course. In this way the course demands increase from 2 units, to Extension 1 and on to Extension 2 (English and Mathematics only).

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only. Extension courses generally run outside normal period times (i.e. on scheduled periods off class or before or after school). This allows students to select 12 units of other courses on the regular timetable.

## ELIGIBILITY FOR THE HIGH SCHOOL CERTIFICATE

To be eligible for the award of the HSC, you need to comply with the following:

- ✓ be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE institute;
- ✓ study a permitted combination of courses;
- ✓ complete HSC: All My Own Work before you submit any work for Year 11 or HSC courses;
- ✓ complete the requirements for each course, including any necessary practical or project work;
- ✓ complete tasks designed by your school for the internal assessment program in each HSC course;
- ✓ sit for, and make a genuine attempt at, the required Higher School Certificate examinations;
- ✓ meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their Higher School Certificate. It sees students awarded a grade (A-E) at the completion of Stage 5 (Year 10) and the Preliminary course (Year 11). The RoSA lists all mandatory Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. It also shows courses commenced but not completed, any minimum standard literacy and numeracy test results (if sat), and the date of leaving school. Therefore, the RoSA provides a complete record of student participation and achievement from Year 10 until they leave school.

- ✓ Students may only progress to the Year 11 and then HSC (Year 12) if they successfully complete their RoSA (Year 10).
- ✓ Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.
- ✓ Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.
- ✓ All students will also have access to a record of their grades through Students Online.
- ✓ The RoSA offers the opportunity for students who are leaving school before the HSC to sit for literacy and numeracy tests which can provide further evidence to employers of abilities.
- ✓ The RoSA will also offer opportunities to record a student's extra-curricular activities and therefore further provide a more comprehensive profile of their achievements.

## HSC PATHWAYS

Most students complete their Year 11 and HSC studies over two years; however, NESA allows flexibility in the form of Pathways.

### Accumulation

You may accumulate the HSC over a period of up to five (5) years. This allows students to combine their studies with work experience, part-time employment, training, or other responsibilities. Students receive cumulative Records of Achievement for Year 11 and HSC courses attempted. In subjects that include extension courses, you may accumulate by completing the 2-unit course in one year and the extension course in a later year.

**NOTE:** Requirements listed previously must still be met by part-time students.

### Other Options

- You may repeat HSC courses, within the five-year accumulation period. In the calculation of an ATAR, the most recent mark in a course will be used.
- You may be granted credit for other studies (e.g. TAFE, overseas study).
- Acceleration is available to more able students to complete course content in a shorter time.
- HSC studies can be undertaken at the same time as a part-time traineeship.

## UNIVERSITY ENTRY – WHAT IS THE ATAR?

ATAR stands for Australian Tertiary Admission Rank. The ATAR is a measure of academic achievement in the HSC that assists institutions with ranking applicants for selection to tertiary education courses. The ATAR cut off is the minimum ATAR for entry to a particular degree at a specific university. This is the ATAR of the last person admitted to the degree.

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

- ✓ 8 units from Category A Courses
- ✓ 2 units of English
- ✓ 3 Board Developed Courses of 2 units or greater
- ✓ 4 subjects

If you are doing more than 10 units then your English result and the best eight units from the remaining units are used to calculate your ATAR. No more than two units of Category B Courses can be included in the calculation of an ATAR. Refer to the Courses table for Category B Courses.

If a student repeats a course, only the last satisfactory attempt is used in the calculation of the ATAR. For specific information on university entry requirements, visit the University Admissions Centre website <https://www.uac.edu.au/future-applicants/year-10-students>. This will assist you in making choices for HSC studies in preparation for university. You can also see Mrs Hilder in the Careers Office for more information.

Important things to know:

- ✓ The ATAR is calculated by the university sector and is released by the Universities Admission Centre (UAC).
- ✓ The Higher School Certificate (HSC) is awarded by the NSW Education Standards Authority (NESA)
- ✓ The HSC serves many purposes but the ATAR serves only one – to assist Universities in ranking school leaver applications from across Australia for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.
- ✓ The ranking of students depends solely on their performance in both school-based assessment and HSC examinations in Year 12 only.
- ✓ The ATAR is a rank. It is not a mark.

Students who do not wish to go to University will not need to select their subjects with an ATAR in mind but should still be careful not to limit their future options.

## ASSESSMENT AND REPORTING

- The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The Stronger HSC Standards have capped the maximum number of formal assessment tasks to three in Year 11 and four in Year 12. This is designed to help motivate and challenge students to achieve at their highest level and reduce excessive stress.
- School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination alone. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.
- School-based assessment tasks will contribute to 50% of your HSC mark. The other 50% will come from the HSC examination.
- For VET courses, you are assessed on your competency in performing work-related tasks. This assessment count towards your VET qualification but not towards a HSC mark.
- Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

## COURSE CATEGORIES

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

### 1. Board Developed Courses

#### Category A Courses

These courses are more academically rigorous and you need a minimum number of these if you wish to attain a HSC and attend university.

- ✓ Contribute to an ATAR (Australian Tertiary Admissions Rank);
- ✓ Must have at least 8 units of Category A subjects to qualify for an ATAR;
- ✓ Are examined externally at the end of the HSC course
- ✓ To satisfy pattern of study requirements for the award of the Higher School Certificate a student may count a maximum of 6 units of Science in Year 11 and 7 units of Science in Year 12.

#### Category B Courses

These courses are less academically demanding than Category A courses.

- ✓ Only 2 units of Category B courses will be calculated towards an ATAR.

### 2. Board Endorsed Courses

In Years 11 and 12 BHS offer a range of Board Endorsed Courses (non-ATAR) designed to support student interests; in particular, those students who may not wish to pursue tertiary studies or who may be looking for work.

These courses are usually more practical in nature and:

- ✓ Appear on your Record of School Achievement
- ✓ Count towards the HSC if combined with 6 units of Board Developed Courses
- ✓ Do not require HSC examination
- ✓ Do not contribute to an ATAR
- ✓ May be delivered by the school or TAFE.

### 3. Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the HSC. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. They are Board Developed Courses that allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation. The National Framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

These courses:

- ✓ Are Board Developed Courses
- ✓ Count towards the HSC
- ✓ Are two-unit courses that can be studied for two years
- ✓ Optional HSC examination (required if counting towards ATAR)
- ✓ Are Category B courses, meaning that only two units can contribute towards an ATAR

### 4. Special Education (Life Skills)

Students with special education needs can attain their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. Life Skills courses do not count towards the ATAR.

#### **COURSE NOTES**

- A number of subjects include a requirement for the development of **project work** for either internal or external assessment, for example, Visual Arts, Drama, Industrial Technology, Dance, Community and Family Studies, Society and Culture and English Extension 2. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one **History Extension** Course. It can be studied with either the Ancient History Course or the Modern History Course, but not both.
- **Science** - a maximum of six units in Year 11 and seven units in Year 12 of Board Developed Science courses can contribute to the HSC
- **Industrial Technology** – refer to the course information in this booklet for exclusions.
- **VET** - Students may not undertake the same or equivalent unit of competency/VET module in more than one VET course. Equivalence between units of competency will normally be stated within the relevant training packages.

