



Merewether High School

Year 10 Curriculum Handbook

2022

Merewether High School

Curriculum Handbook

Year 10 2022

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Introduction

This prospectus provides information relevant to students continuing to Year 10 at Merewether High School in 2022.

The principles which underpin our curriculum framework are that:

- students need to take responsibility for their own learning
- students have the opportunity to elect courses of study according to their interests and abilities
- students have a right to experience success throughout schooling
- student learning is enhanced with regular constructive/formative feedback
- students learn best when they are in a partnership with their parents/caregivers and teachers
- students are provided with the opportunity to develop independent and cooperative learning skills
- students enjoy learning
- students have the opportunity to commence the study of an HSC course in Year 10.

The Year 10 curriculum enables students to:

- choose their course of study according to their interests and abilities
- know the course outcomes and assessment criteria of their courses
- gain regular feedback on their progress through a formal report each semester
- work independently and/or cooperatively to achieve the set outcomes
- access the HSC experience in a course of study as an “accelerated early commencement student”

All courses that are ‘accelerated’ or ‘early commencement’ are listed in this booklet with an outline of content and course requirements. Parents and students are advised to carefully read and discuss all the information provided.

After this booklet is distributed, students should also take the opportunity to discuss choices individually with their Teachers, Head Teachers and Year Advisers.

Students will be emailed to their school email address, a web link and personalised code to enter their subject choices online. (A sample of the online student input form is included at the end of this booklet). **Once submitted, students will be required to print a copy of their completed selection form, have it signed by a parent or carer and return this copy to the white box outside the Head Teacher Admin office by Friday 6 August 2021.**

Some students may not be able to obtain their original choice of accelerated / early commencement courses because the courses they have chosen have insufficient student interest and therefore these courses have to be removed from the courses available.

It cannot be assumed that all courses listed in this handbook will run in the year 2022.

Should you have any questions about the information in this booklet, you are welcome to contact the school.

Rochelle Dooley
Principal

Assessment and Reporting Procedures

Academic progress reports will be issued at the end of each semester.

These reports will detail:

- 1) the different areas of learning for each course studied
- 2) the overall level of achievement for each course studied - this is reported in line with state standards for the course
- 3) a summative and formative teacher comment
- 4) high, low and average marks for the cohort (all students studying the course at Merewether High School)
- 5) the individual student's mark for the course
- 6) specific ratings on social development criteria, and
- 7) specific ratings for criteria related to commitment to learning.

Dates for parent-teacher interviews will be advertised by email to parents.

Students will also receive at the commencement of the course, a copy of the assessment schedule for each course studied.

These schedules outline:

- the areas of learning
- the specific tasks that will be reported on
- the nature of assessment tasks for the course and
- the approximate dates for the completion of each assessment task - these dates will be confirmed by the faculty concerned when each task is formally notified.

Course Fees

The courses listed incur a consumable charge. If the charge is not paid or **other** arrangements not made by the end of Term 1 in 2022, the student may be withdrawn from the course and required to select an elective course without a charge, or alternatively undertake study of the course using basic materials only. Fees are listed with each course outline.

Course Fees		Accelerated Early Commencement Courses continued	
Careers Education	\$10	Drama	\$40
English	\$10	Earth and Environmental Science	\$20
Mathematics	\$20	Engineering Studies (Equipment and resources)	\$90
Science	\$20	Engineering Studies (Text books)	\$77
Geography	\$10	Information Processes and Technology	\$10
History	\$10	Legal Studies	\$10
PDHPE	\$10	Music 1	\$40
Welfare	\$10	PDHPE	\$10
Accelerated Early Commencement Courses		VET – Hospitality – Certificate II	\$150
Aboriginal Studies	\$20	VET – Kitchen Operations – Certificate II	\$150
Biology	\$20	Visual Arts	\$70
Business Studies	\$10		

Curriculum

Introduction

Every student enrolled in Stage 5 at Merewether High School will undertake a program of study as indicated below:

Course/Subject	Year 10
	Periods / fortnight
English	8
Mathematics	8
Science	8
Geography	4
History	4
PDHPE	5
200 hour Elective	6
Accelerated/Early Commencement Course	8
Sport	4
Careers	1
Totals	56

Accelerated/Early Commencement Course

Students will have the opportunity to commence one Year 11 course of study (stage 6) as part of their learning program in 2022 – this course of study will extend through to completion of the HSC course at the end of the learning program in 2023. This effectively means the student is an “accelerated student” in that course of study. Courses offered under this program are detailed in this booklet. Students will “elect” the HSC course in which they wish to accelerate.

