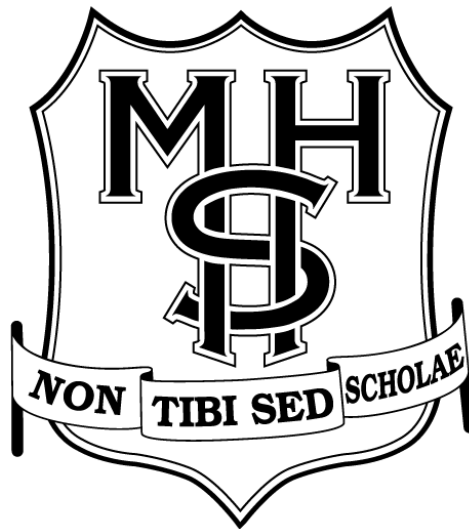


MUDGEE HIGH SCHOOL



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



SAFE

RESPECTFUL

RESPONSIBLE



YEAR 11 CURRICULUM HANDBOOK 2017

Issued July 2017

INTRODUCTION TO SENIOR COURSES AT MHS

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) 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.
- (b) 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 Year 11 (Preliminary Course) and then do Year 12 (the HSC course) immediately. The HSC can be accumulated over anything up to 5 years. This is termed 'pathways'.
- Another possibility concerns 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 these new rules, students are only required to repeat those subjects that they chose.

Generally, most students follow the traditional pathway of Year 11 then Year 12 but 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.

The students who are returning to Year 11 these days range in ability, interests and career choice. It must be remembered that, on average, across the state only 30% to 40% of Year 12 students will be offered a place in university. For many students, their career choice does not require a university degree. Mudgee High School last year had approximately 65% 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 straight 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 attend the **SUBJECT MARKET** scheduled for **Tuesday 1st August, 4pm – 7pm.**

On this occasion staff from each faculty will be available to provide information about each subject. The school Careers Adviser and representatives from TAFE will also be present.

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

| | |
|----------|---|
| 20/07/17 | Parent Information Evening – 7.00pm in the school’s Performance Centre. Mudgee High School staff will outline procedures/policies in use at Mudgee High School. Students will be issued with the Year 11 Curriculum Handbook, this contains all relevant information that students and parents require to make informed subject choices. A survey sheet will be distributed with the booklet on the night – this survey will be used to guide construction of the Year 11 subject lines. Please do not submit your subject selection survey sheet until after the Subject Market Evening. Your choices will be used to determine the Year 11 subject lines. |
| 01/08/17 | Subject Market Evening in the school gymnasium 4-7pm. Each subject will have an information stall. TAFE will also attend. Careers advice will also be available. Staff will also be available to advise Special Education students considering Life Skills. Please do not submit your subject selection survey sheet until after this evening. |
| 11/08/17 | Survey of subjects returned by this date to the front office. Please make sure you submit this sheet as it determines the development of the final subject lines. |
| 29/08/17 | Final selection sheets distributed to students |
| 06/09/17 | Final day to hand in selection of subjects to front office. |

FEES FOR SENIOR STUDENTS

School Resource Fees: 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 make a donation to our building fund for the same amount as the voluntary resource fee. 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. See separate attachment.

Senior Textbook Deposits: Each year the school spends in the vicinity of \$30,000 on new and replacement textbooks for students. In the past, many senior students, for whatever reason, failed to return their textbooks and other school property upon leaving. Students in the year behind are disadvantaged when textbooks and other equipment are not available for the courses they are studying.

In order 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 accounts, to be fully refunded at the end of Year 12 if all textbooks and property are returned. The refund will be in the form of a school cheque mailed to the home address or may be collected in cash on the Year 12 sign out day.

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select 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**

These 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 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 Preliminary and 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 Preliminary course and a 2 unit 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 (that is, 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.

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

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

2 UNIT COURSE

- This is the basic structure for all courses. It has 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 Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

1 UNIT COURSE

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

**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 THE 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 Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the 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 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. However, these are Category B courses and only one of these courses can count towards an ATAR. All other courses that are NESA developed are Category A and do not have a similar restriction.

LIST OF SUBJECTS OFFERED THROUGH MUDGEE HIGH SCHOOL
Remember 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) – Yr 12 only English Standard (2 unit) Food Technology (2 unit) Geography (2 unit) History Extension (1 unit) – Yr 12 only Industrial Technology Metal (2 unit)+ Industrial Technology Multimedia (2 unit)+ Industrial Technology Timber & Furniture (2 unit)+ Information Processes & Technology (2 unit) Investigating Science (2unit) Japanese Beginners (2 unit) Japanese Continuers (2 unit) Legal Studies (2 unit) Mathematics (2 unit) Mathematics Extension 1 (1 unit) Mathematics Extension 2 (1 unit) – Yr 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 (2 unit)* Metal and Engineering (2 unit)* Entertainment (2 unit)*</p> <p><u>VOCATIONAL EDUCATION NESA DEVELOPED COURSES</u> MSF20516 Certificate II in Furniture Making Pathways</p> <p><u>NESA ENDORSED COURSES</u> Computing (2 unit) English Studies (2 unit) 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)*</p> <p><u>COURSES delivered by External Providers (NESA developed)</u> Automotive (2 unit)* Electrotechnology (2 unit) Human Services (2 unit)</p> <p>Students must arrange their own transport to these external providers.</p> |

*** THESE COURSES INVOLVE A MANDATORY WORK PLACEMENT ONLY 2 VET COURSES WITH A MANDATORY WORK PLACEMENT CAN BE ELECTED**

+ NOTE: INDUSTRIAL TECHNOLOGY CAN ALSO BE CHOSEN AS ONE OPTION

SOME COMMON QUESTIONS

1. **HOW DO STUDENTS GO ABOUT MAKING THEIR SUBJECT CHOICES?**

This is done in two stages. Firstly, students are given a free choice of subjects survey. This is NOT their final choice but this information is used to enable subjects to be placed in 6 groupings or lines for timetabling purposes. Students then are asked to make their final choices, choosing 2 units from each line.