#### **COURSE SELECTIONS**

If you are considering going to the University of Newcastle when you complete your HSC it is important to consider if there are any pre-requisites or assumed knowledge required to get into your preferred course/s. A list of courses with pre-requisites or assumed knowledge is provided on the following page.

## ASSUMED KNOWLEDGE – UNIVERSITY OF NEWCASTLE

<https://www.newcastle.edu.au/study/publications/domestic-undergraduate-information-for-year-10>

### What does Assumed Knowledge mean?

Assumed knowledge relates to things you should have studied before starting your degree. Classes will be taught on the assumption that you have a certain level of knowledge when you begin.

### What does Recommended Studies mean?

Recommended studies are directly related to a particular degree and it is strongly suggested that you have undertaken the listed subjects as the course will be taught on the basis that you understand these subjects.

Course	Assumed knowledge	Recommended studies
Bachelor of Commerce		Mathematics (Standard or Advanced)
Bachelor of Construction Management		English (Standard) or English (Advanced) Mathematics (Standard or Advanced)
Bachelor of Design		English (Standard) or English (Advanced) and History (Ancient or Modern) plus at least one of the following: Visual Arts, Design and Technology or Industrial Technology.
Bachelor of Business		Mathematics (Standard or Advanced)
Bachelor of Business Analytics		Business Studies and Mathematics (Standard or Advanced)
Bachelor of Innovation and Entrepreneurship		Mathematics (Standard or Advanced)
Bachelor of Communication	English (Standard) or English (Advanced)	
Bachelor of Music	Music 1 or AMEB (grade 6 to 8 pass)	
Bachelor of Visual Design		At least one of the following: Visual Arts, Design and Technology or Industrial Technology
Bachelor of Criminology		English (Standard) or English (Advanced) Mathematics (Standard or Advanced) - (for Psychology major)
Bachelor of Social Science		English (Standard) or English (Advanced) Mathematics (Standard or Advanced) - (for Psychology major)
Bachelor of Social Work		English (Standard) or English (Advanced), Society and Culture, Community and Family Studies or Languages.
Bachelor of Computer Systems Engineering	Mathematics and (Physics or Chemistry)	Mathematics (Ext 1)
Bachelor of Computer Science	Mathematics (Advanced) (Band 5 or above)	Mathematics (Ext 1)
Bachelor of Information Technology	English (Standard) or English (Advanced)	
Bachelor of Data Science	Mathematics (Advanced)	
Bachelor of Mathematics	Mathematics	Mathematics (Ext 1)
Bachelor of Education (Early Childhood, Primary or Secondary)	English (Standard) or English (Advanced) and Mathematics	

Bachelor of Engineering Aerospace, Chemical, Civil, Electrical, Environmental, Mechanical, Mechatronics, Medical, Mining, Renewable Energy and Software.	Mathematics and Physics or Chemistry	Mathematics (Ext 1)
Bachelor of Surveying	Mathematics and Physics or Chemistry	Mathematics (Ext 1)
Bachelor of Biomedical Science		Mathematics (Standard or Advanced) and Chemistry and at least one of the following Physics or Biology.
Bachelor of Exercise Sport and Science	Biology, Chemistry, Mathematics or Physics (at least two of these subjects)	Personal Development, Health and Physical Education.
Bachelor of Nutrition and Dietetics		Chemistry
Bachelor of Medical Radiation Science - Diagnostics Radiology, Nuclear Medicine, Radiation Therapy.	English (Standard) or English (Advanced) and Mathematics or Physics	
Bachelor of Midwifery Bachelor of Nursing	English, Mathematics and Biology or Chemistry.	
Bachelor of Occupational Therapy		Biology and Mathematics (Standard or Advanced)
Bachelor of Oral Health		Chemistry or Biology
Bachelor of Pharmacy	Extension Mathematics or Mathematics, English (Advanced), Chemistry and Biology.	
Bachelor of Physiotherapy	Chemistry, English Advanced, Physics or Biology.	
Bachelor of Podiatry	Chemistry and Mathematics (Standard or Advanced)	
Bachelor of Psychological Science	Mathematics	Biology
Bachelor of Speech Pathology		Biology, Chemistry, Mathematics (Standard or Advanced) and English (Advanced)
Bachelor of Biotechnology	Mathematics (Standard or Advanced)	Physics
Bachelor of Climate Science and Adaptation	Mathematics (Standard)	At least one of Biology, Chemistry, Physics, or Earth and Environmental Science.
Bachelor of Coastal and Marine Science	Mathematics (Standard)	At least one of Biology, Chemistry, Physics, or Earth and Environmental Science.
Bachelor of Environmental Science and Management	Mathematics (Standard), and at least one of Biology, Chemistry, Physics, or Earth and Environmental Science.	
Bachelor of Food Science and Human Nutrition		Chemistry, Biology and Mathematics (standard)
Bachelor of Science	Mathematics (Standard)	At least one of Biology, Chemistry, Physics, or Earth and Environmental Science.
Bachelor of Arts		English (Standard) or English (Advanced) Mathematics (Standard or Advanced) - (for Psychology major)

ENGLISH	CREATIVE and PERFORMING ARTS	HSIE/LOTE	MATHEMATICS	PDHPE	SCIENCE	TAS
CATEGORY A COURSES						
English Studies 2 Units		Aboriginal Studies 2 Units	Standard Mathematics 2 Units	PD/Health/PE 2 Units	Biology 2 Units	Community and Family Studies 2 Units
English Standard 2 Units	Drama 2 Units	Ancient History 2 Units	Advanced Mathematics 2 Units		Chemistry 2 Units	Food Technology 2 Units
English Advanced 2 Units	Music 1 2 Units	Business Studies 2 Units	Mathematics Extension 1 1 Unit (Yr11)		Earth and Environmental Science 2 Units	Industrial Technology 2 Units
English Extension 1 1 Unit	Visual Arts 2 Units	Geography 2 Units	Mathematics Extension 2 1 Unit (Yr12)		Investigating Science 2 Units	Textiles and Design 2 Units
English Extension2 1 Unit (Yr12)		Legal Studies 2 Units			Physics 2 Units	
		Modern History 2 Units				
		Society and Culture 2 Units				
		Studies of Religion 2 units				
		History Extension 1 Unit (Yr12)				
		Japanese Continuers 2 Units				
CATEGORY B COURSES						
		Retail (VET) 2 Units				Hospitality (VET) 2 Units
						Construction (VET) 2 Units