Progress of Students

A student's progress will be measured against the Areas of Learning listed in each course of study. This course will only be accredited to a student if the course outcomes are achieved. Students will reach these outcomes at various levels of achievement. Each teacher will advise students of their progress and formative strategies for ongoing development.

Mandatory

(Core)

Courses

English

Description of Course

The study of English is an active pursuit where students use language to learn about language. In years 7 to 10, English is the study of language in its various textual forms. These forms encompass spoken, written, visual, media, multimedia and digital texts. The key processes of responding to and composing texts are central to students using language purposefully and meaningfully and critically engaging with a wide range of texts.

When responding to texts students will read, listen to or view texts. Responding to texts typically involves:

- Shaping and arranging textual elements to explore and express ideas, emotions and values.
- Identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating texts.

When composing texts students will produce a range of written, spoken or visual texts. Composing typically involves:

- Shaping, making and arranging textual elements to explore and express ideas, emotions and values.
- Processes of imagining, drafting, appraising, reflecting and refining.
- Knowledge, understanding and use of the language forms, features and structures of texts.

Year 10

In Year 10 English students will study four (4) modules throughout the year. **In 2021 these included:**

1. Close Study of Text

Students undertake a close study of a Shakespearian drama with a focus on identifying and analysing the major concerns, characterisation, context and dramatic conventions.

2. Contemporary Australian poets

Students engage in detailed analysis of an Australian poet. They explore how the ideas, forms and language used in a series of poems can represent a unique view of Australia and Australian personalities.

3. Intercultural Experiences

This unit presents opportunities for students to explore other cultures through texts and decipher ways they are represented. Students will study a novel and a film. The author and director's culture and context will be studied and considered in the analysis of the texts. Through the lens of reader-response theory, students will have opportunities for reflection on their own family's cultural background and the modern Australian world they inhabit and interpret how this shapes their response to the texts.

4. Genre (Gothic)

Students study and gain a clear understanding of the conventions associated with the world of the Gothic genre. In addition to the study of a core text, students explore the conceptual elements of the Gothic genre and how these concepts are influenced by context.

Course fee: \$10

Mathematics

Description of Course

Students undertake 500 hours of Mathematics over Stages 4 and 5, 55% in Stage 5. Mathematics Stage 5 is mandatory. It consists of three parts, Stage 5.1, Stage 5.2 and Stage 5.3. All students do Stage 5.3.

Core

Topics from each of the strands number and algebra, statistics and probability, measurement and geometry, as well as the processes from working mathematically.

Stage 5.3

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across strands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Students operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They analyse and describe physical phenomena and rates of change. Algebraic skills are extended to expanding the special binomial products and factorising non-monic quadratic expressions, using a variety of techniques. Students solve complex linear equations, non-monic quadratic equations, simple cubic equations, and simultaneous equations involving one linear and one non-linear equation. They solve practical problems using linear, quadratic and simultaneous equations. They change the subject of literal equations. Students generate, describe and graph straight lines, parabolas, cubics, hyperbolas and circles. They use formulas to calculate midpoint, gradient and distance on the Cartesian plane, and to determine the equations of straight lines.

Students solve problems involving the surface areas and volumes of pyramids, cones and spheres, and related composite solids. They explore similarity relationships for area and volume. They determine exact trigonometric ratios for 30° , 45° and 60° , extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from 0° to 360° . Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles. They use Pythagoras' theorem and trigonometry to solve problems in three dimensions.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general properties in geometry, extending the concepts of similarity and congruence to more generalised applications. Students prove known properties of triangles, quadrilaterals and circles.