2. **DOES THIS MEAN THAT COMPROMISES MUST BE MADE WHEN MAKING FINAL CHOICES?**

YES! As stated above a great deal of time has gone into the arrangement of subjects in various lines. With over 150 students in Year 11 it is highly unlikely that we will be able to satisfy everyone completely. No high school is ever able to. Therefore, **IF ONLY A SMALL NUMBER OF STUDENTS SELECT A SUBJECT THEN WE MAY HAVE TO ASK THOSE STUDENTS TO MAKE ANOTHER SELECTION.**

Of course, the school will always try to satisfy as many of the student's wishes as possible.

3. **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 10 units in Year 12. Two of these units must be English. Also remember that TAFE courses terminate at the end of Year 11.

4. **IS IT POSSIBLE TO DO EXTENSION WORK IN EVERY SUBJECT?**

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

5. **IF MY SON/DAUGHTER WANTS TO GO TO A UNIVERSITY DOES IT MATTER WHAT SUBJECTS THEY TAKE?**

YES! For two reasons:

(a) Particular courses at particular institutions may have certain 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.

(b) To actually get into the University the student has to 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 "**AUSTRALIAN TERTIARY ADMISSION RANK**" (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 students scores in their **BEST TEN UNITS OF NESA DEVELOPED COURSES.**

6. **IS IT TRUE TO SAY THEN THAT IF MY CHILD WISHED TO ATTEND UNIVERSITY AFTER YEAR 12 THEN THEY MUST DO AT LEAST TEN UNITS OF NESA DEVELOPED COURSES?**

ABSOLUTELY CORRECT!

7. **IF I TAKE VOCATIONAL EDUCATION COURSES WILL I GET AN HSC?**

YES! You will have completed the minimum requirement of 6 units of NESA Developed courses and the requirement of 12 units of study in Years 11 and 10 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 1 of these courses can count.

8. **WILL JOINT SCHOOLS-TAFE 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 to undertake their senior studies are required to complete a Senior Learning Agreement. A lot of resources are invested in our senior school to ensure the best chances 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 & 12.

School Based Apprenticeships and Traineeships

The School Based Apprenticeship and Traineeship Program provide 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 that is 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 sufficient 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

Also useful are the following sites:

<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/>

The following document provides important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

General

VET 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.

Framework and Non Framework Courses

VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and NESAs Endorsed Courses (NEC). Both groups will provide units of credit towards the students HSC. Similarly, both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

Note: Students must complete a 240 hour course and sit the optional HSC examination.

Only ONE Category B course may be used towards the student's ATAR.

NESA Endorsed Courses cannot be used towards the ATAR.

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 are generally practical in nature and reflect the type of tasks that would be required to be performed in the workplace, however written tasks may be used to 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, practical demonstrations, as well as pen and paper tasks. Students are deemed either competent or not yet competent following an assessment task.

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

Optional External HSC Examination

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the New South Wales Education Standards Authority (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12. Stage 6 VET courses may also be available to students in years 9 and 10 as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses.

A course induction will be delivered by course trainers at the beginning of each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

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.

Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

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 is available to students who produce evidence of achievement of competency from another RTO. RPL may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures 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.

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.

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 the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT.

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.sbatinnsw.info

Unique Student Identifier

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

The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

Smart and Skilled was implemented with an entitlement to government subsidised training commencing January 1, 2015. Qualifications achieved at school do not impact on this entitlement post school.

| | |
|--|-------------------------|
| COURSE: Agriculture | ATAR CATEGORY: A |
| UNITS: 2 units | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> * Overview (15%) * The Farm Case Study (25%) * Plant Production (30%) * Animal Production (30%) | |
| <u>HSC Course</u> | |
| Core (80%) | |
| <ul style="list-style-type: none"> * Plant/Animal Production (50%) * Farm Product Study (30%) | |
| Elective (20%) | |
| Choose ONE of the following electives to study: | |
| <ul style="list-style-type: none"> * Agri-food, Fibre and Fuel Technologies * Climate Challenge * Farming for the 21st Century | |
| PARTICULAR COURSE REQUIREMENTS | |
| Practical experiences should occupy a minimum of 30% of both Preliminary and 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 2 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, plant pathology. Agricultural technical officers usually require a diploma of TAFE training. | |

| | |
|--|---------------------------|
| COURSE: Animal Studies | ATAR CATEGORY: Nil |
| UNITS 2 units for each of Preliminary and HSC (NESA #58153) | |
| NESA ENDORSED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| This course is for people who work, or want to work, with companion animals, wildlife, or pet care services. | |
| MAIN TOPICS COVERED | |
| STUDENTS WILL ACQUIRE SKILLS AND KNOWLEDGE TO: | |
| <ul style="list-style-type: none"> • care and maintain animals in a variety of environments and workplace situations • carry out a range of animal care and husbandry duties under supervision • maintain animal facilities • apply workplace safety and ethical practices • communicate effectively with supervisors and colleagues | |
| How will students be assessed? Written tests, project work and practical tasks | |
| Possible outcomes: Statement of Attainment towards Certificate II in Animal Studies (ACM20110) | |
| PARTICULAR COURSE REQUIREMENTS- IMPORTANT- READ CAREFULLY | |
| <ul style="list-style-type: none"> • Students must complete work placement of 35 hours • This course is held during school terms (Term 1 through Term 3). • It is held outside of normal school hours through EVET • Students will be responsible for transporting themselves to and from this site. • Non-attendance can result in an unsatisfactory result or an ‘N’ award for this subject. | |
| COSTS AND EXCURSIONS | |
| Some local excursions at student cost. | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| This course can provide students with: | |
| <ul style="list-style-type: none"> • Skills and knowledge in the specific area of study. • Credit transfer/advanced standing in approved EVET courses. | |