# ENGLISH COURSES OFFERED AT BHS

**NOTE: ALL STUDENTS MUST SELECT 2 UNITS OF ENGLISH**

Course: ENGLISH ADVANCED			
2 units for each of Year 11 and HSC			Board Developed Course
<b>Course Description</b> 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.			
<b>Year 11 Course Content</b> Common Module: Reading to Write (40 hours) Module A: Narratives that Shape our World (40 hours) Module B: Critical Study of Literature (40 hours)			
<b>HSC Course Content</b> 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 – studied concurrently with the Common Module and Modules A and B)			
<b>Particular Course Requirements</b> Across Stage 6 the selection of texts will give students experience of: <ul style="list-style-type: none"><li>a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li><li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li><li>texts with a wide range of cultural, social and gender perspectives</li><li>integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li></ul>			
<b>Assessment: HSC Course External Assessment</b>	<b>Weighting</b>	<b>Assessment: HSC Course Internal Assessment</b>	<b>Weighting</b>
Common Module	100%	Knowledge and understanding of course content	50%
Paper 1: Texts and Human Experiences		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
Paper 2: Modules			
<b>The Year 12 formal school-based assessment program for English Advanced reflects the following requirements:</b> <ul style="list-style-type: none"><li>a maximum of four assessment tasks</li><li>the minimum weighting for an individual formal task is 10%</li><li>the maximum weighting for an individual formal task is 40%</li><li>one task may be a formal written examination with a maximum weighting of 30%</li><li>one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%</li><li>one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li><li>assessment of the Common Module must integrate student selected related material</li></ul>			

Course: ENGLISH STANDARD			
2 units for each of Year 11 and HSC			Board Developed Course
<b>Course Description</b> 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.			
<b>Year 11 Course Content</b> Common Module: Reading to Write (40 hours) Module A: Contemporary Possibilities (40 hours) Module B: Close Study of Literature (40 hours)			
<b>HSC Course Content</b> 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 – studied concurrently with the Common Module and Modules A and B)			
<b>Particular Course Requirements</b> Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"><li>a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li><li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li><li>texts with a wide range of cultural, social and gender perspectives</li><li>integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li></ul>			
<b>Assessment: HSC Course External Assessment</b>	<b>Weighting</b>	<b>Assessment: HSC Course Internal Assessment</b>	<b>Weighting</b>
Common Module	100%	Knowledge and understanding of course content	50%
Paper 1: Texts and Human Experiences		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
Paper 2: Modules			
<b>The Year 12 formal school-based assessment program for English Standard reflects the following requirements:</b> <ul style="list-style-type: none"><li>a maximum of four assessment tasks</li><li>the minimum weighting for an individual formal task is 10%</li><li>the maximum weighting for an individual formal task is 40%</li><li>one task may be a formal written examination with a maximum weighting of 30%</li><li>one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%</li><li>one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li><li>assessment of the Common Module must integrate student selected related material</li></ul>			

Course: ENGLISH EXTENSION 1			
1 unit for each of Year 11 and HSC		Board Developed Course	
<b>Course Description</b> 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 across 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.			
<b>Year 11 Course Content</b> Module: Texts, Culture and Value (40 hours) Related Research Project (20 hours)			
<b>HSC Course Content</b> Common Module: Literary Worlds with ONE elective option (60 hours)			
<b>Particular Course Requirements</b> Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"><li>texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li><li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li><li>a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts</li><li>integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li></ul>			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
One paper	100%	Knowledge and understanding of complex texts and of how and why they are valued	50%
		Skills in complex analysis, sustained composition and independent investigation	50%
<b>The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:</b> <ul style="list-style-type: none"><li>three assessment tasks</li><li>the minimum weighting for an individual task is 20%</li><li>the maximum weighting for an individual task is 40%</li><li>one task may be a formal written examination with a maximum weighting of 30%</li><li>one task must be a creative response with a maximum weighting of 40%</li><li>at least one task must integrate student selected related material</li></ul>			

**Course: ENGLISH EXTENSION 2****1 unit for HSC only****Board Developed Course****Course Description**

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

**HSC Course Content**

The Composition  
Process Major Work  
Reflection Statement  
The Major Work Journal (60 hours)

**Particular Course Requirements**

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

<b>Assessment: HSC Course External Assessment</b>	<b>Weighting</b>	<b>Assessment: HSC Course Internal Assessment</b>	<b>Weighting</b>
Major Work	100%	Skills in extensive independent research	50%
		Skills in sustained composition	50%

**The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements:**

Please note: Assessment will be based on the process of composing the Major Work. As part of that process, there will be three assessment tasks:

- a Viva Voce with a weighting of 30%
- a Literature Review with a weighting of 40%
- a Critique of the Creative Process with a weighting of 30%

Course: ENGLISH STUDIES			
2 units for each of Year 11 and HSC Developed Course			Board
<b>Course Description</b> 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.			
<b>Year 11 Course Content</b> Mandatory module – Achieving through English: English in Education, Work and Community (30-40 hours) An additional 2 – 4 modules (20-30 hours each)  <b>HSC Course Content</b> Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2 – 4 modules (20-45 hours each)			
<b>Particular Course Requirements</b> Across Stage 6 the selection of texts will give students experiences of the following as appropriate: <ul style="list-style-type: none"><li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li><li>• Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li><li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li><li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li></ul>			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
One paper  Please note – English Studies external examination is <b>OPTIONAL</b> , and if completed, <b>will</b> contribute to the awarding of an ATAR	100%	Knowledge and understanding of course content  Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50%  50%
<b>The Year 12 formal school-based assessment program for English Studies reflects the following requirements:</b> <ul style="list-style-type: none"><li>• a maximum of four assessment tasks</li><li>• the minimum weighting for an individual task is 10%</li><li>• the maximum weighting for an individual task is 40%</li><li>• one task may be a formal written examination with a maximum weighting of 20%</li><li>• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</li><li>• assessment of the Common Module must integrate teacher or student selected related material</li></ul>			

# Which English course should I select?

## English Advanced 2 unit

- ✓ Is aimed at the top 10% of students in the state
- ✓ Is an ideal preparation for university, with a strong focus on extended writing
- ✓ Has a stronger focus on literature across novels, plays, film and poetry, including a compulsory study of Shakespeare
- ✓ Is required for students who wish to complete Extension 1 or Extension 2

## English Standard 2 unit

- ✓ Is completed by well over half the state, and is the most common choice of course for students – it is a blend of modern texts (films, novels, plays, poetry) with important skills such as reading and writing
- ✓ Is good preparation for university, TAFE, college, or the workplace

## English Studies 2 unit

- ✓ Is ideal for students who require more practical English skills
- ✓ Is the preferred course for students entering the workforce or vocational training
- ✓ Does not qualify student for an ATAR unless the Optional HSC examination is entered and completed.

## Additional courses:

### English Extension 1 - 1 unit

- ✓ Is ideal for those students wishing to complete tertiary studies in literature or the humanities
- ✓ Is ideal for those students with a passion for the subject and for literature in all its forms
- ✓ Requires extensive critical reading and independent investigation.

### English Extension 2 - 1 unit

- ✓ Ideal for students who wish to compose their own substantial text (major work)
- ✓ Ideal for students with a passion for literature and particular form and genre
- ✓ Requires intensive critiques of other works and an extensive literature review.

