

MUDGEES HIGH SCHOOL



Providing high quality education in a safe, respectful and responsible environment.



Year 11 Curriculum Handbook

2021

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Introduction to senior courses

Mudgee High offers a broad range of subjects and opportunities for students in the senior school. Students should carefully study all the information provided regarding the senior curriculum and discuss it with their parents and teachers before making their final decisions.

An extensive program of information and opportunities for discussion are provided to all Year 10 students and their parents to assist them to make the best possible choices.

Students at Mudgee High generally follow one of two different courses of study:

- A matriculation course that enables them to receive an ATAR or Australian Tertiary Admission Rank. Universities use this index to select students for university courses.
- A non-matriculation course that gives them a HSC but not an ATAR. This course may include a variety of courses including TAFE courses and regular work experience, as well as life skills courses in some cases.

In recent years, there have been changes to the HSC which have provided more flexibility to allow for students with varying abilities and lifestyles:

- As well as maintaining the traditional subjects, there has been a strengthening of Vocational (VET) courses with some of these courses able to contribute towards an ATAR. There is also the possibility of doing some courses at TAFE which contribute towards an HSC and give advanced standing in future courses taken at TAFE.
- It is no longer necessary to do the Year 11 HSC Course and then do the Year 12 HSC Course immediately. The HSC can be completed over a period of up to 5 years. This is termed 'pathways'.
- Another possibility involves students repeating Year 12. In the past, a decision to repeat meant studying all subjects again and sitting for a complete new set of examinations. Under the new rules, students are only required to repeat the subjects that they chose.

Generally, most students follow the traditional pathway of Year 11 followed by Year 12. In recent years, there have been a significant number of students who have taken advantage of the new rules. If, at any stage, students are considering taking the "pathways" option, they must discuss this with their Year Adviser.

Students who are returning to Year 11 range in ability, interests and career choice. It must be remembered that, on average across the state, only 30 to 40 percent of Year 12 students will be offered a place at a university. For many students, their career choice does not require a university degree. Last year, Mudgee High School had approximately 65 percent of its students offered a university place.

For the coming year we are pleased to be able to offer a range of courses suitable for students who wish to gain vocational education, matriculation (university entrance) or a combination of both. This may involve subjects taught at school, subjects taught at TAFE or work experience components for some vocational education courses.

Students may choose their own pattern of study with one important stipulation. If a student is considering university directly after Year 12, they **MUST** follow a HSC Matriculation Course. Students who study an alternative could return later and complete enough courses to gain an Australian Tertiary Admission Rank (ATAR) and so be eligible to apply for university. Or, through a bridging course, enter as a mature age student.

This booklet will contain more detailed information on the varying patterns of study. In addition, we urge students and parents to view the **subject specific information packages** available on our school website. Note that this is in lieu of our traditional Subject Market.

In general terms, we would offer the following advice:

- Choose subjects that interest you and that you are good at.
- Give each of the HSC pathways due consideration.
- Heed the advice given by staff and be realistic about your own ability.
- Be realistic about your chances of being offered a place in university.
- If you are considering a university course, check with your Careers Adviser as to any subjects you should take at school to give you the necessary background knowledge that the university will assume you have.

Important dates

<p>Available from 03/08/20</p>	<ul style="list-style-type: none"> • Year 11 2021 information – available on our website. https://mudgee-h.schools.nsw.gov.au Parents and students can access the curriculum booklet and a general information presentation (this replaces our Parent Information Evening) • Students will be issued with the Year 11 Curriculum Handbook. This contains all relevant information students and parents require to make informed subject choices. • A survey information sheet will be emailed to students – this survey will be used to guide construction of the Year 11 subject lines. <p>Students can seek help from any teacher to complete the Subject Survey if they are experiencing difficulties. Your choices will be used to determine the Year 11 subject lines.</p>
<p>Available from 05/08/20</p>	<ul style="list-style-type: none"> • Subject specific information packages – available on our website. https://mudgee-h.schools.nsw.gov.au • TAFE information available from Mr Nicholls and Mr Kempton. • Careers advice available from Mr Kempton. • Staff will be available, at school, to give advice and answer subject specific questions. Staff will also be available to provide assistance to Support Unit students considering Life Skills. <p>Please do not submit your subject selection survey choices until you have done your research into all subjects in which you are interested.</p>
<p>17/08/20</p>	<ul style="list-style-type: none"> • Survey of subjects submitted by this date. (Survey opens 05/08/20) Please make sure you submit your choices as they determine the development of the final subject lines.
<p>01/09/20</p>	<ul style="list-style-type: none"> • Final subject selection information sheets distributed to students
<p>09/09/20</p>	<ul style="list-style-type: none"> • Final day to submit selection of subjects.

Fees for senior students

School Resource Contribution

These payments cover costs associated with necessary resources used by students including textbooks, library books, sporting equipment and many other items. They also assist with costs associated with photocopying, reports, newsletters, grounds and bus maintenance.

As an alternative, parents are now able to donate to our building fund for the same amount as the voluntary resource contribution. These donations will be tax deductible.

Payments to the building fund should be made separately to other payments to allow for correct receipting and processing through the Australian Taxation Office.

Subject Fees

These fees cover expendable items such as food, timber, metal, clay or paint which are used during practical work in the subjects students elect. Subject fees are compulsory. If subject fees are not paid, students may be provided with alternative experiences and will not be able to take home/consume finished products. It is important that subject fees are paid by the end of Term One.

Senior Textbook Deposits

Each year, the school spends approximately \$30,000 on new and replacement textbooks for students. In the past, many senior students have failed to return their textbooks and other school property upon leaving. Students in the following year are disadvantaged when textbooks and other equipment are not available for the courses they are studying.

To encourage the return of these valuable textbooks and other school property, each senior student will be asked to pay a textbook deposit of \$50 at the commencement of Year 11. The deposit money will be held in "trust" in the school account, to be fully refunded at the end of Year 12 if all textbooks and property are returned. The refund will be paid into a nominated account or deducted from outstanding fees on Year 12 sign out day.

What types of courses can I select?

There are different types of courses that can be selected in Years 11 and 12.

NESA Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

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

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

NESA Endorsed Courses

There are two main types of NESA Endorsed Courses – Content Endorsed Courses and School Developed NESA Endorsed Courses.

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

Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some NESA Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Developed NESA Endorsed Course, but all NESA Endorsed Courses count toward the Higher School Certificate and appear on your Record of Achievement.

NESA Endorsed Courses and School Developed NESA Endorsed Courses do not count in the calculation of the ATAR.

Life Skills Courses as part of a special program of study

These courses are designed for students who have progressed through the Special Education program at Mudgee High School or who have recognised learning difficulties.

Stage 6 (Years 11 and 12) Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Year 11 HSC and Year 12 HSC years.

Life Skills courses will have NESA Developed status and can be used in place of other NESA Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Year 11 HSC course and a 2 unit Year 12 HSC course. Students studying Stage 6 Life Skills Courses will receive a HSC Profile of Student Achievement.

NESA expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (120 indicative hours in each course), 6 periods per week.

Life Skills courses do not contribute towards an ATAR.

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 3 periods 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.

$$\mathbf{2\ units = 6\ periods\ per\ week\ (120\ hours\ per\ year) = 100\ marks}$$

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

1 unit course

- One unit equals approximately 2 hours of class time each week or 3 periods per week or 60 hours per year.
- There are several 1unit NESA Endorsed Courses. These courses do not count towards an ATAR.

2 unit course

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

Extension course

- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses may be available in some subjects.
- English and Mathematics Extension Courses are available at Year 11 HSC and Year 12 HSC levels. Students must study the Year 11 HSC extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Students must study a minimum of 12 units in Year 11 and a minimum of 10 units in Year 12

Requirements for the award of a HSC

If you wish to be awarded the HSC:

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

At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.

Requirements for receiving an ATAR (Australian Tertiary Admission Rank)

To be eligible for an ATAR, a student must complete at least ten units of NESA Developed Courses in Year 12 including at least two units of English (Standard or Advanced). The NESA Developed Courses must include at least three courses of two units or greater, and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of NESA Developed Courses comprising:

- The best two units of English **and** the best eight units from the remaining units, **subject to the provision that no more than two units of Category B courses be included and the subjects are examined externally.**
- **One** vocational education NESA Developed Course (as seen on next page) may be studied and count towards an ATAR if students sit for an optional exam. All other courses that are NESA developed are Category A and do not have a similar restriction.