| | |
|--|-------------------------|
| COURSE: Ancient History | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in the HSC course. | |
| The Preliminary course is structured for students to investigate: | |
| <ul style="list-style-type: none"> • people, groups, events, institutions, societies and historical sites • archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies | |
| The course provides a background for students' more specialised HSC studies. | |
| In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world, an ancient society, an historical period, and the mandatory study of Pompeii and Herculaneum. | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> • Part I - Introduction <ul style="list-style-type: none"> a) Investigating the Past: History, Archaeology and Science b) Case Studies • Part II - Ancient Societies, sites and sources • Part III - Historical investigation | |
| <u>HSC Course</u> | |
| <ul style="list-style-type: none"> • Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum • Part II: One Ancient Society • Part III: One personality in their time • Part IV: One Historical period | |
| Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome. | |
| PARTICULAR COURSE REQUIREMENTS | |
| Assessment: HSC course only | |
| The Preliminary Course must be completed satisfactorily before the 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 area of 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 eg. Foreign Affairs, Defence, Trade etc., Private Industry, Historians, Archaeologists, Paleontologists, Heritage Advisers, Conservators and Curators. | |
| This course can be used as part of a student's ATAR calculation. | |

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|---|---------------------------|
| COURSE: Automotive Mechanical Technology | ATAR CATEGORY: Nil |
| UNITS: 2 units for each of Preliminary and HSC (NESA # 26011) | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>This course is for students who wish to develop basic skills and knowledge in the automotive industry.</p> <p>This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. Students will perform a range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of vehicles.</p> <p>This course is contained within Automotive (240 indicative hours).</p> | |
| MAIN TOPICS COVERED | |
| <p>Students will:</p> <ul style="list-style-type: none"> • learn safe working practices in the Automotive Retail Service and Repair Industry • identify, select, use and maintain tools and equipment • acquire customer relations and communication skills • develop knowledge and skills to locate, identify and state the basic function and operation of major systems and components in automotive vehicles. <p>Possible Outcomes – Transcript of Academic Record towards Certificate II Automotive Vocational Preparation AUR20712</p> <p>Pathways through EVET – Advanced standing in other automotive mechanical and vehicle trades, traineeships and apprenticeship courses at Certificate II and Certificate III levels</p> <p>Competency-based Assessment</p> <p>This is a competency-based course. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.</p> | |
| PARTICULAR COURSE REQUIREMENTS – IMPORTANT – READ CAREFULLY | |
| <ul style="list-style-type: none"> • Students must complete work placement of 35 hours for a 2 unit x 2 year course (240 hours). • No more than 2 VET courses involving a Work Placement can be selected. • This course is held during school terms (Term 1 through Term 3). • It is held outside of normal school hours. • Students will be responsible for transporting themselves to and from this site. • Non attendance can result in an unsatisfactory result or an ‘N’ award for this subject. | |
| COSTS AND EXCURSIONS | |
| Students to provide their own PPE (work boots and workshop overalls) | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| New and used car salesperson, parts and accessories salesperson, mechanic, rectifying and disposing of components, repair and maintenance of vehicles. | |

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|--|-------------------------|
| COURSE: Biology | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>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 Year 11 and Year 12, including time allocated to practical investigations in depth studies.</p> | |
| MAIN TOPICS COVERED | |
| <p>Skills Develop and evaluate questions and hypotheses for scientific investigation.</p> <p>Knowledge and Understanding The Year 11 course consists of four modules. Module 1 Cells as the Basis of Life Module 2 Organisation of Living Things Module 3 Biological Diversity Module 4 Ecosystem Dynamics</p> <p>The Year 12 course consists of four modules. Module 5 Heredity Module 6 Genetic Change Module 7 Infectious Disease Module 8 Non-infectious Disease and Disorders</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p> | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| Many and varied. | |

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|---|-------------------------|
| COURSE: Business Studies | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> * Nature of Business * Business Management * Business Planning | |
| <u>HSC Course</u> | |
| <ul style="list-style-type: none"> * Operations * Marketing * Finance * Human Resources | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>In the Preliminary course there is a project, investigating the operation of a small local business or planning the establishment of a small business.</p> | |
| COSTS AND EXCURSIONS | |
| <p>In Years 11 and 12 it is possible some excursions may be planned locally and to Sydney.</p> | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>This course prepares students for all fields of employment because of the knowledge and skills it aims to develop.</p> <p>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.</p> | |

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| COURSE: Chemistry | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HS | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Senior Science (Preliminary) | |
| COURSE DESCRIPTION | |
| <p>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 in order to gain a better understanding of how chemicals interact.</p> <p>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.</p> <p>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.</p> | |
| MAIN TOPICS COVERED | |
| Skills | |
| Develop and evaluate questions and hypotheses for scientific investigation. | |
| The Year 11 course consists of four modules. | |
| Module 1 Properties and Structure of Matter | |
| Module 2 Introduction to Quantitative Chemistry | |
| Module 3 Reactive Chemistry | |
| Module 4 Drivers of Reactions | |
| The Year 12 course consists of four modules. | |
| Module 5 Equilibrium and Acid Reactions | |
| Module 6 Acid/base Reactions | |
| Module 7 Organic Chemistry | |
| Module 8 Applying Chemical Ideas | |
| PARTICULAR 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. | |
| COSTS AND EXCURSIONS | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| Many and varied | |

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|--|-------------------------|
| COURSE: Community and Family Studies | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| 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 | |
| <u>Preliminary course</u> | |
| * Resource management (20%) | |
| * Individuals and Groups (40%) | |
| * Families and Communities (40%) | |
| <u>HSC Course</u> | |
| * Research Methodology (Independent study (25%)) | |
| * Groups in context (Needs of specific community groups) (25%) | |
| * Parenting and Caring (25%) | |
| <u>Options (25%)</u> | |
| * Family and Societal interactions or Social impact of Technology or Individuals and Work | |
| PARTICULAR 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. | |