Students use standard deviation to analyse data, interpolate and extrapolate from bivariate data using lines of best fit. They investigate statistical reports and explore how data is used to inform decision-making processes.

Course Fee: \$10

Science

Description of Course

Science is a course that extends students' understanding about the world around them. It includes studies and "hands-on" experiences dealing with Biology, Ecology, Chemistry, Physics, Astronomy and Earth Science. Students will be engaged in various activities which will enhance their skills in analytical thinking, planning and predicting, designing and conducting experiments, computer and technological skills and research investigations.

The course is divided into two sections, each culminating in an examination and a report home to parents. Each section is divided into topics, arranged according to theme. Each topic is 6-8 weeks in duration.

Course Design

The content is divided into five topics:

- 10.1 – Motion
- 10.2 –Chemical reactions
- 10.3 - Genetics and Evolution
- 10.4 - Cosmology
- 10.5 - Ecosystems

A student outcome sheet, which outlines each topic of work, is given to students at the beginning of the topic. Copies are also available on the school's Moodle.

Students in Year 10 are required to complete a Library Research Project and an Experiment Project. These are part of the assessment program for the Year 10 course.

Internal Assessment

Component	Weighting
Chemistry topic test	20
Physics topic test	20
REACH Science Competition	20
Biology topic test	20
Experimental research Project	20

Course Fee: Year 10 - \$20

Geography

Description of Course

Students must undertake 100 hours of study of Stage 5 Geography (mandatory).

Geography is a rich and complex discipline involving a spatial dimension and an ecological dimension. This course teaches students to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments.

The study of Geography develops skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Students learn to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning.

Course Design

The content guided by inquiry questions:

- ✓ **Environmental change and management**
What are the causes and consequences of change in environments and how can this change be managed?
- ✓ **Human wellbeing**
How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

Students will learn about:

Geographical concepts: The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are the key ideas applied across the course. These concepts develop students' ability to think geographically and can be applied to guide an inquiry or investigation to deepen their understanding

Geographical inquiry skills: Students will apply geographical skills during an inquiry based approach to acquire, process and evaluate geographical information to form proposal and where appropriate, act upon them. Inquires may vary in scale and geographical context and will involve fieldwork opportunities outside of the classroom.

Geographical tools: Geographical tools are used during an inquiry to acquire, process and communicate geographical information. Students will learn to use tools such as maps, graphs, statistics, spatial technologies and visual representations to synthesise and communicate findings of geographical inquiry

Course Fee: Years 9 and 10 cost of excursion

History

Description of Course

Students must undertake 100 hours of study of Stage 5 History (mandatory).

Stage 5 History (mandatory) is designed to provide students with an understanding of International Historical issues and their impact on Australia. Students will also develop the skills required for the effective study of History.

Course Design

The content is divided into Depth Studies which incorporate internal choice. Inquiry questions are provided to define the scope of inquiry for each area of study.

Depth Study 1: Rights and Freedoms

- Civil rights movements in Australia and the World

Depth Study 2: School developed topics (Options selected from the list below)

- The Cold War
- Australia in the Vietnam War era
- A decade study in Post-war Australia
- Developments in 20th and 21st century technology
- Teacher constructed case study - Holocaust

Students complete a site study in Stage 5.

Students will learn about:

- **Historical Literacy:** Students will develop methods to interpret and understand historical texts and use historical terms and concepts in appropriate contexts. They will identify and analyse reasons for differing perspectives on historical issues and synthesise these to develop conclusions.
- **Developing sophisticated oral and written expression skills:** Framed through historical inquiry used to interpret history within the context of actions, attitudes and motives of people in the context of the past. Student will learn to express judgements supported with evidence and incorporating relevant ICT skills
- **Evaluate historical sources:** Students will refine their source analysis skills from Stage 4 History and develop sophisticated analysis skills of primary and secondary sources. Source analysis focuses on recognition that Historians interpretations of historical events are constructed and open to interpretation. Students will also develop an ability to evaluate the usefulness, reliability and perspective of primary and secondary sources.
- **Research and communication:** Students will plan historical research to suit historical investigations. They will identify, locate, select, interpret and organise information from a variety of sources including ICT. Research findings will be presented using a range of communication forms including oral, graphic, written and digital media to communicate effectively about the past.