Subjects offered through Mudgee High School

Please note: A course will only run if enough students elect to study that course

NESA DEVELOPED COURSES	VOCATIONAL EDUCATION NESA DEVELOPED COURSES (FRAMEWORKS)
<p>Agriculture (2 unit) Ancient History (2 unit) Biology (2 unit) Business Studies (2 unit) Chemistry (2 unit) Community & Family Studies (2 unit) Design & Technology (2 unit) Drama (2 unit) Earth & Environmental Science (2 unit) Economics (2 unit) Engineering Studies (2 unit) English Advanced (2 unit) English Extension 1 (1 unit) English Extension 2 (1 unit) – Year 12 only English Standard (2 unit) English Studies (2 unit) Food Technology (2 unit) Geography (2 unit) History Extension (1 unit) – Year 12 only Industrial Technology Metal (2 unit)+ Industrial Technology Multimedia (2 unit)+ Industrial Technology Timber & Furniture (2 unit)+ Investigating Science (2unit) Japanese Beginners (2 unit) Japanese Continuers (2 unit) Legal Studies (2 unit) Mathematics Advanced (2 unit) Mathematics Extension 1 (1 unit) Mathematics Extension 2 (1 unit) – Year 12 only Mathematics Standard (2 unit) Modern History (2 unit) Music 1 (2 unit) PD, Health & Physical Education (2 unit) Physics (2 unit) Society & Culture (2 unit) Software Design & Development (2 unit) Textiles & Design (2 unit) Visual Arts (2 unit)</p>	<p>Construction Pathways (2 unit)* Hospitality – Food and Beverage Stream Hospitality - Kitchen Operations & Cookery Stream (2 unit)* Metal and Engineering (2 unit)* Entertainment (2 unit)*</p> <p><u>VOCATIONAL EDUCATION NESA ENDORSED COURSES</u> Furniture Making (2 Unit) Year 11 only</p> <p><u>NESA ENDORSED COURSES</u> Exploring Early Childhood (2 unit) Marine Studies (2 unit) Photography (2 unit) Sport, Lifestyle & Recreation (2 unit) Work Studies (2 unit)*</p> <p><u>COURSES delivered by External Providers (NESA endorsed)</u> Animal Studies (2 unit)* Aviation - Remote Pilot (2 unit)</p> <p><u>COURSES delivered by External Providers (NESA developed)</u> Automotive (2 unit)* Electrotechnology (2 unit) Retail Cosmetics (2 unit)* Students must arrange their own transport to these external providers.</p>

* **These courses involve a mandatory work placement. Only two VET courses with a mandatory work placement can be elected.**

+ **NOTE: Industrial Technology can also be chosen as one option.**

Frequently asked questions

How do students go about making their subject choices?

This is done in two stages. First, students are given a free choice of a subjects survey. This is NOT their final choice, but this information is used to enable subjects to be placed in six groupings or lines for timetabling purposes. Students then are asked to make their final choices, choosing two units from each line.

Does this mean that compromises must be made when making final choices?

Unfortunately, yes. As stated above, a great deal of time has gone into the arrangement of subjects in various lines. Every effort is made to accommodate student choices but, with over 150 students in Year 11 it is highly likely that we will not be able to run every course offered. No high school is ever able to. Therefore, **if only a few students select a subject the school may have to ask those students to make another selection.**

Can a student drop a subject at the end of Year 11 if they are finding that subject too difficult?

Yes. But you must still do at least ten units in Year 12. Two of these units must be English.

Is it possible to do extension work in every subject?

No. Extensions are only available in English, Maths, History and Music.

If my son/daughter wants to go to a university, does it matter what subjects they take?

Yes.

For two reasons:

- Courses at various institutions may have pre-requisites. For example, to do chemical engineering at university it is advisable that you have studied maths, chemistry and physics at school. The School Careers Adviser has all the relevant information on this matter.
- To be accepted into the University the student must compete against all other students trying to do the same course at the same place. The institutions rank the students who apply to them by looking at their ATAR.

The actual calculation of this rank is a highly complicated statistical process. The important thing to remember is that it is calculated by adding up the student's scores in their **best ten units of NESA Developed courses.**

Is it true to say that if my child wished to attend university after Year 12, they must do at least 10 units of NESA Developed Courses?

Yes

If I take Vocational Education courses, will I get a HSC?

Yes. You will have completed the minimum requirement of six units of NESA Developed courses and the requirement of twelve units of study in Years 11 and ten units in Year 12. Students can elect to sit for a NESA Developed Vocational Education course exam and have it count towards an ATAR. However, only one of these courses can count.

Will vocational education and training and EVET (TAFE based) courses give me any advantage at TAFE when I leave school?

YES. You will be given credit for subjects satisfactorily completed in appropriate courses that you do after you leave school.

Senior Learning Agreement

All students, either returning to or enrolling at Mudgee High, are required to complete a Senior Learning Agreement. A lot of resources are invested in our senior school to ensure the best chance of success in the HSC for all of our students. The Senior Learning Agreement summarises the opportunities on offer and explains the very high expectations the school has of those who elect to do Years 11 and 12.

School based apprenticeships and traineeships

The School Based Apprenticeship and Traineeship Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

School based apprentices and trainees must complete formal training delivered by a Registered Training Organisation (RTO). The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of school-based apprenticeships and traineeships will contribute unit credit to the HSC.

School based apprentices and trainees must undertake a minimum of 100 days on-the-job training by 31 December of the year they will complete their HSC. Exceptions to this are apprentices and trainees in the construction industry, who are required to be in the workplace for 144 days, and plumbing apprentices and electrical/electro-technology trainees and apprentices, who are required to be in the workplace for 180 days. This on-the-job training must be in the form of paid employment as an apprentice or trainee under an appropriate industrial arrangement.

School Based Apprentices are required to:

- Enter into a Training Contract for a nominal duration of generally five years. Two years part-time followed by three years full-time post the HSC.
- Undertake a minimum requirement of 100 days of paid employment by 31 December of the year they will complete their HSC.
- Enrol in a Certificate III AQF qualification level as specified in the Vocational Training Order (VTO).

School Based Trainees are required to:

- Enter into a Training Contract for a term of enough duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days of paid employment by 31 December of the HSC year. The minimum term for a school based traineeship is 18 months.
- Enrol in a minimum Certificate II AQF qualification level as specified in the Vocational Training Order (VTO).

Becoming a school-based apprentice or trainee

Students must first find an employer prepared to take them on as a school-based apprentice or trainee. Once an offer of employment has been made, students must contact their School-Based Apprenticeship and Traineeship contact person, Mr Kempton, who will then commence the process to seek approval to establish a School Based Apprenticeship or Traineeship.

More information

Students wanting to find out more information regarding SBATs should contact the Careers Adviser, Mr Kempton. You can also find information about SBATs on the Internet. The following website is a key source of information regarding SBATs: www.sbatinnsw.info

The following sites may also be useful:

<http://www.nswgrouptraining.com.au>

<https://www.skilling.nsw.gov.au/snswp/>

<http://www.najobpathways.com.au/>

<http://www.aatinfo.com.au/>

<http://www.australianapprenticeships.gov.au/default.asp>

<https://www.tafensw.edu.au/>

Information for Students Undertaking School Delivered VET Courses

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR). Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR.

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

Refer to the NSW Education Standards Authority website (NESA) for VET, any exclusions, rules and procedures.

Optional External HSC Examination

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations. Students are deemed either competent or not competent following an assessment.

No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in Years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake “early commencement/acceleration” of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO’s Student Guide for VET process and procedure information.

Fees and charges

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

VET Enrolment

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated the enrolment process.

Freedom of Information and Privacy

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

Credit Transfer and Recognition of Prior Learning (RPL)

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

School Based Apprenticeships and Traineeships (SBATs)

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: www.sbatnsw.info

Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment.

The USI provides easy access through an online account to all VET training records and results throughout life.

Externally Delivered VET (EVET)

Externally Delivered Vocational Education and Training (EVET) courses are delivered by TAFE or other VET Providers. EVET allow school students to gain workplace skills and experience to get a head-start on their career.

EVET allows you to:

- Gain practical, work-related skills to enhance your future employment opportunities.
- Complete units that count towards your Higher School Certificate (HSC).
- Start or complete a nationally-recognised VET qualification while still at school.
- Receive a nationally-accredited Certificate qualification or a Statement of Attainment if you achieve in one or more units of competency. Most EVET courses articulate into further nationally accredited courses delivered by TAFE, or other private providers.

EVET courses are offered across a variety of job areas, such as children's services, automotive mechanics, animal studies, human services (nursing), and many more.

EVET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

EVET Board Developed Courses contribute to the Australian Tertiary Admissions Rank (ATAR) with students able to sit for an optional Higher School Certificate examination.

Work placement

Many EVET courses include some time working in the industry area of your course. This is called Work Placement and students learn new skills and apply the skills they have already learnt as part of their course. EVET 240 hour Board Developed Courses include mandatory work placement of 70 hours. Board Endorsed Courses may also have a mandatory work placement component.

Work placement helps students to:

- Gain insights into the kind of career they would like to have.
- Make informed decisions about further training and study.
- Become more employable.
- Be better equipped for business and employment opportunities.

When applying for an EVET course, students and their parents will need to show that career pathway planning is integral to the student's course selection and the student understands the commitment required including:

- The completion of all course requirements, including mandatory work placement.
- Regular attendance. Students are responsible for arranging their own travel and meeting the travel costs.
- Timetabling issues which may require students to catch up on class work missed at school.

Applications to undertake an EVET course occur during term 3. NB: Students can only enrol in one EVET course.

Contact the school's VET coordinator or careers adviser for details on what EVET courses are available and how to apply.

Course offerings

Agriculture

ATAR Category:	A
Units:	2 units
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

The Year 11 HSC course incorporates the study of the interactions between the components of agricultural production, marketing and management, while considering the issue of sustainability of the farming system.

The Year 12 HSC course builds upon the Year 11 HSC course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main topics covered

Year 11 HSC Course

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

Year 12 HSC Course

Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective (20%)

Choose ONE of the following electives to study:

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

Course requirements

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

Costs and excursions

Optional excursions to the Royal Easter Show and Mudgee Show (junior judging participation) may be offered. Some local excursions can be expected. The farm visit is a one-day mandatory excursion in each year of study. A one-day excursion outside the local region may be offered during the two year course.

Tertiary studies/career considerations

University and TAFE courses may be undertaken post-schooling. Some possible careers needing a university degree are: Agricultural Engineering; Agricultural Economist; Agricultural Scientist with extensions into soil science, agronomy, entomology, biotechnology, microbiology, animal science, crop physiology, genetics, farm advisers and plant pathology. Agricultural technical officers usually require a diploma of TAFE training.