# CAPA COURSES OFFERED AT BHS

## Course: DRAMA

**Drama** - 2 Units for Year 11 and 12  
As per other category 4 subjects

**Exclusions:** There are no prerequisites. Students may choose to study Drama as a subject in Year 11 and 12 even if they did not study Drama in Year 10.

### Course Description

**Drama** engages students in practice and theory as students' study, design and produce theatre. The student includes improvisation and play building to create original drama and interpretation of a range of scripted texts. Students engage in the production process including acting, set, costume, sound, lighting and multimedia.

In the Year 11 course students learn the skills of Improvisation, Playbuilding and Acting.

Students learn how to use the voice and body, in conjunction with the mind and the imagination, to transform themselves as actor into a fictitious character. In characterisation, whether created by the actor, or interpreted from a script, students learn how to use dramatic elements, analysis of motivations, reactions and relationships, and the ability to sustain a character in performance situations.

The HSC content area comprises of two core topic areas:

Australian Drama and Theatre. (Traditional or Contemporary Theatre Practices.)

Studies in Drama and Theatre. (Based on student interest, topics can include: The Voice of Women in Theatre, Approaches to Acting, Multi-discipline Theatre, Verbatim, Black Comedy, significant Plays of the 20<sup>th</sup> Century and Japanese Traditional and Contemporary Theatre).

In these topic areas, students **experientially** study 4 plays (i.e. undergo performance games and exercises for understanding and skill development). This study involves workshopping scenes and considering elements such as style and conventions.

**The Individual Project** is worth 30%. Students work independently on the completion of their Individual Project over the duration of the course, under the guidance and mentorship of their Drama teacher. Individual Projects may be chosen from the following areas: Critical Analysis (Director's Folio or Theatre Criticism), Design (Costume or set Design, or Promotions and Program), Performance, Scriptwriting, or Video Drama.

**The Group Performance** is worth 30%. In the HSC Course, the Group Performance takes place in Term 2 of the HSC exam year. Students are given the time to work collaboratively, in groups of between 3-6 members, on the devising of an original piece of theatre that is 8-12 minutes long. The Group Performance must be inspired by a chosen topic from a published list.

### Particular Course Requirements

Senior Drama is a course designed for students who enjoy drama and theatre as an art form. Students should be confident performers willing to learn and grow in their acting skills. Drama is also a very collaborative and communal course which allows students to develop the skills often associated with group work including: planning, negotiation, conflict resolution and effective communication.

Course: <b>MUSIC 1</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Music 2
<b>Course Description</b> In the Year 11 and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
<b>Main Topics Covered</b> Students study <b>three</b> topics in each year of the course (can study more in Year 11 course).  <b>Topics are chosen from the following areas:</b> An instrument and its repertoire, Australian music, Baroque music, Jazz, Medieval music, Methods of notating music, Music and religion, Music and the related arts, Music for large ensembles, Music for radio, film, television and multimedia, Music for small ensembles, Music in education, Music of a culture (Year 11 course) Music of a culture (HSC course), Music of the 18th century, Music of the 19th century, Music of the 20th and 21st centuries, Popular music, Renaissance music, Rock music, Technology and its influence on music, Theatre music.  <b>Year 11 Course</b> Students will study at least THREE topics from the list above.  <b>HSC Course</b> Students will study at least THREE topics from the list above. The topics must be: <i>either</i> THREE topics which are different from those studied in the Year 11 course <i>or</i> TWO topics which are different from those studied in the Year 11 course and ONE topic from the Year 11 course which shows greater depth of understanding, explores new repertoire and includes a comparative study.	
<b>Particular Course Requirements HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the <b>three</b> topics studied in the course.  Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.  This course has a practical based focus and students DO NOT need to have studied Music in Years 9 and 10. The Music 1 course is based on choice – students choose their area of musical interest and show-off their strengths.	

**Course: VISUAL ARTS**

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

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

**Course Description**

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

The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

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

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the art world
- the different ways visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

**HSC Course** learning opportunities focus on:

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

**Particular Course Requirements Year 11 Course:**

- Artworks in at least two expressive forms and use of a Visual Art process diary
- A broad investigation of ideas in art making, art criticism and art history.

**HSC Course:**

- Development of a body of work and use of a Visual Art Process Diary. A minimum of five Case Studies (4–10 hours each)
- Deeper and more complex investigations in art making, art criticism and history.

# HSIE COURSES OFFERED AT BHS

## Course: ABORIGINAL STUDIES

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Nil

### Course Description

The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and a historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Main Topics Covered

#### Year 11 Course

- **Part I: Aboriginality and the Land (20%)**
  - Aboriginal peoples' relationship to Country
  - Dispossession and dislocation of Aboriginal peoples from Country
  - Impact of British colonisation on Country
- **Part II: Heritage and Identity (30%)**
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study (25%)**
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study (25%)**  
Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

#### HSC Course

- **Part I – Social Justice and Human Rights Issues (50%)**
  - A Global Perspective (20%)**  
Global understanding of human rights and social justice
  - AND**
  - B Comparative Study (30%)**  
A comparative case study of an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic (20%)**
  - A Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
  - OR**
  - B Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project (30%)**  
Choice of project topic based on student interest.

### Particular Course Requirements

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

<b>Course: ANCIENT HISTORY</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p><b>The Year 11</b> course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p><b>The Year 12</b> course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>	
<p><b>Main Topics</b></p> <p><b>Year 11 Course</b> The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>▪ <b>Investigating Ancient History</b> <ul style="list-style-type: none"> <li>▪ Students undertake at least one option from The Nature of Ancient History, and at least two case studies</li> </ul> </li> <li>▪ <b>Features of Ancient Societies</b> <ul style="list-style-type: none"> <li>▪ Students study at least two ancient societies</li> </ul> </li> <li>▪ <b>Historical Investigation</b></li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p><b>Year 12 course</b> The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>▪ <b>Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum</li> <li>▪ <b>One ‘Ancient Societies’ topic</b></li> <li>▪ <b>One ‘Personalities in their Times’ topic</b></li> <li>▪ <b>One ‘Historical Periods’ topic</b></li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Year 11 course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.</p>	

<b>Course: BUSINESS STUDIES</b>	
2 units for each of Year 11 and HSC Board Developed Course	
<p><b>Course Description</b></p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p><b>Year 11 Course</b></p> <p><b>Nature of business</b> – the role and nature of business</p> <p><b>Business management</b> – the nature and responsibilities of management</p> <p><b>Business planning</b> – establishing and planning a small to medium enterprise</p> <p><b>HSC Course</b></p> <p><b>Operations</b> – strategies for effective operations management</p> <p><b>Marketing</b>– development and implementation of successful marketing strategies</p> <p><b>Finance</b> – financial information in the planning and management of business</p> <p><b>Human resources</b>– human resource management and business performance</p>	