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| COURSE: Computing | ATAR CATEGORY: Nil |
| UNITS: 2 units CONTENT ENDORSED PREREQUISITES: Nil EXCLUSIONS: Board Developed Courses – Information Processes and Technology. Software Design and Development and Information Technology (VET) | |
| COURSE DESCRIPTION Computing Applications is aimed at students who have had little practical experience in using computers. It is a ‘hands-on’ skill based course aimed at developing the student’s ability to use hardware and software in a broad range of areas. Students will develop their knowledge and understanding of the role of computing and enable them to be confident users of technology. | |
| COURSE STRUCTURE Computing Applications consists of 12 modules which may be studied as either 15 hour or 30 hour modules up to a total of a nominal 120 hours. Modules will be selected to provide a course that will meet students’ specific needs and interests. Modules include hardware and software skills, graphics, spreadsheets, desktop publishing, databases, communications and multimedia. Students will undertake project work as a compulsory part of their study. | |
| COSTS AND EXCURSIONS – All costs are approximate A yearly base fee is charged. Please refer to separate fee sheet issued with this booklet. Some excursions may be organised. | |
| ASSESSMENT There is no external exam for this subject. All assessment is determined by the school. | |
| POST-SCHOOL OPPORTUNITIES The study of Computing Applications Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. | |



Certificate II in Construction Pathways CPC20211 Wagga Wagga RTO - 90333

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| <p>Course: Construction (240 indicative hours) NESA Developed Course Students must complete a minimum of 70 hours work placement to meet HSC requirements.</p> | <p>4 Preliminary and/or HSC units in total Category B status for Australian Tertiary Admission Rank (ATAR)</p> |
| <p>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. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.</p> | |
| <p>Core Units of Competency</p> <p>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</p> | <p>Elective Units of Competency Elective units may include:</p> <p>CPCCCA2002B Use carpentry tools and equipment CPCCCA2011A Handle carpentry materials CPCCCM2004A Handle construction materials CPCCCM2006B Apply basic levelling procedures CPCCJN2001A Assemble components CPCCJN2002B Prepare for off-site manufacturing process CPCCBL2001A Handle and Prepare bricklaying material CPCCBL2002A Use bricklaying and block laying tools and equipment CPCCCA2003A Erect and dismantle form work for footings and slabs on ground CPCCCO2013A Carry out concreting to simple forms</p> |
| <p>This course contains three additional units above the qualification to meet NSW HSC NESA requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.</p> | |
| <p>Qualifications Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Construction Pathways CPC20211. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways CPC20211. Foundation Skills- 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/ NB: This qualification may change as a result of training package reviews.</p> | |
| <p>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.</p> <p>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.</p> <p>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 Statement of Attainment.</p> <p>Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.</p> | |
| <p>Resources costs: Discuss payment options with your trainer. Refund Arrangements: on a pro – rata basis.</p> | |
| <p>Delivery Arrangements: 6 X 38 periods per week</p> | |
| <p>Exclusions: None</p> | |
| <p>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</p> | |

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| COURSE: Design & Technology | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| Students study design processes, design theory and factors in relation to design projects. | |
| In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects. | |
| In the HSC course, students undertake a study of 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 | |
| Preliminary 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. | |
| 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, and project evaluation. | |
| PARTICULAR COURSE REQUIREMENTS | |
| In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study. | |
| COSTS AND EXCURSIONS | |
| A yearly base fee is charged. Please refer to separate fee sheet issued with this booklet. Additional fees may apply depending on projects. Some excursions may be organized. 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. | |

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|---|-------------------------|
| COURSE: Drama | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p>Preliminary course content 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.</p> <p>HSC Course content</p> <p>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.</p> <p>The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the Individual Project students demonstrate their expertise in a particular area. They Choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p> | |
| MAIN TOPICS COVERED | |
| Preliminary Course | |
| <ul style="list-style-type: none"> * Improvisation, Playbuilding, Acting * Elements of Production in Performance * Theatrical Traditions and Performance Styles | |
| HSC Course | |
| <ul style="list-style-type: none"> * Australian Drama and Theatre (Core content) * Studies in Drama and Theatre * Group Performance (Core content) * Individual Project | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course 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.</p> | |
| COSTS AND EXCURSIONS | |
| Generally, opportunities to watch visiting performers as opportunities arise. | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| Further studies in Drama and related Theatre/craft. Professional performance or production Film/TV. | |

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| COURSE: Earth and Environmental Science | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC course | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p> | |
| MAIN TOPICS COVERED | |
| Skills | |
| Develop and evaluate questions and hypotheses for scientific investigation. | |
| The Year 11 course consists of four modules. | |
| Module 1 Earth's Resources | |
| Module 2 Plate Tectonics | |
| Module 3 Energy Transformations | |
| Module 4 Human Impacts | |
| The Year 12 course consists of four modules. | |
| Module 5 Earth's Processes | |
| Module 6 Hazards | |
| Module 7 Climate Science | |
| Module 8 Resource Management | |
| PARTICULAR COURSE REQUIREMENTS | |
| Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. | |
| A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. | |
| Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. | |
| Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process. | |
| COSTS AND EXCURSIONS | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| Many and varied. | |

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|--|-------------------------|
| COURSE: Economics | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> * Introduction to Economics * Consumers and Business * Markets * Labour Markets * Financial Markets * Government in the Economy | |
| <u>HSC Course</u> | |
| <ul style="list-style-type: none"> * The Global Economy * Australia's Place in the Global Economy * Economic Issues * Economic Policies and Management | |
| PARTICULAR COURSE REQUIREMENTS | |
| COSTS AND EXCURSIONS | |
| In Years 11 and 12 it is possible some excursions may be planned locally and to Sydney. | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>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.</p> | |
| This course can be used as part of a students ATAR calculation. | |