Ancient History

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Year 11 Ancient History

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 the ancient past. Using archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

Year 12 Ancient History

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Main topics covered

Year 11 HSC Course (120 hours)

- Investigating Ancient History (60 hours):
 - The Nature of Ancient History
 - Case Studies.

One case study must be from Egypt, Greece, Rome or Celtic Europe.

One case study must be from Australia, Asia, the Near East or the Americas.

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

- Features of Ancient Societies (40 hours)
- Historical Investigation (20 hours).

Year 12 HSC Course (120 hours)

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 hours)
- Ancient Societies (30 hours)
- Personalities in Their Times (30 hours)
- Historical Periods (30 hours).

The course requires study from at least two of the following areas:

Egypt, Near East, China, Greece or Rome.

The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.

Course requirements

This is a highly literate subject and as such reading and writing is a requirement.

Assessment (Year 12 HSC course only)

The Year 11 HSC course must be completed satisfactorily before the Year 12 HSC course may be taken.

Costs and excursions

A trip to Sydney to visit relevant museums may be organised. Students may also be invited to attend Ancient History Study Day(s).

Tertiary studies/career considerations

Ancient History provides a good basis for university studies, especially in the Humanities. History (Ancient and Modern), Archaeology, Classics can all be taken as majors in Arts degrees or Art/Law, Arts/Science degrees. These studies can lead to careers in Teaching (school and university), Communications/Media, Law, Government Departments e.g. Foreign Affairs, Defence, Trade, Private Industry, Historians, Archaeologists, Paleontologists, Heritage Advisers, Conservators and Curators. This course can be used as part of a student's ATAR calculation.

Biology

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

The Biology Stage 6 Syllabus 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.

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.

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.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time in Years 11 and 12, including time allocated to practical investigations in depth studies.

Main topics covered

Skills

Develop and evaluate questions and hypotheses for scientific investigation.

Knowledge and Understanding

The Year 11 HSC course consists of four modules:

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

The Year 12 HSC course consists of four modules:

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

Course requirements

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

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

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

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

Tertiary studies/career considerations

Many and varied.

Business Studies

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Main topics covered

Year 11 HSC Course:

- Nature of Business – 20% of course time.
- Business Management – 40% of course time.
- Business Planning – 40% of course time.

Year 12 HSC Course:

- Operations – 25% of course time.
- Marketing – 25% of course time.
- Finance – 25% of course time.
- Human Resources – 25% of course time.

Course requirements

In the Year 11 HSC course, students complete a project investigating the operation of a small local business or planning the establishment of a small business.

Costs and excursions

In Years 11 and 12 some excursions may be planned locally and to Sydney.

Tertiary studies/career considerations

This course prepares students for all fields of employment through the knowledge and skills it aims to develop.

Business Studies should be studied in conjunction with economics for students interested in pursuing courses at the tertiary level in business. This course can be used as part of a student's ATAR calculation.

Chemistry

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Main topics covered

Skills

Develop and evaluate questions and hypotheses for scientific investigation.

The Year 11 HSC course consists of four modules:

- Module 1 Properties and Structure of Matter
- Module 2 Introduction to Quantitative Chemistry
- Module 3 Reactive Chemistry
- Module 4 Drivers of Reactions.

The Year 12 HSC course consists of four modules:

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas.

Course requirements

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

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

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

Tertiary studies/career considerations

Many and varied.

Community and Family Studies

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Main topics covered

Year 11 HSC Course:

- Resource management (20%)
- Individuals and Groups (40%)
- Families and Communities (40%).

Year 12 HSC Course:

- Research Methodology (Independent study (25%))
- Groups in context (Needs of specific community groups) (25%)
- Parenting and Caring (25%).

Options (25%)

- Family and Societal interactions or Social impact of Technology or Individuals and Work.

Course requirements

Students are required to complete an Independent Research Project that relates to the course content. It is marked by the class teacher.

Costs and excursions

No fees are charged for this course. In Years 11 and 12, some excursions may be planned locally and to Sydney.

Tertiary studies/career considerations

Management skills are essential for success in all aspects of life regardless of career pathways. This course would be particularly beneficial for those pursuing careers in the areas of social work, psychology, human resources, retail and production management, teaching and child care.



CPC20211 Certificate II in Construction Pathways

Entry Requirements:

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

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

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

Core Units of Competency

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

Elective Units of Competency

- CPCCCA2002B Use carpentry tools and equipment
 - CPCCCA2011A Handle carpentry materials
 - CPCCCM2004A Handle construction materials
 - CPCCCM2006B Apply basic levelling procedures
 - CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
 - CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)
- Options: To gain the qualification and be eligible for the HSC
- CPCCBL2001A Handle and prepare bricklaying & blocklaying materials
 - CPCCBL2002A Use bricklaying and blocklaying tools and equipment

This course contains two additional units above the qualification to meet NESA HSC requirements.

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted. Support services may be available to meet needs of individual students.

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

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

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

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Resources costs: \$40 per semester plus costs for White Card course. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: 6 x 38 periods per week

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

Design and Technology

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Students study design processes, design theory and factors in relation to design projects.

In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.

In the Year 12 HSC course, students study innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

Main topics covered

Year 11 HSC Course

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

Year 12 HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas:

- project proposal and management
- project development and realisation
- project evaluation.

Course requirements

In the Year 11 HSC course students must participate in hands-on practical activities and undertake a minimum of two design projects. In the Year 12 HSC course the activities of designing and producing that were studied in the Year 11 HSC course are synthesized and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

Costs and excursions

A yearly base fee is charged. Please refer to fee sheet in this booklet. Additional fees may apply depending on projects. All material costs for the Major Project will be borne by the student. Some excursions may be organised.

Tertiary studies/career considerations

Careers in Design, Drafting, Engineering and Architecture.

Drama

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

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

Year 11 HSC Course

Comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential and theoretical in these areas.

Year 12 HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.

The Group Performance of between three and six 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.

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.

Main topics covered

Year 11 HSC Course:

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles.

Year 12 HSC Course:

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project.

Course requirements

The Year 11 HSC course informs learning in the Year 12 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 Year 12 HSC course and is based on options provided by NESA. 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 three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Costs and excursions

Generally, opportunities to watch visiting performers when available, ONSTAGE.

Tertiary studies/career considerations

Drama and related Theatrecraft, professional performance or production Film/TV, law or teaching.

Earth and Environmental Science

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

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.

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.

Main topics covered

Skills:

Develop and evaluate questions and hypotheses for scientific investigation.

The Year 11 HSC course consists of four modules:

- Module 1 Earth's Resources
- Module 2 Plate Tectonics
- Module 3 Energy Transformations
- Module 4 Human Impacts

The Year 12 HSC course consists of four modules:

- Module 5 Earth's Processes
- Module 6 Hazards
- Module 7 Climate Science
- Module 8 Resource Management

Course requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the Years 11 and 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Costs and excursions

Tertiary studies/career considerations

Many and varied.

Economics

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main topics covered

Year 11 HSC Course

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

Year 12 HSC Course

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management.

Costs and excursions

In Years 11 and 12 some excursions may be planned locally and to Sydney.

Tertiary studies/career considerations

A study of Economics at school helps prepare students for a range of Economics and Business courses at tertiary level. Students wishing to study Accounting, Economics or any sort of Business Management course at university are at a distinct advantage if they have studied Economics for the HSC. A basic knowledge of the workings of the economy is a useful skill not only for every citizen in a democracy but for every employee as well.

This course can be used as part of a student's ATAR calculation.

Engineering Studies

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

In the 21st century, the field of engineering will continue to be directed towards the development and provision of infrastructure (e.g. building, transport systems), goods (e.g. appliances) and services (e.g. telecommunications systems) for industry and the broader community. Engineering is therefore a very broad field, offering students many career opportunities at many levels.

Engineering involves collecting and analysing information, communication, project management and teamwork. Engineering Studies offers students knowledge, understanding and skills in aspects of engineering via an applications-based program. This includes: communication; engineering mechanics and hydraulics; engineering materials; historical and societal influences; engineering electricity and electronics.

Students investigate a range of applications and fields of engineering, gaining an in depth understanding of course content and the scope of the profession. That is, learning how engineers actually do their work.

Main topics covered

Year 11 HSC Course

The *Engineering Studies Stage 6 Syllabus* comprises a Year 11 HSC course made up of four compulsory modules (three application modules and one focus module). Engineering application modules develop knowledge and understanding of engineering concepts and impacts through the study of engineered products.

Engineering focus modules develop knowledge and appreciation of the role of engineers by studying the nature of the engineering profession and emphasising the scope of engineering activities in a given field. The modules in the Year 11 HSC course have been designed to progressively develop knowledge, understanding and skills. Commencing with Engineering Fundamentals, Engineered Products looking at common household and landscaping products and machines, Braking Systems for a range of vehicles and concluding with Biomedical Engineering, studying such areas as the bionic ear and artificial limbs and organs.

Year 12 HSC Course

The Year 12 HSC course is made up of four compulsory modules (two application modules and two focus modules). The modules address the concepts developed in the Preliminary course in greater depth and detail. The modules studied are Civil Structures, Personal and Public Transport, Aeronautical Engineering and Telecommunications Engineering.

Course requirements

In the Year 11 course students are first required to produce an Engineering Report in Engineering application module 3, Braking Systems, before producing a complete Engineering Report in Engineering focus module 4, Biomedical Engineering.