Course Fee: \$10

Personal Development, Health and Physical Education

Description of Course

Personal Development, Health and Physical Education is mandatory in Stage 5.

Personal Development, Health and Physical Education is integral to the cognitive, social, emotional, physical and spiritual well-being of all of students. Students learn about ways of maintaining active lifestyles and enhancing the health and well-being of themselves and others. It is also concerned with students learning through movement experiences that are both challenging and enjoyable; improving their capacity to move with skill and confidence in a variety of media and promoting the value of physical activity in their lives.

Course Design

The course is divided into theoretical and practical units examining the concepts of:

Stage 5

Theoretical Units

- Relationships
- Consumerism
- Mental health
- Nutrition
- Sexual health
- Drug education
- Career education
- Road Safety
- First aid
- Australia's health
- Women's health
- Men's health

Practical Units

- Fitness development and evaluation
- Athletics and cross country
- Dance
- Indoor and outdoor games
- Individual games
- Recreational sports and activities

Students will learn about:

- health issues focusing on the development of health-promoting attitudes and behaviours
- evaluating, developing and maintaining personal fitness
- moving competently and using effective team play across a range of media including athletics, dance and games.

Course Fee: \$10

Accelerated
Early Commencement
Courses

Course: Aboriginal Studies			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
<p>Description of Course</p> <p>Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.</p> <p>For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <p>Pre-contact to 1960s (120 indicative hours)</p> <p>Part I – Aboriginality and the Land</p> <p>Part II – Heritage and Identity</p> <p>Part III – International Indigenous Community: Comparative Study</p> <p>Part IV – Research and Inquiry Methods: Local Community Case Study</p>			
<p>HSC Course</p> <ul style="list-style-type: none"> ▪ 1960s onwards (120 indicative hours) <ul style="list-style-type: none"> Part I – Social Justice and Human Rights Issues <ul style="list-style-type: none"> A – Global Perspective B – Comparative Study (comparative case study on an Aboriginal and international Indigenous community, in relation to Health and Criminal Justice) Part II - Heritage and Identity Part III – Research and Inquiry Methods – Major Project 			
<p>Particular Course Requirements: The Year 11 Course is a prerequisite for the HSC Course.</p> <p>Course fee: \$20</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
3 hour written exam.		Knowledge and understanding of course content	40
<i>Section I: Social Justice and Human Part A: A Global Perspective</i> (objective response and short answer questions)	25	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
Part B: A Comparative Study (Structured Essay Response)	15	Research and inquiry methods, including aspects of the Major Project	20
Part C: Global Perspective and Comparative Study (Extended Essay Response)	15	Communication of information, ideas and issues in appropriate forms	15
<i>Section II: Research and Inquiry Methods</i> (Structured Essay Response)			
<i>Section III: Options</i> For each of the options <i>Aboriginality and the Land</i> and <i>Heritage and Identity</i> there is: a stimulus based extended response question and an extended essay response	15		
	10		
	20		
	100		100

Course: Biology

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

Description of Course:

The Biology course explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world.