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| COURSE: Electrotechnology- Career Start | ATAR CATEGORY: B |
| UNITS: 2 units for each of Preliminary and HSC (NESA #26301) | |
| NESA DEVELOPED | |
| PREREQUISITES: Students must have a White card to undertake work placement | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| This course provides you with entry level training for employment in the electrotechnology industry: skills in safe work practices, problem solving and routine work activities | |
| MAIN TOPICS COVERED | |
| Students will learn how to identify and use a range of components, accessories, materials, tools, equipment and technologies in the carrying out of work in the electrotechnology industry. Working in the electrotechnology industry involves the design, installation, servicing and repair and maintenance of electrical and electronic equipment, for industrial, commercial and domestic purposes | |
| PARTICULAR COURSE REQUIREMENTS – IMPORTANT – READ CAREFULLY | |
| <ul style="list-style-type: none"> • Students must complete work placement of 35 hours each year for a 2 unit x 2 year course (240 hours). • No more than 2 VET courses involving a Work Placement can be selected. • This course is held during school terms (Term 1 through Term 3). • It is held outside of normal school hours. • Students will be responsible for transporting themselves to and from this site. | |
| Non-attendance can result in an unsatisfactory result or an ‘N’ award for this subject. | |
| COSTS AND EXCURSIONS | |
| Students to provide their own PPE (work boots and cotton clothing) | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| Electrotechnology traineeships. Electrotechnology Apprenticeships | |

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|--|-------------------------|
| Course: Engineering Studies | ATAR Category: A |
| UNITS: 2 unit | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>In the 21st century, the field of engineering will continue to be directed towards the development and provision of infrastructure (eg; building, transport systems), goods (eg; appliances) and services (eg telecommunications systems) for industry and the broader community. Engineering is therefore a very broad field, offering students many career opportunities at many levels.</p> <p>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 & hydraulics; engineering materials; historical & societal influences; engineering electricity & electronics.</p> <p>Students investigate a range of applications and fields of engineering, gaining an in depth understanding of course content and the scope of the profession, i.e.; learning how engineers actually do their work.</p> | |
| MAIN TOPICS COVERED | |
| Preliminary Course | |
| <p>The <i>Engineering Studies Stage 6 Syllabus</i> comprises a Preliminary 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.</p> <p>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 Preliminary 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.</p> | |
| HSC Course | |
| <p>The 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.</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>In the Preliminary course students are first required to produce a component of an Engineering Report in Engineering application module 3, Braking systems, before producing a complete Engineering Report in Engineering focus module 4, Biomedical engineering.</p> <p>In the 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.</p> | |
| COSTS AND EXCURSIONS | |
| <p>Students will require: A scientific calculator (as used in mathematics)</p> <p>Basic drawing equipment (instrument set, set squares etc) which can be purchased through the school. Students will be involved in a number of excursions to local sites to conduct research and develop further understanding into a range of engineering topics related to modules being studied. There is an excursion to Newcastle to observe industry practices not available locally. A course fee applies which includes a study guide for students.</p> | |

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 into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

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|---|-------------------------|
| COURSE: English Advanced | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| 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; Fundamentals of English | |
| COURSE DESCRIPTION | |
| <p>English Advanced 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 in order 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.</p> | |
| MAIN TOPICS COVERED | |
| <p>Preliminary Course: The course has three sections</p> <ul style="list-style-type: none"> • Common module:- Reading to Write: Transition to Senior English • Module A: Narratives that Shape our World • Module B Critical Study of Literature <p>Texts for the course are selected by the class teacher from the range available at the school.</p> | |
| <p>HSC Course: The course has four sections:</p> <ul style="list-style-type: none"> • 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 may be This module may be done in several sections or incorporated into other modules <p>Texts for the HSC are selected from set text lists.</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Students may be given the opportunity to attend drama performances and lectures which may involve travel to Sydney and the cost of the performance.</p> | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>Advanced English would be particularly suitable for students undertaking any tertiary studies and for pursuing such careers as: Journalism and Media/Communications studies, English teaching, Librarian, Law and many other fields needing excellent communication skills.</p> | |

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| COURSE: English Extension 1 (Preliminary & HSC) ATAR CATEGORY: A English Extension 2 (HSC only) |
| UNITS: 1 unit of study for each of Preliminary and HSC NESA DEVELOPED PREREQUISITES: (a) English (Advanced) course (b) Preliminary English Extension is a prerequisite for Extension 1 (c) English Extension 1 is a prerequisite for Extension 2 EXCLUSIONS: English (Standard) Course; English Studies |
| COURSE DESCRIPTION English Extension is designed for students undertaking English Advanced 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 <u>Preliminary Course</u> <ul style="list-style-type: none"> • 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. <u>HSC Course: Extension 1</u> <ul style="list-style-type: none"> • 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 <p>Students are required to study at least TWO related texts</p> <u>HSC Course: Extension 2</u> <ul style="list-style-type: none"> • 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 |
| PARTICULAR COURSE REQUIREMENTS Across Stage 6 the selection of texts should give students experience of the following as appropriate: <ul style="list-style-type: none"> • 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 or media/communication studies. |

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| COURSE: English Standard | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: nil | |
| EXCLUSIONS: English Advanced, English Extension | |
| COURSE DESCRIPTION | |
| <p>English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order 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 in order 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 in order to create meaning. Students are expected to compose a wide range of creative and critical texts and to engage in the full writing process in order to create their best work. Oral assessment is a mandatory part of all senior English courses.</p> | |
| MAIN TOPICS COVERED | |
| <p>Preliminary Course: The course has three sections:</p> <ul style="list-style-type: none"> • Common Module: - Reading to Write: Transition to Senior English • Module A: Contemporary Possibilities • Module B Close study of Literature <p>Texts for the course are selected by the class teacher from the range available at the school.</p> | |
| <p>HSC Course: The course has four sections:</p> <ul style="list-style-type: none"> • 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 <p>Texts for the HSC are selected from set text lists.</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Students may be given the opportunity to attend drama performances or lectures which would involve travel to Sydney and entry costs.</p> | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>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.</p> | |