In the Year 12 HSC course students must produce one Engineering Report from either of the two engineering application modules and one from either of the two engineering focus modules.

Costs and excursions

Students will require:

- A scientific calculator (as used in mathematics).

- Basic drawing equipment (instrument set, set squares etc.) which can be purchased through the school.

Students may be involved in several excursions to local sites to conduct research and develop further understanding into a range of engineering topics related to modules being studied. A course fee applies.

Tertiary studies/career considerations

The Engineering Studies Stage 6 Syllabus is unique in that it develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts.

Students undertaking Engineering Studies Stage 6 will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Students entering the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

English Advanced

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Excellent record of learning in English Stage 5. Students may be asked to submit examples to support this. A demonstrated willingness to read widely.
Exclusions:	English Standard, English Studies, English Life Skills.

Course description

Advanced English is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts to develop their academic achievement through understanding the nature and function of complex texts. This is a challenging course designed for students who are good at English and who are prepared to work hard to get better. In this course students will engage with a range of classical and modern texts at a sophisticated level. Students in this course are expected to produce insightful, well-constructed written and oral responses to texts and to demonstrate preparedness to engage in the full writing process. Oral assessment is a mandatory part of all senior English courses.

Main topics covered

Year 11 HSC Course

The course has three sections:

- Common module: Reading to Write: Transition to Senior English.
- Module A: Narratives that Shape our World.
- Module B: Critical Study of Literature.

Texts for the course are selected by the class teacher from the range available at the school.

Year 12 HSC Course

The course has four sections:

- Common Module: Texts and Human Experience – one set text and related texts.
- Module A: Textual Conversations.
- Module B: Critical Study of Literature.
- Module C: The Craft of Writing: This module may be done in several sections or incorporated into other modules.

Texts for the HSC are selected from set text lists.

Course requirements

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

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

Costs and excursions

Students may be given the opportunity to attend drama performances and lectures which may involve travel to Sydney and the cost of the performance.

Tertiary studies/career considerations

Advanced English would be particularly suitable for students undertaking any tertiary studies and for pursuing such careers as: Journalism and Media/Communications studies; International relations; English teaching; Librarian; Law and many other fields needing excellent communication skills.

English Extension 1 (Years 11 and 12 HSC)

English Extension 2 (Year 12 HSC only)

ATAR Category:	A
Units:	1 unit for each of Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	English Advanced course. Year 11 HSC English Extension is a prerequisite for Extension 1. English Extension 1 is a prerequisite for Extension 2.
Exclusions:	English Standard, English Studies, English Life Skills.

Course description

English Extension is designed for students undertaking Advanced English who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Main topics covered

Year 11 HSC Course

- **Mandatory Module: Texts, Culture and Value.** Students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures.
- **Related research project:** This may be undertaken concurrently with the module. Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project.

Year 12 HSC Course: Extension 1

- **Common module: Literary Worlds with ONE elective option.** The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts.

Students are required to study at least TWO related texts.

Year 12 HSC Course: Extension 2

The course requires students to complete a Major Work. 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.

Course requirements

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

- Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.
- A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Costs and excursions

Students may be given the opportunity to attend drama performances and lectures, which would involve travel expenses (usually to Sydney) and entry fees.

Tertiary studies/career considerations

Any career involving writing and analysis. Preparation for the study of English at university, a career in journalism, creative writing, teaching English, media/communication studies or law.

English Standard

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	English Advanced, English Extension.

Course description

Standard English is designed for all students to increase their expertise in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations to be effective, creative and confident communicators. It is a challenging course which involves reading and responding to literary and media texts drawn mostly from the modern era. Students will be expected to develop an understanding of the way these texts are constructed to create meaning. Students are expected to compose a wide range of creative and critical texts and to engage in the full writing process to create their best work. Oral assessment is a mandatory part of all senior English courses.

Main topics covered

Year 11 HSC Course: The course has three sections:

- Common Module: Reading to Write: Transition to Senior English.
- Module A: Contemporary Possibilities.
- Module B: Close study of Literature.

Texts for the course are selected by the class teacher from the range available at the school.

Year 12 HSC Course: The course has four sections:

- Common Module: Texts and Human Experience: Students study one text from the prescribed list and related material.
- Module A: Language, Identity and Culture.
- Module B: Close Study of Literature.
- Module C: The Craft of Writing. This module may be done in several sections or incorporated into other modules.

Texts for the HSC are selected from set text lists.

Course requirements

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

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

Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Costs and excursions

Students may be given the opportunity to attend drama performances or lectures which would involve travel to Sydney and entry costs.

Tertiary studies/career considerations

Results in Standard English will contribute 2 Units to the ATAR. Good communication skills will be of use in any chosen career but may be particularly useful in teaching (not English teaching), writing, sales (e.g. travel agents) and other fields which require good reading, writing and speaking skills.

English Studies

ATAR Category:	A
Units:	2 units for each Year 11 and Year 12 HSC
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	English Advanced, English Standard, English Extension.

Course description

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course. Students who know they do not want to go to university should consider this course.

Main topics covered

Year 11 HSC Course

- Mandatory module: Achieving through English: English and the worlds of education, careers and community.
- Complete 2 to 4 of the listed optional modules. These will be selected by the class teacher to meet the needs and interests of the class group.

Year 12 HSC Course

- Mandatory common module – Texts and Human Experiences. This includes study of ONE text from the prescribed text list and one related text for the Common Module.
- Complete 2 to 4 of the listed optional modules. These will be selected by the class teacher to meet the needs and interests of the class group.

In both Years 11 and 12, students must:

- Read, view, listen to and compose a wide range of texts including print and multimodal texts.
- Study at least one substantial print text (for example a novel, biography or drama).
- Study at least one substantial multimodal text (for example film or a television series).

Elective modules: 2 to 4 of these modules are selected in each of the Year 11 and 12 HSC years

- We are Australians: English in citizenship, community and cultural identity
- Telling us all about it - English and the media
- On the road - English and the experience of travel
- Digital worlds - English for the web
- Playing the game - English in sport
- MiTunes and text - English and the language of song
- Local Heroes - English and community life
- Part of the family - English and family life
- Discovery and investigation - English and the sciences
- In the marketplace - English and the world of business
- The big screen - English in film-making
- Who do I think I am? - English and the self
- Landscapes of the mind - English and the creative arts
- The Way We Were - English for exploring our past.

Course requirements

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia.
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.

- Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures.
- A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

In both Years 11 and 12, students are required to:

- Be involved in planning, research and presentation activities as part of one individual and/or collaborative project.
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.
- Engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Costs and excursions

There will be opportunity for excursions and local community visits.

Tertiary studies/career considerations

This course does not qualify students for an ATAR unless the student sits the optional HSC examination. Any student considering tertiary study should attempt Advanced or Standard as a first choice. This course is focused on vocation and career needs. It is practical and primarily addresses the English skills demanded in locating, applying for and preparing for the workforce.



CUA30415 Certificate III in Live Production and Services

Entry Requirements:

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

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

Course: Entertainment Industry

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

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

Qualification: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 indicative hours)

4 Preliminary and/or HSC units in total.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others, staging and operating audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.

Statement of Attainment towards CUA30415 Certificate III in Live Production and Services (240 hour course)

- CPCCOHS1001A Work Safely in the construction industry
- CUAIND301 Work effectively in the creative arts industry
- CUAWHS302 Apply work health and safety practices
- BSBWOR301 Organise personal work priorities & development
- SITXCCS006 Provide service to customers
- CUVPRP30A Participate in collaborative creative projects
- CUALGT301 Operate basic lighting
- CUASOU301 Undertake live audio operations
- CUAVSS302 Operate vision systems
- CUASMT301 Work effectively backstage during performances
- CUASTA202 Assist with bump in and bump out of shows
- CUASTA301 Assist with production operations for live performance

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

Support services may be available to meet the needs of individual student.

Qualifications

Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Students who undertake the 240 hour course and achieve at least one unit of competency will be eligible for a Statement of Attainment towards Certificate III in Live Production and Services for all competencies.

This qualification is part of the Creative Arts and Culture CUAv2 Training Package and provides pathways to CUA40415 Certificate IV in Live Production and Technical Services, CUA50415 Diploma of Live Production and Technical Services and other qualifications that allow for selection of these units of competency.

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

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

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Resources costs: \$20 per semester Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: 6x 38 minute periods

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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

Exploring Early Childhood

ATAR Category:	Nil
Units:	2 units
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	Nil

Course description

Exploring Early Childhood aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in the syllabus views childhood learning as experimental. That is, children are active learners and learn and make sense of the world around them through their experiences and interactions with others.

Main topics covered

The course consists of a compulsory core component and optional modules.

There are three parts to the core:

- Pregnancy and Childbirth.
- Child Growth and Development.
- Promoting Positive Behaviour.

The optional modules expand on the issues introduced in the compulsory core component.

Course requirements

Nil

Costs and excursions

There may be a few local excursions. Possible work experience at primary schools or childcare centres.

Tertiary studies/career considerations

Students completing this course should develop an understanding of the importance of the early childhood years. It will provide them with knowledge and skills to contribute positively to their future lives and as a basis for further education in the workplace, TAFE or Universities. Suitable Careers in Child Care may include: Teaching, Preschool K-6, Social work, Nursing, and Counsellor.