<b>Course: GEOGRAPHY</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.</p>	
<p><b>Year 11 Course</b></p> <p><b>Biophysical Interactions</b> – how biophysical processes contribute to sustainable management.</p> <p><b>Global Challenges</b> – geographical study of issues at a global scale.</p> <p><b>Senior Geography Project</b> – a geographical study of student's own choosing.</p> <p><b>HSC Course</b></p> <p><b>Ecosystems at Risk</b> – the functioning of ecosystems, their management and protection.</p> <p><b>Urban Places</b> – study of cities and urban dynamics.</p> <p><b>People and Economic Activity</b> – geographic study of economic activity in a local and global context.</p> <p><b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p><b>Particular Course Requirements</b></p> <p>Students complete a Senior Geography Project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.</p>	

<b>Course:      LEGAL STUDIES</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law - making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>● <b>Part I – The Legal System</b>- understanding of the nature and functions of law through the examination of the law-making processes and institutions.</li> <li>● <b>Part II – The Individual and the Law</b>- investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.</li> <li>● <b>Part III – The Law in Practice</b> unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and Part II.</b></li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● <b>Core Part I: Crime</b>- students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.</li> <li>● <b>Core Part II: Human Rights</b>-students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice</li> <li>● <b>Part III: Two options</b> (50% of course time)</li> </ul> <p><b>Two</b> options are chosen from:</p> <ul style="list-style-type: none"> <li>● Consumers</li> <li>● Global environment and protection</li> <li>● Family</li> <li>● Indigenous peoples</li> <li>● Shelter Workplace</li> <li>● World order.</li> </ul> <p>Each topic's <b>themes and challenges</b> should be integrated into the study of the topic.</p>	
<p><b>Particular Course Requirements</b></p> <p>No special requirements</p>	

<b>Course: MODERN HISTORY</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history.</p> <p>The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the 20<sup>th</sup> Century, ONE personality and ONE international study in peace and conflict.</p>	
<p><b>Main Topics Covered Year 11 Course</b></p> <p><b>Part 1: Investigating Modern History</b> -The Nature of Modern History at least TWO Case Studies should be undertaken (see below).</p> <p><b>Part II: Historical Investigation</b>-The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group.</p> <p><b>Part III: The Shaping of the Modern World</b></p> <p><b>HSC Course</b></p> <p><b>Part I: Core Study:</b> Power and Authority in the Modern World 1919-1946</p> <p><b>Part II: ONE National Study</b></p> <p><b>Part III: ONE Peace and Conflict</b> topic</p> <p><b>Part IV: ONE Change in the Modern World</b></p>	
<p><b>Particular Course Requirements</b></p> <p>In the Year 11 course:</p> <p><b>One Case Study</b> must be from Europe, North America or Australia. <b>One Case Study</b> must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</p> <p>The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.</p>	

**Course: SOCIETY AND CULTURE**

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

**Exclusions:** Nil

**Course Description**

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

**Year 11 Course**

**The Social and Cultural World** – the interactions between aspects of society and cultures

**Personal and Social Identity** – socialisation and the development of personal and social identity in a variety of social and cultural settings.

**Intercultural Communication** – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them.

**HSC Course****Core**

**Social and Cultural Continuity and Change** – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study

**The Personal Interest Project** – an individual research project.

**Depth Studies**

Two to be chosen from:

**Popular Culture** – the interconnection between popular culture, society and the individual

**Belief Systems and Ideologies** – the relationship of belief systems and ideologies to culture and identity

**Social Inclusion and Exclusion** – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures

**Social Conformity and Nonconformity** – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours

**Particular Course Requirements**

Completion of Personal Interest Project

**Course: STUDIES OF RELIGION II**

2 units for each of Preliminary and HSC Board  
Developed Course

**Exclusions:** Nil

**Course Description**

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

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

**Nature of Religion and Beliefs:** The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

**Three Religious Traditions Depth Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

**Religions of Ancient Origin:** The response to the human search for ultimate meaning in TWO religions of ancient origin from:

- Aztec or Inca or Mayan
- Celtic
- Nordic
- Shinto
- Taoism
- an Indigenous religion from outside Australia

**Religion in Australia pre-1945:** The arrival, establishment and development of religious traditions in Australia prior to 1945.

**HSC Course**

**Religion and Belief Systems in Australia post-1945:** Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

**Three Religious Traditions Depth Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism

- Significant people and ideas
- A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

**Religion and peace**

- The distinctive response of religious traditions to the issue of peace

**Religion and Non-Religion**

- The human search for meaning through new religious expression, Non-religious worldviews and the difference between religious and Non-religious world views.

**Particular Course Requirements**

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

**Course: JAPANESE CONTINUERS**

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Eligibility: Strict eligibility rules apply to Japanese Continuers courses where a Japanese in Context and/or a Japanese and Literature course exists. Refer to Languages courses eligibility rules.

**Course Description**

This course provides opportunities for students to develop their skills and knowledge of Japanese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

**Main Topics Covered**

The Year 11 and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- The Japanese-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

**Year 11 Course**

Modern Languages

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

**HSC Course**

Modern Languages

Students gain insight into the culture and language of Japanese speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

**Particular Course Requirements**

Nil

# MATHEMATICS COURSES OFFERED AT BHS

Course: MATHEMATICS ADVANCED	
2 units for each of Year 11 and Year 12 Board Developed Course	<b>Exclusions:</b> Standard Mathematics
<p><b>Prerequisites:</b> The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all sub strands of Stage 5.1 and Stage 5.2, and the sub strands; Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis of Stage 5.3</p>	
<p><b>Course Description</b></p> <p>The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>All students studying the Mathematics Advanced course will sit for a HSC examination. The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>• provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning</li> <li>• provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role</li> <li>• provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</li> </ul>	
<p><b>Main Topics Covered Year 11:</b></p> <p>Topic: Functions</p> <ul style="list-style-type: none"> <li>• Working with Functions</li> </ul> <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> <li>• Trigonometry and Measure of Angles</li> <li>• Trigonometric Functions and Identities</li> </ul> <p>Topic: Calculus</p> <ul style="list-style-type: none"> <li>• Introduction to Differentiation</li> </ul> <p>Topic: Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> <li>• Logarithms and Exponentials</li> </ul> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>• Probability and Discrete Probability Distributions</li> </ul>	<p><b>HSC Course Year 12:</b></p> <p>Topic: Functions</p> <ul style="list-style-type: none"> <li>• Graphing Techniques</li> </ul> <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> <li>• Trigonometric Functions and Graphs</li> </ul> <p>Topic: Calculus</p> <ul style="list-style-type: none"> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> </ul> <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> <li>• Modelling Financial Situations</li> </ul> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>• Descriptive Statistics and Bivariate Data Analysis</li> <li>• Random Variables</li> </ul>

**Course: MATHEMATICS STANDARD 2**

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

**Prerequisites:**

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub strands of Stage 5.1 and with the following sub strands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability. Consequently, content in the NSW *Mathematics K–10 Syllabus* up to and including this level is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness

**Exclusions:**

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

**Course Description**

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.