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| COURSE: English Studies | ATAR CATEGORY: Nil |
| UNITS: 2 Unit | |
| NESA DEVELOPED, CONTENT ENDORSED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: English Advanced, English Standard, English Extension | |
| COURSE DESCRIPTION: | |
| <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> • Mandatory module: Achieving through English: English and the worlds of education, careers and community. • Complete 2-4 of the listed optional modules. These will be selected by the class teacher to meet the needs and interests of the class group. | |
| <u>HSC Course</u> | |
| <ul style="list-style-type: none"> • 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 2-4 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: | |
| <ul style="list-style-type: none"> • 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: 2-4 of these modules are selected in each of the Preliminary and HSC years | |
| A. <i>We are Australians: English in citizenship, community and cultural identity</i> | |
| B. <i>Telling us all about it – English and the media</i> | |
| C. <i>On the road – English and the experience of travel</i> | |
| D. <i>Digital worlds – English for the web</i> | |
| E. <i>Playing the game – English in sport</i> | |
| F. <i>MiTunes and text - English and the language of song</i> | |
| G. <i>Local Heroes - English and community life</i> | |
| H. <i>Part of the family – English and family life</i> | |
| I. <i>Discovery and investigation – English and the sciences</i> | |
| J. <i>In the marketplace – English and the world of business</i> | |
| K. <i>The big screen – English in film-making</i> | |
| L. <i>Who do I think I am? - English and the self</i> | |
| M. <i>Landscapes of the mind – English and the creative arts</i> | |
| N. <i>The Way We Were - English for exploring our past.</i> | |

COURSE: English Studies (cont.)

PARTICULAR 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.

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

Course: **Entertainment (240 indicative hours)**

4 Preliminary and/or HSC units in total

NESA 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 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 using 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.

Core Units of Competency

CPCCOHS1001A - Work Safely in the construction industry

CUAIND301 - Work effectively in the creative arts industry

SITXCCS006 - Provide service to customers

CUASOU301 - [Undertake](#) live audio operations

CUALGT301 - Operate basic lighting

CUASTA301 - [Assist](#) with production operations for live performance

CUAVSS302 - [Operate](#) vision systems

CUAWHS302 – Apply work health and safety practices

Elective Units of Competency

CUASMT301 - [Work](#) effectively backstage during performance

CUASTA202 – Assist with bump in and bump out of shows

CUSSOU301 – Operate sound reinforcement systems

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 **Statement of Attainment towards Certificate III in Live Production and Services (CUA30415)**. 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.

Foundation Skills - 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/>

NB This qualification may change as a result of training package reviews

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 Statement of Attainment.

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

Resources costs: Please see the subject fees section at the back of this handbook
Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: 6 x 38 minutes lessons per week.

Exclusions : Nil

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>

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|---|---------------------------|
| COURSE: Exploring Early Childhood | ATAR CATEGORY: Nil |
| UNITS: 2 Units | |
| NESA ENDORSED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: | |
| COURSE DESCRIPTION | |
| <p>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.</p> <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <p>The course consists of a compulsory core component and optional modules</p> <p>There are three parts to the core:</p> <ul style="list-style-type: none"> • Pregnancy and Childbirth • Child Growth and Development • Promoting Positive Behaviour <p>The optional modules expand on the issues introduced in the compulsory core component.</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| NIL | |
| COSTS AND EXCURSIONS | |
| <p>There may be a number of local excursions. Possible work experience at primary schools or childcare centres.</p> | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>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, Counsellor.</p> | |

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|---|-------------------------|
| COURSE: Food Technology | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil None, but an excellent subject to combine with Hospitality for employment. | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations. | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| * Food Availability and Selection (30%) | |
| * Food Quality (40%) | |
| * Nutrition (30%) | |
| <u>HSC Course</u> | |
| * 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. | |
| PARTICULAR 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 exists- please refer to separate fee sheet issued with this booklet. | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS Many students studying this subject have obtained full and 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). | |



Certificate II Furniture Making Pathways– MSF20516

Course: **Furniture Making Pathways (180 indicative hours)***

3 Preliminary and/or HSC units in total

NESA Endorsed Course

There is **NO** Australian Tertiary Admission Rank (ATAR) option for this course

Students may elect to complete work placement in the Furnishing industry.

Students must gain the mandatory WorkCover Construction Induction Certificate, (the white card) before they enter a work site

Exclusions - Students may not undertake the same unit of competency in more than one VET course

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 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 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

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.

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 above units will be eligible for a Statement of Attainment towards Certificate II in Furniture Making Pathways MSF20516.

Foundation skills- 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/>

NB This qualification may change as a result of training package reviews

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, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although unit of competency achieved will still count towards an AQF qualification.

Students completing this course are not required to sit a written, external HSC examination.

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

Resources costs: Please see the fees section of this handbook
Discuss payment options with your trainer

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: 6 x 38 minute periods per week

Exclusions : Furniture Making

Information on requirements and arrangements for NSW school-based apprenticeships and traineeships is available at www.training.nsw.gov.au/individuals/apprenticeships_traineeships/school_based/index.html.

For more information on possible outcomes please visit the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

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|---|-------------------------|
| COURSE: Geography | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>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.</p> <p>The course does this by developing knowledge and understanding about:</p> <ul style="list-style-type: none"> • the characteristics and locations of environments around the world • the ways that these that these environments have been formed and changed over time and • the forces both at a global and local level that have an effect on people, ecosystems, urban places and economic activity. <p>A study of Geography assists students to improve their skills in research, fieldwork and analysis of current issues.</p> <p>Geography students develop an understanding of why our human and physical worlds have developed in the way they have.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| Biophysical studies | 45% of course time |
| Global studies | 45% of course time |
| The Senior Geography Project | 10% of course time |
| <u>HSC Course</u> | |
| 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. | |
| PARTICULAR COURSE REQUIREMENTS | |
| Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and 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 | |
| <p>Studies in Geography apply to almost all fields of employment because of the knowledge and skills it aims to develop.</p> <p>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.</p> <p>Geography may be a major study in Arts, Science & Social Science degrees at many universities including Sydney.</p> <p>This course can be used as part of a student's ATAR calculation.</p> | |