Food Technology

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil (an excellent subject to combine with Hospitality)
Exclusions:	Nil

Course description

For the purposes of the *Food Technology Stage 6 Syllabus*, food technology refers to knowledge and activities that relate to meeting food needs and wants. The provision and consumption of food are significant activities of human endeavor, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Year 11 and 12 HSC courses.

This course provides students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia, food availability and selection. Students investigate the Australian Food Industry, the production, processing packaging, storage and distribution of food and the marketing of food products. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.

Main topics covered

Year 11 HSC Course

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

Year 12 HSC Course

- The Australian Food Industry (25%)
- Food manufacture (25%)
- Food Product Development (25%)
- Contemporary Food Issues in Nutrition (25%).

Note: There is an emphasis on numerous practical activities included in this subject to enhance the learning of the content in Food Technology.

Course requirements

It is mandatory requirement that students undertake practical activities. Such experimental learning activities are specified in the 'learning to' section of each strand.

Costs and excursions

A course fee is charged. Please refer to fee sheet in this booklet.

Tertiary studies/career considerations

Many students studying this subject have obtained full or part-time employment in the Food and/or Hospitality Industries or have furthered their education in Food and Hospitality at TAFE and University (Food Technology, Nutrition, Marketing, Business Service and Manufacturing).



MSF20516 Certificate II Furniture Making Pathways

Entry Requirements:

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

Course: Furniture Making Pathways

Board Endorsed Course

There is not an Australian Tertiary Admission Rank (ATAR) option for this course

Mandatory work placement is not a requirement for the HSC course. If students choose to undertake work placement they must obtain the WorkCover Construction Induction Certificate, (the white card) before they enter a construction work site.

Qualification: MSF20516 Certificate II Furniture Making Pathways (3 units x 1 year, 180 hours)

Course Description

This provides students with the opportunity to obtain national vocational qualifications for employment in the carpentry and joinery, shop-fitting, cabinetmaking and furnishing industries. Students will gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of tools and equipment. Working in the furniture making industry involves selecting and preparing timber, using saws, chisels, planes, power tools and woodworking machines to make and assemble furniture. Making jigs, templates or prototypes for the production of furniture and repair damaged furniture and cabinets. Skills gained in this industry transfer to other occupations. Examples of occupations in the industry include cabinet maker, wood turner, furniture finisher, polisher and upholsterer, shop fitter and joiner.

Core Units of Competency

The following content is delivered in the 180 hour course and a modified pattern of delivery is available in the 120 hour course.

- MSMENV272 Participate in environmentally sustainable work practices
- MSMPCI103 Demonstrate care and apply safe work practices at work
- MSFGN2001 Make measurements and calculations
- MSFFP2001 Undertake a basic furniture making project
- MSFFP2002 Develop a career plan for the furnishing industry

Elective Units of Competency

- MSFFM2001 Use furniture making sector hand and power tools
- MSFFM2002 Assemble furnishing components
- MSFFP2003 Prepare surfaces
- MSFFP2004 Apply domestic surface coatings
- MSFFP2005 Join furnishing materials
- MSFFP2006 Make simple timber joints
- MSMSUP106 Work in a team

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

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Furniture Making Pathways MSF20516. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course and achieve at least one unit of competency will be eligible for a Statement of Attainment towards Certificate II in Furniture Making Pathways MSF20516.

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

N Determinations: Where a student has not met New South Wales Education Standards Authority (NESA) course completion criteria, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

External Assessment (optional HSC examination): No. There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR

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

Resources costs: \$40 per semester, Students must also purchase materials required for their major project. Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: 6 x 38 minute periods per week.

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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

Geography

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Geography gives students the opportunity to understand current world events and global issues such as the movement of people, the production of goods on a global scale and the importance of environmental issues.

The course does this by developing knowledge and understanding about:

- The characteristics and locations of environments around the world.
- The ways that these environments have been formed and changed over time.
- The forces, both at a global and local level, that influence people, ecosystems, urban places and economic activity.

A study of Geography assists students to improve their skills in research, fieldwork and analysis of current issues.

Geography students develop an understanding of why our human and physical worlds have developed in the way they have.

Main topics covered

Year 11 HSC Course

Biophysical studies	45% of course time
Global studies	45% of course time
The Senior Geography Project	10% of course time

Year 12 HSC Course

Ecosystems at Risk	33% of course time
Urban Places	33% of course time
People & Economic Activity	33% of course time

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

Course requirements

Students complete a senior geography project (SGP) in the Year 11 HSC course and must undertake ten hours of fieldwork in both the Year 11 HSC and Year 12 HSC courses. Students will be required to submit both oral and written geographic reports.

Costs and excursions

As fieldwork is a mandatory part of the course, a number of day and overnight excursions may be held over Years 11 and 12.

Tertiary studies/career considerations

Studies in Geography apply to almost all fields of employment because of the knowledge and skills it aims to develop.

Students going on to higher education will find the study of Geography an advantage in Applied Science degrees in Resource and Environment Management. It is also an advantage in areas of architecture, town planning, foreign affairs, meteorology, CSIRO, etc.

Geography may be a major study in Arts, Science and Social Science degrees at many universities. This course can be used as part of a student's ATAR calculation.



SIT20316 Certificate II in Hospitality

Entry Requirements:

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

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description

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

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

Core Units of Competency

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

Elective Units of Competency

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

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

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

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

Qualifications

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

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

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

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Resources costs: \$25 per semester Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: 6 x 38 minute periods

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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



SIT20416 Certificate II in Kitchen Operations

Entry Requirements:

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

Course: Hospitality (240 indicative hours)

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

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks. This qualification provides a pathway for commercial cooks into commercial cookery including work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care, hospitals, prisons, schools.
Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

BSBWOR203 Work effectively with others
SITHCCC001 Use food preparation equipment
SITHCCC005 Prepare dishes using basic methods of cookery
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 practices

Elective Units of Competency

SITHIND002 Source & use information on the hospitality industry
SITXFSA002 Participate in safe food handling practices
SITHCCC002 Prepare and present simple dishes
SITHCCC006 Prepare appetisers and salads
SITCCC003 Prepare and present sandwiches
BSBSUS201 Participate in environmentally sustainable work practices
This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.
Support services may be available to meet needs of individual students.

Qualifications

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

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

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

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

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

Resources costs: \$35 per semester Discuss payment options with your trainer

Refund Arrangements: on a pro-rata basis

Delivery Arrangements: 6 x 38 minute periods

Exclusions: Refer to NESA Stage 6 VET Board Endorsed course description. Where recognition of prior learning (RPL)/credit transfer (CT) is applied to a unit of competency based on achievement of another unit of competency within this same course, the indicative hours for the unit achieved through RPL/CT would not contribute to HSC credit.

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

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

Industrial Technology: Metal and Engineering Technologies

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Industrial Technology Stage 6 consists of project work and Industry Study. Students develop a broad range of skills and knowledge related to the Metal and Engineering Technologies and an introduction to industrial processes and practices of the industry.

Main topics covered

Year 11 HSC Course

The following sections are taught in relation to the Metal and Engineering Technologies:

- Industry Study - structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- Design and Management - designing, drawing, computer applications, project management.
- Workplace Communication - literacy, calculations, graphics.
- Industry Specific Content and Production.

Year 12 HSC Course

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production.

Course requirements

In the Year 11 HSC course, students must design, develop and construct a number of practical projects including at least one group project. Each project must include a management folio. Students also undertake the study of an individual business within the industry.

In the Year 12 HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Costs and excursions

A yearly base fee is charged. Please refer to fee sheet in this booklet. Additional fees may apply depending on projects. All material costs for Major Projects will be borne by the student. Students will be asked to participate in several excursions relevant to the course of study.

Tertiary studies/career considerations

Much of Australia's economic, social and cultural development can be related to the capacity of our industries to develop and use technology in the manufacture of goods and services. The effective and responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful for many students.

Industrial Technology: Multimedia Industries

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Industrial Technology Stage 6 consists of project work and Industry Study. Students develop a broad range of skills and knowledge related to the Multimedia Industry, and an introduction to industrial processes, practices and software of the industry. The multimedia industry includes the production and manipulation of text, graphics, animation, audio and video in the area of entertainment, advertising and education.

Main topics covered

Year 11 HSC Course

The following sections are taught in relation to multimedia industries:

- Industry Study - structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- Design and Management - designing, computer applications, project management.
- Workplace Communication - literacy, calculations, graphics.
- Industry Specific Content and Production.

Year 12 HSC Course

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production.

Course requirements

In the Year 11 HSC course, students must design, develop and create a number of computer-generated multimedia projects including at least one group project. Each project must include a management folio. Students also undertake the study of an individual business within the industry.

In the Year 12 HSC course, students must design, develop and create a major multimedia project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Costs and excursions

A yearly base fee is charged. Please refer to fee sheet in this booklet. Additional fees may apply depending on projects. All material costs for Major Projects will be borne by the student. Students will be asked to participate in several excursions relevant to the course of study.

Tertiary studies/career considerations

Much of Australia's economic, social and cultural development can be related to the capacity of our industries to develop and use technology in the manufacture of goods and services. The effective and responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful for many students.

Industrial Technology: Timber and Furniture Industries

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil (junior wood work would be an advantage)
Exclusions:	Nil

Course description

Industrial Technology Stage 6 consists of project work and Industry Study. Students develop a broad range of skills and knowledge related to the Timber Products and Furniture Industries and an introduction to industrial processes and practices of the industry.

Main topics covered

Year 11 HSC Course

The following sections are taught in relation to the Timber Products and Furniture Industries:

- Industry Study - structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- Design and Management - designing, drawing, computer applications, project management.
- Workplace Communication - literacy, calculations, graphics.
- Industry Specific Content and Production.