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

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study Biology after completing school, and supports participation in a range of careers in Biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Topics Covered:**Year 11 Course**

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

HSC Course

- Module 5: Heredity
- Module 6: Genetic Change
- Module 7: Infectious Disease
- Module 8: Non-infectious Disease and Disorders

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Section 1 Multiple choice questions	20	Skills in Working Scientifically	60
Section II Short and extended response questions	80	Knowledge and Understanding of course content	40
	100		100

Course: Business Studies			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Description of Course			
<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>Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.</p>			
Year 11 Course			
<ul style="list-style-type: none"> • <i>Nature of Business (20%)</i> – the role and nature of business, influences on the business environment and business growth and decline. • <i>Business management (40%)</i> – the nature and responsibilities of management, including different management approaches and managing changes. • <i>Business planning (40%)</i> – establishing and planning a small to medium enterprise, the business planning process and critical issues in business success and failure. 			
HSC Course			
<ul style="list-style-type: none"> • <i>Operations (25%)</i> – strategies for effective operations management, operations processes and the impact of globalisation on operations strategy. • <i>Marketing (25%)</i> – development and implementation of success marketing strategies, influences on marketing and the marketing process. • <i>Finance (25%)</i> – financial information in the planning and management of business, influences on financial management and financial management strategies. • <i>Human resources (25%)</i> – human resources management and business performance, strategies in human resource management and the effectiveness of human resource management. 			
Particular Course Requirements			
<p>In the Year 11 Course there is a research project, investigating the operation of a small to medium enterprise or developing a business plan for a small business.</p> <p>Course fee: Cost of excursion</p>			
Assessment: HSC Course only			
External examination		Internal assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	40
<i>Section II</i> Short-answer questions	40	Stimulus-based skills	20
<i>Section III</i> Candidates answer one extended response question in the form of a business report	20	Inquiry and research	20
<i>Section IV</i> Candidates answer one extended response question	20	Communication of business information, ideas and issues in appropriate forms	20
			100
			100

Course: Drama			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Description of Course:			
<p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p>Year 11 Course content comprises an interaction between the components of improvisation, play building and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.</p> <p>HSC Course content</p> <p>Australian drama and theatre and studies in drama and theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.</p> <p>The group performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the individual project students demonstrate their expertise in a particular area. They choose one project from critical analysis or design or performance or script-writing or video drama.</p>			
Main Topics Covered:			
Year 11 Course			
<ul style="list-style-type: none"> • Improvisation, play building, acting • Elements of production in performance • Theatrical traditions and performance styles 			
HSC Course			
<ul style="list-style-type: none"> • Australian drama and theatre (core content) • Studies in drama and theatre • Group performance (core content) • Individual project 			
Particular Course Requirements:			
<p>The Year 11 Course underpins learning in the HSC Course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The individual project is negotiated between the student and the teacher at the beginning of the HSC Course. Students choosing Individual project design or critical analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing individual projects.</p> <p>Course fee: \$40</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Making Performing	40 30
Individual Project	30	Critically studying	30
A one and a half hour written examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre.	40		
	100		100

Course: Earth and Environmental Science			
2 units for each of Year 11 and HSC Board Developed Course			
<p>Description of Course</p> <p>The Earth and Environmental Science course explores the Earth’s renewable and non-renewable resources and also environmental issues. An understanding of the Earth’s resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth’s features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia’s sustainable future.</p>			
<p>Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Module 1: Earth’s Resources • Module 2: Plate Tectonics • Module 3: Energy Transformations • Module 4: Human Impacts <p>HSC Course</p> <ul style="list-style-type: none"> • Module 5: Earth’s Processes • Module 6: Hazards • Module 7: Climate Science • Module 8: Resource Management 			
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> • Practical investigations are an essential part of both the Year 11 and HSC course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. • At least one depth study must be included in both Year 11 HSC and HSC. • One fieldwork exercise must be included in the Year 11 course. <p>Course fee: \$20</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section 1 Multiple choice questions	20	Skills in Working Scientifically	60
Section II Short and extended response questions	80	Knowledge and Understanding of course content	40
	100		100