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|---|-------------------------|
| COURSE: History Extension | ATAR CATEGORY: A |
| UNITS: 1 unit HSC | |
| NOTE: THIS COURSE IS FOR THE HSC ONLY AND COMMENCES IN TERM 4 OF YEAR 11 IF THERE IS SUFFICIENT STUDENT INTEREST | |
| NESA DEVELOPED | |
| PREREQUISITES: The Preliminary course in Modern or Ancient History is a prerequisite for the HSC course. | |
| EXCLUSIONS: | |
| COURSE DESCRIPTION HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question 'What is History?' through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry. | |
| MAIN TOPICS COVERED | |
| Part 1: What Is History? (60% of course time) <ul style="list-style-type: none"> - Who are the historians? - What are the aims and purposes of history? - How has history been constructed and recorded overtime? - Why have the approaches to history changed over time? Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options. This is dependent upon student interest and available resources. | |
| Part II: History Project (40% of course time) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log. | |
| PARTICULAR COURSE REQUIREMENTS The Preliminary course in Modern or Ancient History is a prerequisite for the HSC course. | |
| COSTS AND EXCURSIONS Trip(s) to Sydney to visit relevant research institutions. Students may also attend Extension History Study Day(s). | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS History Extension provides a good basis for university studies, especially in the area of 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 eg. Foreign Affairs, Defence, Trade etc., Private Industry, Historians, Archaeologists, Paleontologists, Heritage Advisers and Conservators. | |

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| <p>COURSE: Human Services (Individual Support) ATAR CATEGORY: B</p> |
| <p>UNITS: 2 units for each of Preliminary (NESA # 27101) and 4 units for HSC (NESA #27101 and NESA #27109)</p> <p>NESA DEVELOPED</p> <p>Possible outcomes and pathways may change for 2018</p> <p>PREREQUISITES: Students will be required to be immunised against infectious diseases and be subject to a criminal record check.</p> <p>EXCLUSIONS: Any person who has a criminal record involving violence or abuse may be restricted in their work placement.</p> |
| <p>COURSE DESCRIPTION</p> <p>This course is for students interested in working in the health care industry. This course provides you with the opportunity to obtain qualifications for employment in the healthcare and/or aged care industries. You can gain skills in safe work practices, infection control, communication, client care, service delivery, duty of care, ethical practice and problem solving.</p> <p>A possible outcome is: Certificate III in Individual Support CHC33015 (Ageing)</p> |
| <p>THESE COULD BE SOME OF THE MAIN TOPICS COVERED</p> <ul style="list-style-type: none"> • Maintain high standard of client service • Assist with client movement • Client transport • Use basic medical terminology • Provide support in an acute care environment • Assist nursing team in an acute care environment • Support the care of clients • Respond effectively to difficult or challenging behaviors <p>How will students be assessed? Written tests, project work and practical tasks</p> <p><u>Competency-based Assessment</u></p> <p>This is a competency-based course. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.</p> |
| <p>PARTICULAR COURSE REQUIREMENTS – IMPORTANT – READ CAREFULLY</p> <ul style="list-style-type: none"> • Students must complete work placement of 120 hours over 2 years for a 360 hour course • No more than 2 VET courses involving a Work Placement can be selected. • This course is held during school terms (Term 1 through Term 4). • It is held outside of normal school hours. • It MAY be a combination of face-to-face lessons (Clinical days), video conferencing, and Moodle activities. • Students will be responsible for transporting themselves to and from various sites. • Non attendance can result in an unsatisfactory result or an ‘N’ award for this subject. |
| <p>COSTS AND EXCURSIONS</p> <p>Students will be required to be immunised against infectious diseases and be subject to a criminal record check. Students provide their own PPE for work placement (e.g. pants, white shirt, closed in shoes)</p> |
| <p>TERTIARY STUDIES/CAREER CONSIDERATIONS</p> <p>Diploma of Nursing (Enrolled/Division 2 Nursing) CHC33015</p> <p>Career opportunities include assistant in nursing in hospitals or aged care allied health assistant, enrolled nurse, registered nurse, personal care assistant, operating theatre technician, theatre support.</p> |

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| <p>COURSE: Industrial Technology ~ Metal and Engineering Technologies ATAR CATEGORY: A</p> |
| <p>UNITS: 2 units for each of Preliminary and HSC NESA DEVELOPED PREREQUISITES: Nil EXCLUSIONS: Nil</p> |
| <p>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.</p> |
| <p>MAIN TOPICS COVERED <u>Preliminary Course</u> 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 <u>HSC Course</u> 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</p> |
| <p>PARTICULAR COURSE REQUIREMENTS In the Preliminary course, students must design, develop and construct a number of practical projects (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 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.</p> |
| <p>COSTS AND EXCURSIONS A yearly base fee is charged. Please refer to separate fee sheet issued with 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.</p> |
| <p>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.</p> |

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|---|-------------------------|
| COURSE: Industrial Technology ~ Multimedia Industries | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| 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 | |
| <u>Preliminary Course</u> | |
| 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 | |
| <u>HSC Course</u> | |
| 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 | |
| PARTICULAR COURSE REQUIREMENTS | |
| In the Preliminary course, students must design, develop and create a number of computer generated multimedia projects (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 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 separate fee sheet issued with this booklet. Additional fees may apply depending on projects. All material costs will be borne by the student. Students may be asked to participate in 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 including production of multimedia products. 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. | |