Year 12 HSC Course

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production.

Course requirements

In the Year 11 HSC course, students must design, develop and construct a number of practical projects including at least one group project. Each project must include a management folio. Students also undertake the study of an individual business within the industry.

In the Year 12 HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Costs and excursions

A yearly base fee is charged. Please refer to fee sheet in this booklet. Additional fees may apply depending on projects. All material costs for Major Projects will be borne by the student. Students will be asked to participate in several excursions relevant to the course of study.

Tertiary studies/career considerations

Much of Australia's economic, social and cultural development can be related to the capacity of our industries to develop and use technology in the manufacture of goods and services. The effective and responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful for many students.

Investigating Science

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

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

The Year 12 HSC course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Main topics covered

The Year 11 HSC course consists of four modules:

- Module 1 Cause and Effect – Observing
- Module 2 Cause and Effect – Inferences and Generalisations
- Module 3 Scientific Models
- Module 4 Theories and Laws.

The Year 12 HSC course consists of four modules:

- Module 5 Scientific Investigations
- Module 6 Technologies
- Module 7 Fact or Fallacy?
- Module 8 Science and Society.

Course requirements

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

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

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

Costs and excursions

Nil

Tertiary studies/career considerations

Many and varied.

Japanese Beginners

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Students with more than 100 hours of previous study in Stage 4 or Stage 5

Course description

This course has been designed for students who wish to begin their study of Japanese at senior secondary level. During the course, students will develop skills in effective communication, knowledge of the nature of language and understanding of the interdependence of language and culture using the modern standard version of Japanese language.

Main topics covered

Students will use the skills of listening, speaking, reading and writing, either individually or in combinations to satisfy the following objectives of:

- interacting
- understanding texts
- producing texts.

This will be achieved through the study of the following prescribed topics:

- family life, home and neighborhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations.

All topics listed in the syllabus must be studied for the HSC. Topics previously studied in the Year 11 HSC course will be studied in greater depth.

Tertiary studies/career considerations

Further studies available at TAFE and university.

Careers are wide and varied.

- Interpreter services ranging from hospitals and legal services in Australia to the United Nations Congress in New York.
- Tourism and hospitality industry.
- Teaching in Australia and Japan.
- Diplomatic services and embassy staff.
- International charity organisation staff.

Japanese Continuers

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	100 hours of Japanese in Stage 5 with 50 hours in Year 10
Exclusions:	Japanese Beginners

Course description

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

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

Main topics covered

The course has three prescribed themes of the individual, Japanese-speaking communities and the changing world.

Within the *individual*, students explore their personal world in terms of daily life, leisure, personal information, places of interest in Australia and their future plans.

The *Japanese-speaking communities* theme allows students to learn about travelling and living in Japan. Students also examine Japanese cultural life giving them a deeper perspective into the concept of culture and encouraging them to reflect upon their own culture.

The theme of the *changing world* equips students with the linguistic skills to express their views on current issues and to consider how change affects the world of work and other areas of society.

Tertiary studies/career considerations

Careers are wide and varied.

- Interpreter services ranging from hospitals and legal services in Australia to the United Nations Congress in New York.
- Tourism and hospitality industry.
- Teaching in Australia and Japan.
- Diplomatic services and embassy staff.
- International charity organisation staff.

Legal Studies

ATAR Category:	A
Units:	2 units for each of Year 11 and 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

The law holds a fascination for many people, be it from films, media or experiences of family or friends. At the same time, it may seem remote, ritualistic and foreign. This course draws the two images together to arm students with enough knowledge about the law to more effectively assess its role in regulating society and protecting the rights of individuals and groups.

Legal Studies is a course about the law rather than a law course. Its aim is effective participation in society through some understanding of the historical development of the legal system, the general nature of law, the operation of legal institutions and the various ways in which disputes can be settled. Major studies will be made of our criminal justice system; issues concerned with environmental laws, as well as Australia's participation in world order issues.

The growing impact of International Law and concerns about human rights will also be studied.

Main topics covered

Year 11 HSC Course

- The Legal System 40% of course time
- The Individual and the Law 30% of course time
- The Law in Practice 30% of course time.

Year 12 HSC Course

- Crime 30% of course time
- Human Rights 20% of course time
- Additional Focus Studies 50% of course time.

Two chosen from consumers, families, global environmental protection, Indigenous people, shelter, workplace, world order.

Key themes included across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System, compliance and non-compliance.

Costs and excursions

No extra costs are envisaged. Local excursions to the Mudgee Court House will occur in Year 11.

Tertiary studies/career considerations

This subject would provide a useful background for courses in Arts, Business Studies, Commerce, Economics, and Law. It would be an advantage to students seeking employment in any field.

This course can be used as part of a student's ATAR calculation.

Marine Studies

ATAR Category:	A
Units:	2 unit
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	Nil

Course description

The oceans cover more than 70 percent of the earth's surface and influence all forms of life on this planet. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources. Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

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

Main topics covered

Year 11 HSC Course

Core Modules (Term 1):

- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in the Water
- Marine and Maritime Employment.

Option Modules for the remainder of the course:

1. Dangerous Marine Creatures
2. Skin Diving and Diving Science
3. Sea Life in the Temperate Marine Environment
4. Marine Archaeology
5. Shipwrecks and Maritime Disasters
6. Coral Reef Ecology
7. Local Area Study – Anatomy of a Marine Park – Port Stephens/Great Lakes
8. Marine Life Anatomy.
9. Secrets and Mysteries of the Deep.

Costs and excursions

Year 11 HSC Course

Excursion to Nelson Bay.

This component is not compulsory for course completion. This is to provide students with the opportunity to learn to scuba dive at a heavily discounted price. Students who do not wish to learn to dive or are unable to are NOT precluded from this excursion and does not hinder successful completion of this course. During the coastal visit, students will conduct research into the temperate marine environment. Non-divers can snorkel during in-water activities. The option will be available to visit the Irukandji Shark and Ray Centre.

Year 12 HSC Course

Excursion to Sydney to visit Sydney Aquarium and the National Maritime Museum to investigate marine life, coral reef ecosystems, marine disasters/shipwrecks and archaeology. There may also be the opportunity for divers to complete a wreck dive on the HMAS Adelaide or SS Oakland (Artificial Reef v's Maritime Disaster).

Costs for excursions will be provided at the commencement of the course.

At the completion of Year 12, there may also be the option to travel to Hideaway Island in Vanuatu or join a Volunteer Marine Research Program overseas.

Tertiary studies/career considerations

Many and varied options from TAFE, university and private organisations. Careers in Marine studies and research, tourism, resort management, media, and travel industry e.g. Bachelor of Marine Science and Management. See Mr Willetts for more details.

Mathematics Advanced

ATAR Category:	A
Units:	2 unit
NESA Developed:	Yes
Prerequisites:	The course is constructed on the assumption that students have achieved the outcomes at the Year 10, 5.3 level. If a student has only studied the topics covering the 5.2 level, they may need to complete some extra preparation work.
Exclusions:	Nil

Course description

The course is useful for concurrent studies in science, engineering studies and commerce.

This course is suitable for good mathematics students who enjoy tackling new mathematical problems. It requires a precise use of mathematical language and a solid background in algebra, coordinate geometry and trigonometry.

Main topics covered

Year 11 HSC Course

Topics

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

Subtopics

- MA-F1** Working with Functions
- MA-T1** Trigonometry and Measure of Angles
- MA-T2** Trigonometric Functions and Identities
- MA-C1** Introduction to Differentiation
- MA-E1** Logarithms and Exponentials
- MA-S1** Probability and Discrete Probability Distributions

Year 12 HSC Course

Topics

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

Subtopics

- MA-F2** Graphing Techniques
- MA-T3** Trigonometric Functions and Graphs
- MA-C2** Differential Calculus
- MA-C3** Applications of Differentiation
- MA-C4** Integral Calculus
- MA-M1** Modelling Financial Situations
- MA-S2** Descriptive Statistics and Bivariate Data Analysis
- MA-S3** Random Variables

Tertiary studies/career considerations

The course is enough basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial Mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake this course with at least the Extension 1 and possibly the Extension 2 course. This course is a prerequisite for some university courses.

This course can be included as part of the ATAR calculation.

Year 11 HSC Mathematic Extension

Year 12 HSC Mathematics Extension 1

ATAR Category:	A
Units:	3 units in each of Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	The course is constructed on the assumption that students have achieved, to a high standard, the outcomes at the Year 10 5.3 level.
Exclusions:	Nil

Course description

The content of this course, which includes the whole of the 2 unit course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics including many which are applicable to the real world. It is highly recommended for tertiary studies of science, engineering and economics.

Main topics covered

Year 11 HSC Course

Topics

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

Subtopics

- ME-F1** Further work with Functions
- ME-F2** Polynomials
- ME-T1** Inverse Trigonometric Functions
- ME-T2** Further Trigonometric Identities
- ME-C1** Rates of Change
- ME-A1** Working with Combinatorics

Year 12 HSC Course

Topics

- Proof
- Vectors
- Trigonometric Functions
- Calculus

- Statistical Analysis

Subtopics

- ME-P1** Proof by Mathematical Induction
- ME-V1** Introduction to Vectors
- ME-T3** Trigonometric Equations
- ME-C2** Further Calculus Skills
- ME-C3** Applications of Calculus
- ME-S1** The Binomial Distribution

Tertiary studies/career considerations

The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of Mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course in their HSC year.