Students of Mathematics Standard study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

The Mathematics Standard courses are focused on providing students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

**Mathematics Standard 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.

All students studying Mathematics Standard 2 will sit for a HSC examination.

**Year 11 Course**

- Algebra
- Financial Mathematics
- Measurement
- Statistical Analysis

**HSC Course**

- Algebra
- Financial Mathematics
- Measurement
- Networks
- Statistical Analysis

<b>Course: MATHEMATICS EXTENSION 1</b>	
1 unit in each of Year 11 ( <i>Year 11 Mathematics Extension</i> ) and Year 12 Board Developed Course	<b>Exclusions:</b> Standard Mathematics
<p><b>Prerequisites:</b> The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i>. In particular, the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub strands: Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.</p>	
<p><b>Course Description:</b></p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for a HSC examination.</p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop thorough knowledge, understanding and skills in working mathematically</li> <li>• and in communicating concisely and precisely</li> <li>• provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively</li> <li>• provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality</li> <li>• provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level</li> <li>• provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.</li> </ul>	
<p><b>Main Topics Covered</b></p> <p><b>Year 11:</b></p> <p>Topic: Functions</p> <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul> <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul> <p>Topic: Calculus</p> <ul style="list-style-type: none"> <li>• Rates of Change</li> </ul> <p>Topic: Combinatorics</p> <ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul>	<p><b>Year 12:</b></p> <p>Topic: Proof</p> <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul> <p>Topic: Vectors</p> <ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul> <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul> <p>Topic: Calculus</p> <ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>• The Binomial Distribution</li> </ul>

**Course: MATHEMATICS EXTENSION 2**

1 unit in Year 12

**Exclusions:** Standard Mathematics**Prerequisites:**

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

**Course Description:**

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

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

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

The study of Mathematics Extension 2 in Stage 6:

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

**Studied in Year 12 only:**

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

## PDHPE COURSES OFFERED AT BHS

<b>Course: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to complete options in areas such as first aid and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p> <p>NOTE: This course is an academic subject and is predominantly theory based. It is recommended for students wanting a career in health, sport science or education e.g. nursing, physiotherapy, teaching, exercise and sport science, personal training.</p> <p>Students wanting a practical based course are recommended to select the Board Endorsed Course – Sport, Lifestyle and Recreation.</p>	
<p><b>Year 11 Course Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b> Students study <b>two</b> of the following options</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>	<p><b>HSC Course Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b> Students study <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>
<p><b>Particular Course Requirements HSC course</b></p> <p>In addition to core studies, students study <b>two</b> options in each of the Year 11 and HSC courses.</p>	
<b>Course Fee: nil</b>	

# SCIENCE COURSES OFFERED AT BHS

**Course: BIOLOGY**

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

## Course Description

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.

## Year 11 Course Structure and Requirements

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		<b>Module 1</b> Cells as the Basis of Life	120	*15 hours in Modules 1-4
		<b>Module 2</b> Organisation of Living Things		
		<b>Module 3</b> Biological Diversity		
		<b>Module 4</b> Ecosystem Dynamics		

\*15 Hours must be allocated to depth studies within 120 indicative course hours

## Year 12 Course Structure and Requirements

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		<b>Module 5</b> Heredity	120	*15 hours in Modules 5-8
		<b>Module 6</b> Genetic Change		
		<b>Module 7</b> Infectious Disease		
		<b>Module 8</b> Non-Infectious Disease and Disorders		

\*15 Hours must be allocated to depth studies within 120 indicative course hours

Course: CHEMISTRY				
2 units for each of Year 11 and HSC Board Developed Course				
<b>Course Description</b> 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.				
Year 11 Course Structure and Requirements				
Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 1 Properties and Structure of Matter	120	*15 hours in Modules 1-4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry		
		Module 4 Drivers of Reactions		
*15 Hours must be allocated to depth studies within 120 indicative course hours				
Year 12 Course Structure and Requirements				
Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		Module 5 Equilibrium and Acid Reactions	120	*15 hours in Modules 5-8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry		
		Module 8 Applying Chemical Ideas		
*15 Hours must be allocated to depth studies within 120 indicative course hours				

**Course: EARTH AND ENVIRONMENTAL SCIENCE**

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

**Course Description**

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.

**Year 11 Course Structure and Requirements**

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		<b>Module 1</b> Earth's Resources	120	*15 hours in Modules 1-4
		<b>Module 2</b> Plate Tectonics		
		<b>Module 3</b> Energy Transformations		
		<b>Module 4</b> Human Impacts		

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

**Year 12 Course Structure and Requirements**

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		<b>Module 5</b> Earth's Processes	120	*15 hours in Modules 5-8
		<b>Module 6</b> Hazards		
		<b>Module 7</b> Climate Science		
		<b>Module 8</b> Resource Management		

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

**Course: INVESTIGATING SCIENCE**

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

**Course Description**

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.

**Year 11 Course Structure and Requirements**

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		<b>Module 1</b> Cause and Effect – Observing	120	*30 hours in Modules 1-4
		<b>Module 2</b> Cause and Effect – Inferences and Generalisations		
		<b>Module 3</b> Scientific Models		
		<b>Module 4</b> Theories and Laws		

\*30 hours must be allocated to depth studies within the 120 indicative course hours.

**Year 12 Course Structure and Requirements**

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		<b>Module 5</b> Scientific Investigations	120	*30 hours in Modules 5-8
		<b>Module 6</b> Technologies		
		<b>Module 7</b> Fact or Fallacy?		
		<b>Module 8</b> Science and Society		

\*30 hours must be allocated to depth studies within the 120 indicative course hours.

**Course: PHYSICS**

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

**Course Description**

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.

**Year 11 Course Structure and Requirements**

Year 11 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		<b>Module 1</b> Kinematics	120	*15 hours in Modules 1-4
		<b>Module 2</b> Dynamics		
		<b>Module 3</b> Waves and Thermodynamics		
		<b>Module 4</b> Electricity and Magnetism		

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

**Year 12 Course Structure and Requirements**

Year 12 Course (120 hours)	Working Scientifically Skills	Modules	Indicative Hours	Depth Studies
		<b>Module 5</b> Advanced Mechanics	120	*15 hours in Modules 5-8
		<b>Module 6</b> Electromagnetism		
		<b>Module 7</b> The Nature of Light		
		<b>Module 8</b> From the Universe to the Atom		

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

# TECHNOLOGICAL AND APPLIED STUDIES COURSES OFFERED AT BHS

## Course: COMMUNITY AND FAMILY STUDIES

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

**Exclusions:** Nil

### Course Description

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

### Main Topics Covered:

#### Resource Management

Basic concepts of the resource management process (approximately 20% of course time).

- **Individuals and Groups**

The individual's roles, relationships and tasks within groups (approximately 40% of course time).

- **Families and Communities**

Family structures and functions and the interaction between family and community (approximately 40% of course time).

#### HSC Course

- **Research Methodology**

Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).

- **Groups in Context**

The characteristics and needs of specific community groups (approximately 25% of course time).