Course: Engineering Studies			
2 units for each of Year 11 and HSC Board Developed Course			
Description of Course			
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.			
Main Topics Covered			
The Engineering Studies Stage 6 Syllabus comprises a Year 11 course made up of four compulsory modules (three application modules and one focus module), and an HSC course made up of four compulsory modules (two application modules and two focus modules).			
Engineering Studies syllabus structure			
Year 11 modules and HSC modules			
*120 hours indicative time			
Note: The modules in the Year 11 course have been designed to progressively develop knowledge, understandings and skills, commencing with Engineering Fundamentals module 1 and concluding with Biomedical Engineering module 4.			
* Each module is 30 hours indicative time			
Year 11 Course			
Engineering application			
Module 1 - Engineering Fundamentals, Module 2 - Engineered Products, Module 3 - Braking Systems Engineering focus, Module 4 - Biomedical Engineering			
HSC Course			
Engineering application			
Module 1 -Civil Structures, Module 2 -Personal and Public Transport Engineering focus			
Module 1- Aeronautical Engineering, Module 2 -Telecommunications Engineering			
Particular Course Requirements			
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 to successful engineering projects.			
Course fee: \$90 once only in Year 11 for a Technical Drawing kit to be used over two years (includes Staedtler 0.5mm drafting pencil, Kent #10 Set Squares, ISO circle template, quality Celco compass/divider set, protractor, quality Staedtler eraser). A text book pack is also purchased in Year 11 for Year 11 and HSC coursework, which will cost \$77 for the 4 texts (there may be the option to purchase 2 nd hand textbook packs where available).			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination <i>Section I</i>	20	Aeronautical Task	25
Application Modules <i>Section II</i>	80	Skills Assessment	20
Historical and Societal Influence		Personal & Public Transport Task	25
Scope of the Profession, application and focus modules, engineering reports, mechanical and materials analysis and graphical communication		Trial HSC Examination	30
	100		100

Course: Information Processes and Technology

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

Exclusions: Nil**Description of Course**

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. This course is about applying computer technology and software to many and varied situations and is not a programming course.

Main Topics Covered**Year 11 Course**

- Introduction to Information Skills and Process (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

HSC Course

- Project management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option strands (40%)

Students will select TWO of the following:

- (i) Transaction Processing Systems
- (ii) Decision Support Systems
- (iii) Automated Manufacturing Systems
- (iv) Multimedia Systems

Particular Course Requirements

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.

Course fee: Nil

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Three hour written examination: Section I: Core (objective response)	20	Knowledge and understanding of course content	60
Section II: Core (short answer)	40		
Section III: Options	40		
	100	Knowledge and skills in the design and development of information systems	40
			100

Course: Music 1				
2 units for each of Year 11 and HSC Board Developed Course				
Prerequisites: Music mandatory course or equivalent (Year 7 and 8)				
Exclusions: Music 2				
Description of Course				
In the Year 11 and HSC Courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.				
Main Topics Covered				
Students study three topics in each year of the course. Topics are chosen from a list of 22 which cover a range of styles, periods and genres. These topics include Rock Music, An Instrument and Its Repertoire, Theatre Music, Music of the 20 th and 21 st Centuries, Music of a Culture.				
Particular course requirements				
HSC Course				
In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of Performance, Composition and Musicology. These electives must represent EACH of the three topics studied in the course.				
In this course it is possible for students to present up to 70% of the HSC Examination as Performance.				
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 NESAs to validate authorship of the submitted work.				
Students selecting Musicology will participate in a Viva Voce examination.				
Course fee: \$40				
Assessment: HSC Course only				
External assessment	Mark	Weighting	Internal assessment	Weighting
Written examination – Aural Skills Four short-answer questions	30	30	Core Performance Core Composition Core Musicology	10 10 10
Practical examination – Core Performance	20*	70	Core Aural Electives	25 45
Electives	60*			
	100	100		100