This course can be included as part of the ATAR calculation.

Mathematics Standard

ATAR Category:	A
Units:	2 units in each of Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	The course is constructed on the assumption that students have achieved the outcomes at the Year 10 5.2 level or performed very well at the 5.1 level.
Exclusions:	Students may not study any other Stage 6 mathematics course in conjunction with Mathematics Standard.

Course description

Mathematics Standard allows students to develop their knowledge and understanding of mathematical concepts and improve their skills to solve problems relating to their present and future needs and aspirations, enabling them to make informed decisions in their daily lives.

Students study a common Year 11 course which leads to the Mathematics Standard 1 Year 12 or Mathematics Standard 2 Year 12.

Main topics covered

Year 11 HSC Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 HSC Standard 1 Course

- Algebra
- Measurement
 - Right angled triangles
 - Rates
 - Scale Drawing
- Financial Mathematics
 - Investment
 - Depreciation and Loans
- Statistical Analysis
- Networks

Year 12 HSC Standard 2 Course

- Algebra
- Measurement
 - Non right-angled triangles
 - Rates and Ratio
- Financial Mathematics
 - Investment and Loans
 - Annuities
- Statistical Analysis
 - Bivariate Data Analysis
 - The Normal Distribution
- Networks
 - Critical Path Analysis

Tertiary studies/career considerations

Mathematics Standard 2 offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at the tertiary level.

Mathematics Standard 1 offers the students the opportunity to prepare for post-school options of employment and further training. It is designed to help students improve their numeracy skills to enable them to solve problems in real contexts.

These courses may be included as part of the ATAR calculation.



MEM10105 Certificate I in Engineering

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

Course Description

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

Core Units of Competency

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

Elective Units of Competency (Compulsory in TAS)

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

Additional single unit of competency to qualify for Certificate 1

- MEM16008A Interact with computing technology

This course also requires the completion of the Manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet NESA HSC requirements.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted

Qualifications

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

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

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

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

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$ 30 per semester Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: 6 x 38 minute periods per week

Exclusions: Industrial Technology (Metal and Engineering Technologies).

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

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

Modern History

ATAR Category:	A
Units:	2 units of each of Year 11 HSC and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

The Year 11 course is structured to provide students with the opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

Main topics covered

Year 11 HSC Course (120 hours)

- Investigating Modern History (60 hours)
 - The Nature of Modern History
 - Case Studies

One case study must be from Europe, North America or Australia.

One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

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

- Historical Investigation (20 hours)
- The Shaping of the Modern World.

Year 12 HSC Course (120 hours)

- Core Study: Power and Authority in the Modern World 1919-1946 (30 hours)
- National Studies (30 hours)
- Peace and Conflict (30 hours)
- Change in the Modern World (30 hours).

Course requirements

For the Year 11 HSC Course:

- 120 indicative hours are required to complete this course.

For the Year 12 HSC Course:

- The Year 11 HSC course is prerequisite.
- 120 indicative hours are required to complete the course.

Costs and excursions

Trips to Sydney may be organised. Students may also be invited to attend HSC Study Day(s).

Tertiary studies/career considerations

Modern History provides a good basis for university studies, especially in the Humanities. History (Ancient and Modern), Archaeology, Anthropology, Classics can all be taken as majors in Arts degrees or Arts/Law, Arts/Science degrees. These studies can lead to careers in Teaching (school and university), Communications/Media, Law, Government Departments (e.g. Foreign Affairs, Defence, Trade etc.) and Private Industry.

This course can be used as part of a student's ATAR calculations.

Music 1

ATAR Category:	A
Units:	2 units of each of Year 11 HSC and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	None
Exclusions:	Music 2

Course description

In the Year 11 HSC and Year 12 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

- 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 (Preliminary 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

Course requirements

Year 12 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.

Costs and excursions

Some excursions may arise if suitable performance opportunities become available.

Tertiary studies/career considerations

Study of this course may lead to further study at University, College etc., or will equip students with some skills required of professional musicians, band members, music teachers, performers or composers.

Music 2

ATAR Category:	A
Units:	2 units of each of Year 11 HSC and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	7-10 mandatory and elective course
Exclusions:	Music 1

Course description

Music 2 builds on the Years 7 to 10 mandatory and elective courses and focuses on the study of western art music. It assumes students have a formal background in music, have developed music literacy skills and have some knowledge and understanding of musical styles.

Music 2 focuses on western art music but requires students to place this study in a broader musical context. It provides opportunities for students to develop knowledge, skills and understanding in a wide range of musical styles and contexts and a structure in which they can pursue an area of specialisation.

Main topics covered

Preliminary course

Students will study the mandatory topic and ONE additional topic.

Mandatory topic: Music 1600 – 1900

Additional topics

Students will study ONE topic from the list:

- Australian music
- Music of a culture
- Medieval music
- Renaissance music
- Music 1900 – 1945
- Music 1945 – music 25 years ago.

Course requirements

Year 12 HSC Course:

For the HSC course, students need to complete a performance exam, sight singing, core composition and an aural skills exam which includes the study of music scores. Students also have elective options which include performance, composition and musicology.

Costs and excursions

Some excursions may arise if suitable performance opportunities become available.

Tertiary studies/career considerations

Study of this course may lead to further study at University, College etc., or will equip students with some skills required of professional musicians, band members, music teachers, performers or composers.

Personal Development, Health and Physical Education (PDHPE)

ATAR Category:	A
Units:	2 units
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

The Year 11 HSC course examines a range of areas that underpin personal 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 can select from a range of options in areas such as first aid, composition and performance and fitness choices.

In the Year 12 HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. Students undertake optional study from a range of choices. This includes investigating the health of young people or groups experiencing health inequities. In other options, students focus on improving 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.

This course is primarily a theory-based learning experience which requires students to think critically about health issues which impact on them. They are challenged to examine these issues and respond in terms of individual plans, lifestyle decisions and clarification of values.

Main topics covered

Year 11 HSC course:

Core topics (60%)

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

Optional topics (60%)

Students study two options from:

- First aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation.

Year 12 HSC course:

Core topics (60%)

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

Optional topics (40%)

Students study two options from:

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

Course requirements

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

Costs and excursions

If the Outdoor Recreation option is selected in the Year 11 HSC course, there may be an excursion organised and financially managed by the students themselves.

As part of their Year 12 HSC course, there may be an excursion to Sydney early in Term 1.

Tertiary studies/career considerations

This course of study provides background knowledge and skills to undertake further study and vocational pathways in the areas of recreation, paramedical, movement and health sciences. Examples of these include tertiary studies in:

- health and physical education
- physiotherapy, radiology/radiography, chiropractic, occupational therapy
- nursing, medicine
- human movement studies, careers in coaching, personal training
- gym instructors/manager, recreation officer
- sports medicine
- nutrition/dietetics
- epidemiology.

Photography

ATAR Category:	A
Units:	2 units
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	Projects developed for assessment in one subject are not to be used in full or in part for assessment in any other subject.

Course description

Students will learn to use SLR cameras, how to develop and print black and white photographs and how to use lighting and study the work of Australian photographers. Video and/or digital imaging processes are also components of the course.

Photography offers students the opportunity to explore contemporary artistic practices. The 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. It is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography 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 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.

Main topics covered

Use of SLR and digital SLR cameras, studio work, creative techniques, basic dark-room techniques. Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and 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 fields.

Course requirements

Core work and elective modules. Students are required to keep a Photography Journal and Portfolio throughout the course.

Costs and excursions

A course fee is charged. Please refer to the fee sheet in this booklet.

Tertiary studies/career considerations

This course would be useful to students who wish to become involved in commercial, industrial or fashion photography, graphic arts, advertising journalism and information technology.

Physics

ATAR Category:	A
Units:	2 units for each of Year 11 HSC and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Main topics covered

Skills:

Develop and evaluate questions and hypotheses for scientific investigation.

The Year 11 course consists of four modules:

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism.

The Year 12 course consists of four modules:

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom.

Course requirements

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

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

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

Tertiary studies/career considerations

Many and varied.

Society and Culture

ATAR Category:	A
Units:	2 units for each of Year 11 HSC and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of interest to them.

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

Main topics covered

Year 11 HSC Course:

- The Social and Cultural World: 30% - the interaction between aspects of society and cultures.
- Personal and Social Identity: 40% - socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communications: 30% - how people in different cultures interact and communicate.

Year 12 HSC Course:

Core:

- Social and Cultural Continuity and Change: 30% of course time - continuity and change - research and case study.
- The Personal Interest Project: 30% of course time - draws together the interests, research skills and personal experiences of the student.

Depth Studies: 40% of course time

Two to be chosen from:

- Popular Culture - the interconnection between individuals and popular culture
- Belief Systems and Ideologies - role of belief systems in societies, cultures and personal life
- Social Inclusion and Exclusion – the nature and implications for individuals and groups
- Social Conformity and Nonconformity.

Course requirements

Completion of a Personal Interest Project (Year 12 HSC Course) worth 40% of final mark. HSC exam worth 60%.

Costs and excursions

Opportunities may arise to attend lectures/excursions which would involve travel and entry fees. Students can participate in an overnight excursion to Sydney to visit a range of houses of worship, temples, churches and mosques as part of the Belief Systems topic. This may cost approx. \$150.

Tertiary studies/career considerations

Society and Culture provides a good basis for university studies. The Personal Interest Project, undertaken by all students, develops independent research skills. It can lead on to studies in Communications/Media, Social Work, Teaching (at all levels), Nursing, Law, Research and many other fields in the humanities area.