- **Parenting and Caring**

Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

#### HSC Option Modules

Select **one** of the following (approximately 25% of course time):

- **Family and Societal Interactions**

Government and community structures that support and protect family members throughout their lifespan.

- **Social Impact of Technology**

The impact of evolving technologies on individuals and lifestyle.

- **Individuals and Work**

Contemporary issues confronting individuals as they manage roles within both their family and work environments.

### Particular Course Requirements

Students are required to complete an **Independent Research Project** as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

**Subject Contribution:** Nil

<b>Course: ENGINEERING STUDIES</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b> Both Year 11 and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study Engineering by investigating a range of applications and fields of engineering.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b> Students undertake the study of 4 compulsory modules:</p> <ul style="list-style-type: none"> <li>• Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each in each of the following categories: engineering fundamentals, engineering products and braking systems.</li> <li>• One focus module relating to the field of Biomedical Engineering</li> </ul> <p><b>HSC Course</b> Students undertake the study of 4 compulsory modules:</p> <ul style="list-style-type: none"> <li>• Two application modules relating to the fields of Civil structures and Personal and public transport</li> <li>• Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p><b>Engineering Report</b></p> <p><b>Year 11 Course</b> Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.</p> <p><b>HSC Course</b> Students are required to produce <b>one</b> engineering report from either of the two engineering application modules, and <b>one</b> from either of the two engineering focus modules.</p> <p>One engineering report from the Year 11 course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.</p> <p><b>Subject Contribution:</b> Nil</p>	

<b>Course: FOOD TECHNOLOGY</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2-unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the <i>learn to</i> section of each strand.</p> <p><b>Subject Contribution:</b> Nil</p>	

<b>Course: INDUSTRIAL TECHNOLOGY-Timber Products and Furniture Technologies</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<p><b>Course Description</b></p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Area is Timber Products and Furniture Technologies.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Year 11 Course</b></p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)</li> <li>• Production – display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul> <p><b>HSC Course</b></p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>– Design, Management and Communication</li> <li>– Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 Course.</p> <p><b>Subject Contribution: \$50</b></p>	

<b>Course: TEXTILES AND DESIGN</b>	
2 units for each of Year 11 and HSC Board Developed Course	<b>Exclusions:</b> Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016
<b>Course Description</b> <p>The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<b>Topics Covered Year 11 Course</b> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul> <b>HSC Course</b> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%).</li> </ul>	
<b>Particular Course Requirements</b> <p>In the Year 11 course students will undertake two Year 11 textile projects. Year 11 Project One is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project Two is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p> <p><b>Subject Contribution: \$40</b></p>	

**VOCATIONAL  
EDUCATION  
and  
TRAINING  
(VET)  
COURSES**

### FREQUENTLY ASKED QUESTIONS

#### **What does VET mean?**

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 Higher School Certificate (HSC) courses for students, which allow the student to gain a HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

#### **What is the difference between VET courses and other HSC courses?**

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is *competency based*. In some VET courses work placement is compulsory

#### **What is reported on the HSC?**

All VET courses are recorded on the HSC. As well, a HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competency are reported to the NSW Education Standards Authority (NESA).

#### **What are competencies?**

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

#### **Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?**

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

#### **What is the Australian Quality Framework (AQF)?**

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

#### **What are Australian Qualification Framework (AQF) qualifications?**

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

#### **What are Industry Curriculum Frameworks?**

NESA has packaged VET courses from National training packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course.

ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

**What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?**

A VET BEC may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study; however, a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

**What are Specialisation Courses?**

Specialisation Courses are 1-unit or 2-unit extensions added to the 240-hour (2-unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

**Why is work placement compulsory in some VET courses?**

Industry says workplace learning greatly enhances classroom training. Work placement in a 240- hour course is 70 hours (usually done as two one-week blocks, one week during the Year 11 course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

**Who delivers VET to students?**

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

**What is RPL?**

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

**What is Credit Transfer?**

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

**How do employability skills relate to VET courses?**

How do foundation and employability skills relate to VET courses? Foundation and employability skills feature in all units of competency; they are defined as *skills required not only to gain employment but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.*



Education

## 2023 CONSTRUCTION COURSE DESCRIPTOR

### CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

#### 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: **Construction**

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 with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways, (Release 6) <https://training.gov.au/Training/Details/CPC20220> and the requirements for the Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20120> as outlined in the TAS.

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 construction environment. They should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.**

#### Construction, Plumbing and Services Training Package (CPC 6.6) Units of Competency

##### Core Units

[CPCCWHS2001](#)

Apply WHS requirements, policies and procedures in the Construction Industry

[CPCCOM1012](#)

Work effectively and sustainably in the Construction Industry

[CPCCOM1013](#)

Plan and organise work

[CPCCVE1011](#)

Undertake a basic construction project

[CPCCOM1015](#)

Carry out measurement and calculations

##### Elective Units

[CPCCOM2001](#)

Read and interpret plans and specifications

[CPCCCA2002](#)

Use carpentry tools and equipment

[CPCCCA2011](#)

Handle carpentry materials

[CPCCCM2006](#)

Apply basic levelling procedures

[CPCCCM2005](#)

Use construction tools and equipment

[CPCCWHS1001](#)

Prepare to work safely in the construction industry

#### Option 2

CPCCWF2002 Use wall and floor tiling equipment

CPCCCM2013 Undertake basic installation of wall tiles

#### White Card

CPCCWHS1001 - Prepare to work safely in the construction industry.

**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.

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

▪ This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

• This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

#### Examples of occupations in the construction industry:

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites:

Carpentry

Joinery

Builder's labourer

Bricklaying

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

#### Competency-Based Assessment

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

Preliminary - \$50

HSC - \$40

White Card - \$105

#### Refunds

Refund Arrangements on a pro-rata basis.

Please refer to your school refund policy

**Solid leather shoes must be worn in practical room.**

A school-based traineeship is available in this course, CPC20220 Certificate II in Construction Pathways, 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>

2023 Course Descriptor Construction Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022

*Disclaimer: If you require accessible documents, please contact your VET coordinator for support*



## 2023 HOSPITALITY COURSE DESCRIPTOR

### SIT20316 Certificate II in Hospitality

#### 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: 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 SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

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 hospitality 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
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITHIND002	Source and use information on the Hospitality Industry
SITXCCS003	Interact with customers
SITHIND003	Use hospitality skills effectively

**Electives**

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

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

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

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

- café attendant
- catering assistant
- food and beverage attendant

**Mandatory HSC Course Requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Hospitality 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: Preliminary - \$85 HSC - \$80****Black half apron is included in course costs****Uniform needed to purchase: Hospitality Polo shirt, black dress pants****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>

2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW, Tamworth RTO 90162

V1.2 Updated March 2022

*Disclaimer: If you require accessible documents, please contact your VET coordinator for support*



## 2023 RETAIL SERVICES COURSE DESCRIPTOR

## SIR30216 Certificate III in Retail

## 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: **Retail 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 SIR30216 Certificate III in Retail (Release 4) <https://training.gov.au/training/details/sir30216>**