* The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Course: Personal Development, Health and Physical Education		
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil
Description of Course		
<p>Personal Development, Health and Physical Education is one of the most popular studied at HSC level. The Course aims at bringing real world skills and knowledge into the learning environment that enhances an individual's health and welfare, as well as preparing them practically for a range of further career options in the areas of sport or allied Health services. The Year 11 Course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composition of movement and performance and fitness choices.</p> <p>In the HSC Course students focus on major issues related to Australia's health as well as the development of physical fitness and skilled performance. The course looks in depth at strategies to improve performance, including training, sports psychology, nutrition, recovery and skill learning. The optional choices include the role sport plays in society which investigates how our everyday life is impacted by sport through TV and media as well as the vital role women play in sport both historically and in the modern age. A specialist option that will be studied investigates Sports Medicine and how injury can be prevented and managed.</p> <p>The PDHPE course builds on the knowledge and skills found in the PDHPE Stage 5 course but more importantly gives students practical knowledge and skills as they prepare for careers and post high school life. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future health and sport related applications. It is a fundamental discipline that focuses on personal and public health and sport and physical performance issues, and promotes an appreciation for the role that effective management of personal health has on future well-being and health.</p>		
Main Topics Covered		
Year 11 Course		
Core Topics (60%)		
<ul style="list-style-type: none"> ● Better Health for Individuals ● The Body in Motion 		
Optional Components (40%)		
Students to select two options from		
<ul style="list-style-type: none"> ● First Aid ● Composition and Performance ● Fitness Choices ● Outdoor Recreation 		
HSC Course		
Core Topics (60%)		
<ul style="list-style-type: none"> ● Health Priorities in Australia ● Factors Affecting Performance 		
Optional Component (40%)		
Students to select two options from		
<ul style="list-style-type: none"> ● Sport and Physical Activity in Australian Society ● Sports Medicine ● Improving Performance 		
Particular Course Requirements: Nil		
Course fee: \$20		
Assessment: HSC Course only		
External Assessment	Internal Assessment	Weighting
A three hour written paper	Core	60
	Options	40
100		100

2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION

SIT20316 Certificate II in Hospitality

RTO 90162 Public Schools NSW, Tamworth

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

Course: Hospitality - Food and Beverage Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
<p>This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.</p>	
Tourism, Travel and Hospitality training package (SIT 1.2) Units of Competency Core BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITHIND003 Use hospitality skills effectively SITXCCS003 Interact with customers SITXCOM002 Show Social and Cultural sensitivity SITXWHS001 Participate in safe work practices Electives SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITHFAB007 Serve food and beverage	Plus, additional competencies Category A SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads <p style="text-align: center;">OR</p> Category B SITXCOM001 Source and present information BSBCMM201 Communicate in the workplace BSBSUS201 Participate in environmentally sustainable work practices HLTAID003 Provide First Aid
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.	
<p>Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.</p>	
Recommended Entry Requirements Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.	
Examples of occupations in the hospitality industry: <ul style="list-style-type: none"> <li style="display: inline-block; width: 25%;">• Café attendant <li style="display: inline-block; width: 25%;">• Barista <li style="display: inline-block; width: 25%;">• Kitchen hand <li style="display: inline-block; width: 25%;">• Food and beverage attendant 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
Course Cost: Preliminary - \$150 HSC - \$150 School Specific equipment and associate requirements for students: Black leather school shoes, Black dress pants, Hospitality shirt ordered through the school	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/	
Exclusions - VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

SIT20416 Certificate II in Kitchen Operations

RTO 9162 Public Schools NSW, Tamworth

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

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

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

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

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

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

Electives

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

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

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$150 HSC - \$150

School Specific equipment and associate requirements for students
:Black leather school shoes, Full chef uniform

Refunds

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

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

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

Course: Visual Arts			
2 units for each of Year 11 and HSC Board Developed Course			
Description of Course			
<p>Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the artmaking practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Year 11 Course is broad, while the HSC Course provides for deeper, increasingly more independent investigations and case studies.</p> <p>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.</p>			
Main Topics Covered			
Year 11 Course learning opportunities focus on:			
<ul style="list-style-type: none"> • the nature of practice in artmaking, art criticism and art history through different investigations; • the role and function of artists' artwork, the world and audiences in the artworld; • the frames and how students might develop their own informed points of view; • how students may develop meaning, focus and interest in their work; • experiencing a variety of materials and techniques to create works of increasingly refinement both conceptually and technically. 			
HSC Course learning opportunities focus on:			
<ul style="list-style-type: none"> • how students may develop their own informed points of view in increasingly more independent ways; • how students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest; • how students may learn about the relationships between artist, artwork, world, audience within the artworld; • how students may further develop meaning and technical skills in their work. 			
Particular Course Requirements:			
Year 11 Course			
<ul style="list-style-type: none"> • artworks in at least 2 forms and use of a process diary • a broad investigation of ideas in art criticism and art history 			
HSC Course			
<ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of 5 case studies (4–10 hours each) • deeper and more complex investigations of ideas in art criticism and art history. 			
Course fee: \$70			
Assessment : HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written examination			
<i>Section 1</i>	25	Artmaking	50
Short answer questions		Art criticism and art history	50
<i>Section II</i>	25		
<i>Candidates answer one extended response question</i>			
Body of Work	50		
	100		100