This course can be used as part of a student's ATAR calculation.

Software Design and Development

ATAR Category:	A
Units:	2 units for each
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

The Year 11 HSC course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The Year 12 HSC course builds on the Year 11 HSC course, and asks students to develop and document software using a variety of data structures and language facilities. Through these, students will learn to solve several interesting and relevant software problems.

Main topics covered

Year 11 HSC Course

Concepts and issues in the design and development of software - 30%

- social and ethical issues
- hardware and software
- software development approaches.

Introduction to software development - 50%

Developing software solutions - 20%

Year 12 HSC Course

Development and impact of software solutions - 15%

- social and ethical issues
- application of software development approaches.

Software Development cycle - 40%

Developing a solution package - 25%

- project work.

One of the following options:

- Programming Paradigms
- The interrelationship between hardware and software. - 20%.

Course requirements

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

Costs and excursions

Some excursions may be available.

Assessment (HSC course only)

External Assessment - a three hour written examination.

Internal Assessment:

- Knowledge and understanding about development and impact of software solutions, the software development cycle - 20%
- Design and development of software solutions - 35%
- Project management techniques including documentation, team-work and communication – 20%
- Project - 25%.

Sport, Lifestyle and Recreation

ATAR Category:	Nil
Units:	2 units
NESA Developed:	Content endorsed
Prerequisites:	Nil
Exclusions:	Nil

Course description

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 Personal Development, Health and Physical Education (PDHPE) by focusing on those aspects of health that relate most closely to participation in sport and physical activity.

Students develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These, and other aspects of the course, enable students to adopt and maintain an active lifestyle.

The course features a highly practical focus with physical activity being both an area of study and a medium for learning. All students will be required to apply theoretical understanding to practical situations.

Main topics covered

The Sport, Lifestyle and Recreation course comprises 15 optional modules. There is no prescribed core component. Students, in conjunction with the teacher, select a course of study from these modules that are relevant to the groups' needs and interests.

The modules in Sport, Lifestyle and Recreation include such topics as:

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

Course requirements

An interest in physical activity and a desire to improve physical health.

Due to the nature of this course, students must be prepared to participate in practical learning experiences. A Mudgee High School sports uniform is required.

Costs and excursions

Occasional trip to a local venue for activity.

Tertiary studies/career considerations

This course provides background knowledge and skills for further study in the areas of sports science, physical education and human movement. It may also offer some credit transfer opportunities in TAFE. (Details of available credit transfer can be found at the HSC/TAFE Credit Transfer website: <http://www.tafensw.edu.au/courses/study-options/school-to-tafe>).

The Sport and Recreation industry is a major growth industry and this course may be used as a platform to further studies in coaching and administering, fitness leader/instructor/manager, nursing, community health worker, sports training, sport and recreation officer, ambulance officer, personal training.

Textiles and Design

ATAR Category:	A
Units:	2 units for each of Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Nil

Course description

The Year 11 HSC course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

The Year 12 HSC course builds upon the Preliminary course and involves the study of: historical design development; the influence of culture on design; contemporary designers; end-use applications of textiles; innovations and emerging technologies; appropriate textile technology and environmental sustainability; current issues; and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main topics covered

Year 11 HSC Course

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

Year 12 HSC Course

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

Course requirements

In the Year 11 HSC course students will undertake two preliminary textile projects. Year 11 Project 1 will be drawn from the area of study Design. Year 11 Project 2 will be drawn from the area of study of Properties and Performance of Textiles.

In the Year 12 HSC course, the Major Textiles Project work allows students to develop a textile project from one of the following focus areas: apparel; furnishings; costume; textile arts; and 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.

Costs and excursions

All costs are approximate. A course fee is charged. Please refer to the fee sheet in this booklet. Materials for projects must be supplied by the student.

Assessment

HSC mark is a combination of a written examination of 1 ½ hours and the Major Textiles Project which is submitted in Term 3.

Visual Arts

ATAR Category:	A
Units:	2 units for each of Year 11 and Year 12 HSC
NESA Developed:	Yes
Prerequisites:	Nil
Exclusions:	Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course: Works developed for assessment in Photography cannot be used for assessment in Visual Arts.

Course description

The study of Visual Arts encourages students to think 'outside the square'. A necessary skill in all subjects, careers and aspects of life. This means that you don't have to aspire to be an artist to do this course. It will help you to think creatively in problem solving and to see the world in many ways. Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the Year 12 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 HSC course is broadly focused, while the Year 12 HSC course provides for deeper and more complex investigations through the study of five case studies. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main topics covered

Year 11 HSC Course learning opportunities focus on:

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

Year 12 HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways and use different interpretive frameworks in their investigations.
- How students may develop their own practice in artmaking, art criticism, and art history.
- 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.

Course requirements

Year 11 HSC Course:

- Artworks in at least three expressive forms and use of a Visual Arts Process Diary.
- A broad investigation of ideas in art making, art criticism and art history.

Year 12 HSC Course:

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

Costs and excursions

A course fee is charged. Please refer to the fee sheet in this booklet.

Usually one major excursion each year. Other excursions to local exhibitions may occur as they become available.

Excursions cost approximately \$90 - \$100.

Tertiary studies/career considerations

Artist, Graphic Designer, Architect, Cartoonist, Interior designer, Photographer, Advertising, Sign writer, Diploma of Arts, Bachelor of Education (Visual Arts), Diploma Graphic Design, Curator, Art Historian, Animator, Landscape Architect, Industrial Designer.

Work Studies

ATAR Category:	Nil
Units:	2 units
NESA Developed:	Content endorsed
Prerequisites:	Be prepared for commitment to work experience at up to 4 different work locations for one day per week each Wednesday over Years 11 and 12 (i.e. one placement per semester).
Exclusions:	Nil

Course description

Work Studies is a practical course which allows students to develop a range of knowledge, skills and attitudes in workplace settings. In addition to assisting with student's school to work transition, Work Studies examines the changing nature of work organisation and the relationship between education, training, work and lifestyle.

Main topics covered

- My Working Life
- Experiencing Work/Work placement
- Career planning
- Job seeking
- Interviews
- Workplace communication
- Equity Issues
- Work and Lifestyle
- Self-Employment
- Investigating an Enterprise
- Social Issues & Work
- Work Health & Safety
- Work Project.

Course requirements

Students intending to participate in Work Experience on building sites, for example builders, electricians, and plumbers, will be required to complete a WorkCover approved one day Work Health and Safety training course (White Card) - prior to the work placement.

Costs and excursions

Industry visits are an integral part of the course. Excursion costs must be met by the student.

Tertiary studies/career considerations

The practical, work-related nature of Work Studies allows students to develop skills (e.g. interview skills) and complete tasks (e.g. curriculum vitae), which will allow entry into a wide range of vocations. Work Studies caters more for students who are not intending to go to University **immediately** after Year 12 and are seeking a program that is less academically demanding. References from work placement will also enhance job seeking. Students should also consider utilising the Work Studies work experience component to satisfy requirements for the mandatory work placements, in any VET courses they may choose.

Resource Contributions

Subject/Course	per Semester
Year 7 Resource	\$30.00
Year 8 Resource	\$30.00
Year 9 Resource	\$40.00
Year 10 Resource	\$40.00
Year 11 Resource	\$55.00
Year 12 Resource	\$55.00
Year 11 Book Deposit Refundable on return of textbooks upon leaving	\$50.00

Subject Fees

Subject/Course	per Semester
CHILD STUDIES YEARS 8 to 10	\$15.00
CONSTRUCTION (VET) YEARS 11 and 12	\$40.00
DESIGN and TECHNOLOGY YEARS 11 and 12	\$25.00
ENGINEERING STUDIES YEAR 11	\$15.00
ENTERTAINMENT (VET) YEARS 11 and 12	\$20.00
FOOD TECHNOLOGY YEARS 8 to 10	\$55.00
FOOD TECHNOLOGY YEAR 11	\$35.00
FOOD TECHNOLOGY YEAR 12	\$45.00
FURNITURE MAKING (VET) YEARS 11 and 12	\$40.00
HOSPITALITY – COMMERCIAL COOKERY (VET) YEARS 11 and 12	\$35.00
HOSPITALITY – FOOD & BEVERAGE (VET) YEARS 11 and 12	\$25.00
INDUSTRIAL TECHNOLOGY YEARS 8 to 10	\$40.00
INDUSTRIAL TECHNOLOGY - ENGINEERING	\$20.00
INDUSTRIAL TECHNOLOGY - MULTIMEDIA YEARS 11 and 12	\$20.00
INDUSTRIAL TECHNOLOGY - TIMBER and FURNITURE YEARS 11 and 12	\$40.00
INFORMATION PROCESSES and TECHNOLOGY YEARS 11 and 12	\$15.00
INFORMATION and SOFTWARE TECHNOLOGY YEARS 8 to 10	\$20.00
MANDATORY TECHNOLOGY YEARS 7 to 8	\$20.00
METAL and ENGINEERING (VET) YEARS 11 and 12	\$30.00
PHOTOGRAPHY YEARS 11 and 12	\$40.00
TECHNICAL GRAPHICS YEARS 8 to 10	\$20.00
TEXTILES YEARS 8 to 10	\$6.00
TEXTILES YEARS 11 and 12	\$30.00
VISUAL ARTS YEAR 7	\$20.00
VISUAL ARTS YEARS 8 to 10	\$25.00
VISUAL ARTS YEARS 11 and 12	\$30.00