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 retail environment. They should be able to use a personal digital device including a personal computer or laptop.**

## Retail Services Training Package (SIR 7.0) Units of Competency

## Core

SIRXCEG001 Engage the customer  
SIRXWHS002 Contribute to workplace health and safety  
SIRXRSK001 Identify and respond to security risks  
SIRXSLS001 Sell to the retail customer  
SIRXIND001 Work effectively in a service environment  
SIRXCOM002 Work effectively in a team  
SIRXCEG002 Assist with customer difficulties  
SIRXCEG003 Build customer relationships and loyalty

**Refer to the TAS for the qualification packaging rules.**

## Electives

SIRXMER001 Produce visual merchandise displays  
SIRXPDK001 Advise on products and services  
SIRRINV001 Receive and handle retail stock  
SIRRINV002 Control stock  
SIRXIND002 Organise and maintain the store environment  
SIRXSLS002 Follow point-of-sale procedures

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 retail services industry involves

- engaging the customer
- maintaining daily store operations

- delivering on organisational expectations
- having a sound knowledge of product and service offerings.

## Examples of occupations in the retail services industry:

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- quick service restaurant assistant

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

## Competency-Based Assessment

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

## Appeals and Complaints

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

## 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>

2023 Course Descriptor SIR30216 Certificate III in Retail  
March 2022

Public Schools NSW, Tamworth RTO 90162

V1.2 Updated

*Disclaimer: If you require accessible documents, please contact your VET coordinator for support*

# **CONTENT ENDORSED COURSES**

## BOARD/CONTENT ENDORSED COURSES ON OFFER AT BHS

### Curriculum catering for all students

CREATIVE AND PERFORMING ARTS	HSIE	PDHPE	TAS	MATHS
Photography, Video and Digital Imaging (PVDI) 2 Units	Work Studies 2 Units	Sport, Lifestyle and Recreation (SLR) 2 Units	Exploring Early Childhood 2 Units	Numeracy 2 Units
			Visual Design Timber	

#### **Exclusions**

- Photography - Projects developed for assessment on one subject are not to be used either in full or in part for assessment in any other subject.
- SLR - Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules

### SNAPSHOT

#### Difference between Board Developed and Content Endorsed Courses

Board Developed Course (BDC)	Content Endorsed Course (CEC)
<ul style="list-style-type: none"> <li>✓ HSC exam</li> <li>✓ counts towards HSC</li> <li>✓ may count towards the ATAR</li> <li>✓ includes some VET courses</li> <li>✓ includes Life Skills courses</li> </ul>	<ul style="list-style-type: none"> <li>✓ no HSC exam – school-based assessment used</li> <li>✓ counts towards HSC</li> <li>✓ cannot contribute to the ATAR</li> <li>✓ includes some VET courses</li> </ul>

**Course: EXPLORING EARLY CHILDHOOD**

Content Endorsed Course

UNITS: No

HSC EXAM: No

ATAR Subject: No

Exclusions: NIL

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students 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 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.

**Main Topics Covered**

Core Modules:

Part A: Pregnancy and Childbirth

Part B: Child Growth and Development

Part C: Promoting Positive Behaviour

**Elective Modules:**

- Learning experiences for young children
- Play and the developing child
- Starting school
- Gender and young children
- Children and change
- Children of Aboriginal and Torres Strait Island communities
- Historical and cultural contexts of childhood
- The Children's Services Industry
- Young children and media
- Young children and the law
- Children's literature
- Food and nutrition
- Child Health and Safety
- Young children with special needs

**Subject Contribution: \$10**

<b>Course: NUMERACY CONTENT ENDORSED COURSE (CEC)</b>	
2-unit course that allows delivery as a 120-hour course for Year 11 only, or as a 240-hour course across Years 11 and 12	<b>Exclusions:</b> Mathematics Standard, Mathematics Advanced, Mathematics Extension 1 or 2
<b>Prerequisites:</b> The course is designed to support students who have not yet met minimum standards in Numeracy.	
<b>Course Description</b> Developing numeracy skills means knowing how to use mathematics in everyday life and for problem-solving beyond the classroom. These skills help to overcome challenges, recognise opportunities and be successful in the workplace and in life.  We know that for a range of reasons, some students are disengaged from mathematics. They may not feel confident or see how these skills may apply to life outside the classroom. This course offers students the opportunity to develop the numeracy and mathematics skills required for everyday life after school.  The Numeracy Content Endorsed Course (CEC) is a new course focused on the development and consolidation of core numeracy skills including; budgeting, earning and spending money, Using probability in everyday situations, interpreting statistics in the media, understanding plans and maps. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.  The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA, the Numeracy course will be listed with their other Stage 6 courses. There is no HSC examination for the Numeracy course. Assessment in this course is school-based.  The Numeracy CEC can be studied as a stand-alone course or in conjunction with the Mathematics Standard Course where the student would benefit from additional learning opportunities to strengthen their numeracy development.  There are no direct fees for this course.	

**Course: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING (PVDI)**

Content Endorsed Course

UNITS: No

HSC EXAM: No

ATAR Subject: No

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

**Course Description**

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

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

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

**Main Topics Covered**

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

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

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

**Particular Course Requirements**

Students are required to keep a Visual Art process diary throughout the course.

**Course: SPORT, LIFESTYLE AND RECREATION STUDIES**

Board Endorsed Course

UNITS: No

HSC EXAM: No

ATAR Subject: No

**Exclusions:**

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

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

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

Through the course students will develop:

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

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

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

**Course: VISUAL DESIGN - TIMBER**

Board Endorsed Course

UNITS: No

HSC EXAM: No

ATAR Subject: No

**Exclusions:** Industrial Technology**Course Description**

Students will be provided with opportunities to explore the links between design and production of a product. The course is designed to enable students to gain independence in their representation of ideas of design and to understand how product design invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of projects in design.

This course focuses on:

- Creating projects
- Hands on practical Work, Health and Safety
- The modules are based around:
  - Furniture Projects
  - Industrial Projects
  - Packaging Projects

Most of the course time is practical work. Examples of practical work include: chairs, tables, throne, podium, ottoman, mirror frame, candlestick, pedestal.

**Subject Contribution:** \$60

<b>Course: WORK STUDIES</b>	
Board Endorsed Course	UNITS: No
HSC EXAM: No	ATAR Subject: No
<b>Exclusions:</b> Nil	
<p><b>Course Description</b></p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course in Work Studies will support students:</p> <ul style="list-style-type: none"> <li>• to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities</li> <li>• to develop an understanding of the changing nature of work organisation and the implications for individuals and society</li> <li>• to undertake an extended work placement to allow for the development of specific job-related skills</li> <li>• to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas</li> <li>• to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul>	
<p>The course has two core studies, and elective course modules.</p> <p><b>Core 1</b> – Work and change</p> <p><b>Core 2</b> – Experiencing work</p> <p><b>Modules</b></p> <p>There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.</p>	