Secondary College of Languages (Formerly Saturday School of Languages)

Connection Diversity Excellence

The Secondary College of Languages is the largest provider of face-to-face languages education in NSW. Classes are held every Saturday morning during the school term at 14 Campuses across the state. Students from public and non-government secondary schools are eligible to enrol in their background language. There are no fees for students to enrol at the school.

Courses are offered for Stages 4,5 and 6 in the following languages:

Arabic	Hungarian	Polish
Armenian	Italian	Portuguese
Bengali	Japanese	Punjabi
Bosnian	Khmer	Russian
Chinese	Korean	Serbian
Croatian	Macedonian	Tamil
Filipino	Maltese	Turkish
Hindi	Modern Greek	Vietnamese

Merewether High School Campus currently offers Chinese but may be able to offer additional languages upon application.

- Classes are held on Saturdays for each of the four government school terms.
- In 2022, classes are due to start on Saturday, 5 February.
- In 2022 the formal enrolment period for new students will end on Friday 18 February 2022.

Enrolments received after this date will be subject to the usual enrolment criteria in addition to availability of places in established classes.

For more information and an enrolment form, please visit the Secondary College of Languages website saturdaycl-h.schools@nsw.gov.au or Email SSCL-Merewether@det.nsw.edu.au

2022 enrolment application forms will be available from the website from early Term 3 2021.



Merewether High School
Vocational Education and Training Courses
Refund Policy
2022 – 2023

1. Students withdrawing from a subject in Years 11 and 12 incurring a fee will have a proportion of their charges returned following a refund process.
2. Refund process:
 - Students are to collect a refund form (see attached) from the cashier
 - Form to be completed by appropriate head teacher and parents and returned to the cashier
 - Direct deposit by the Department of Education

Each course allocates charges linked to program budgeting. If there are funds remaining the students will be given a practical opportunity for extension work.

Refunds of school contributions and charges will be made on request, in the following framework:

Date of withdrawal

Up to census date

After census date

Refund*

Full refund

Pro rata by full term

* A \$5 administration charge will be deducted from all refundable amounts

Rochelle Dooley
Principal



Year 10 Online Subject Selection 2022

Students will receive an email with the following link to their Online Subject Selection form <https://spring.edval.education>, along with a personal webcode to lodge their selections.

All Year 9 students are required to select one Accelerated or Early Commencement Course and one reserve choice. This course will be studied across Year 10 (Year 11 Course) and Year 11 (HSC Course).

In addition, students are asked to select their current 200hr Elective, which they will continue into Year 10 (see below).

Yr10 elects

Main Units	Subject	Units
Accelerated Subject Preference 1	No selection	0
Current 200Hr Elective	No selection	0
		Total 0

Reserve Units	Subject	Units
Accelerated Subject Preference 2	No selection	0
		Total 0

Cancel Submit

Notes

All Year 9 students are required to select one Accelerated or Early Commencement course and one reserve choice. This course will be studied across Year 10 (Year 11 Course) and Year 11 (HSC Course).

In addition, students are asked to select their current 200hr Elective, which will they will continue into Year 10.

On completion and submission of choices, students must print a copy of their choices and have a parent or carer sign and date their choices. The signed copy must then be placed in the year group box outside the Head Teacher Admin office by Friday, 6th August 2021.