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| <p>COURSE: Industrial Technology ~ Timber & Furniture Industries ATAR CATEGORY: A</p> |
| <p>UNITS: 2 units for each of Preliminary and HSC</p> <p>NESA DEVELOPED</p> <p>PREREQUISITES: Nil</p> <p>EXCLUSIONS: Nil</p> |
| <p>COURSE DESCRIPTION</p> <p>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.</p> |
| <p>MAIN TOPICS COVERED</p> <p><u>Preliminary Course</u></p> <p>The following sections are taught in relation to the Timber Products and Furniture Industries:</p> <ul style="list-style-type: none"> * 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 <p><u>HSC Course</u></p> <p>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:</p> <ul style="list-style-type: none"> * Industry Study * Design and Management * Workplace Communication * Industry Specific Content and Production |
| <p>PARTICULAR COURSE REQUIREMENTS</p> <p>In the Preliminary course, students must design, develop and construct a number of practical projects (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 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.</p> |
| <p>COSTS AND EXCURSIONS</p> <p>A yearly base fee is charged. Please refer to separate fee sheet issued with 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.</p> |
| <p>TERTIARY STUDIES/CAREER CONSIDERATIONS</p> <p>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.</p> |

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| COURSE: Information Processes and Technology | ATAR CATEGORY: A |
| UNITS: 2 units | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>Information systems and the role they play in society have increased in significance in recent years. The area of information systems has provided major jobs growth for both men and women in recent years.</p> <p>Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, which makes up a minimum of 40% of the course, students will create their own information system to meet an identified need.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> * Introduction to Information skills and systems (20%) * Tools for Information Processes (50%) * Developing information systems (30%) | |
| <u>HSC Course</u> | |
| <ul style="list-style-type: none"> * Project Management (20%) * Information Systems and Databases (20%) * Communication Systems (20%) | |
| <u>Option Strands (40%) any two from</u> | |
| <ul style="list-style-type: none"> * Transaction Processing Systems * Decision Support Systems * Automated Manufacturing Systems * Multimedia Systems | |
| PARTICULAR COURSE REQUIREMENTS | |
| There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course. | |
| COSTS AND EXCURSIONS | |
| A yearly base fee is charged. Please refer to separate fee sheet issued with this booklet. Additional fees may apply depending on projects. Some excursions may occur in this course. | |
| <u>ASSESSMENT:</u> HSC course only | |
| External Assessment | - A three hour written examination = 100 |
| Internal Assessment | - Assessment will be based on the HSC course content |
| | Project work 20%, Information Systems and Databases 20% |
| | Communications Systems 20% Option Strands 40% |

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| COURSE: Investigating Science | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| 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. | |
| COURSE DESCRIPTION | |
| <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The 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</p> <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <p>The Year 11 course consists of four modules.</p> <p>Module 1 Cause and Effect – Observing</p> <p>Module 2 Cause and Effect – Inferences and Generalisations</p> <p>Module 3 Scientific Models</p> <p>Module 4 Theories and Laws</p> <p>The Year 12 course consists of four modules.</p> <p>Module 5 Scientific Investigations</p> <p>Module 6 Technologies</p> <p>Module 7 Fact or Fallacy?</p> <p>Module 8 Science and Society</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>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.</p> <p>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.</p> <p>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</p> | |
| COSTS AND EXCURSIONS: | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| Many and varied | |

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|---|-------------------------|
| COURSE: Japanese Beginners | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Japanese Continuers | |
| COURSE DESCRIPTION | |
| <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <p>Students will use the skills of listening, speaking, reading and writing, either individually or in combinations to satisfy the following objectives of:</p> <ul style="list-style-type: none"> • Interacting • Understanding Texts • Producing Texts <p>This will be achieved through the study of the following prescribed topics:</p> <ul style="list-style-type: none"> • Family life, home and neighborhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations <p>All topics listed in the syllabus must be studied for the HSC. Topics previously studied in the Preliminary course will be studied in greater depth.</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| COSTS AND EXCURSIONS | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>Further studies available at TAFE and University</p> <p>Careers are wide and varied.</p> <ul style="list-style-type: none"> • 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. | |

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|---|-------------------------|
| COURSE: Japanese Continuers | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: 100 hours of Japanese in Stage 5 with 50 hours in Year 10 | |
| EXCLUSIONS: Japanese Beginners | |
| COURSE DESCRIPTION | |
| <p>The Preliminary 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.</p> <p>The 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.</p> | |
| MAIN TOPICS COVERED | |
| <p>The course has three prescribed themes of the individual, Japanese-speaking communities and the changing world.</p> <p>Within the <i>individual</i>, students explore their personal world in terms of daily life, leisure, personal information, places of interest in Australia and their future plans.</p> <p>The <i>Japanese-speaking communities</i> 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.</p> <p>The theme of the <i>changing world</i> 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.</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| COSTS AND EXCURSIONS | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>Further studies available at TAFE and University</p> <p>Careers are wide and varied</p> <ul style="list-style-type: none"> • 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 | |



Certificate II in Kitchen Operations – SIT20416 (Kitchen operations plus coffee)

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 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. 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** a for commercial cooks into Cert III in Commercial Cookery.

Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & 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

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|------------|---|
| 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

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|------------|---|
| SITHIND002 | Source & use information on the hospitality industry |
| SITXFSA002 | Participate in safe food handling practices |
| SITHFAB005 | Prepare and serve espresso coffee |
| SITHCCC006 | Prepare appetisers and salads |
| SITHCCC002 | Prepare and present simple dishes |
| BSBSUS201 | Participate in environmentally sustainable work practices |

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 **Certificate II in Kitchen Operations (SIT20416)**

Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment towards Certificate II in Kitchen Operations (SIT20416)**

Foundation skills- 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 NSW BOSTES 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 Statement of Attainment.

Appeals: Students may lodge an appeal about 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 lessons per week.

Exclusions Nil however students may not undertake the same unit of competency in more than one VET course

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 NSW BOSTES website: <http://www.boardofstudies.nsw.edu.au>

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|---|-------------------------|
| COURSE: Legal Studies | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>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.</p> <p>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.</p> <p>Major studies will be made of our criminal justice system; issues concerned with family laws, as well as Australia's participation in world order issues.</p> <p>The growing impact of International Law and concerns about human rights will also be studied.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| * The Legal System | 40% of course time |
| * The Individual and the Law | 30% of course time |
| * The Law in Practice | 30% of course time |
| <u>HSC Course</u> | |
| * 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. | |
| PARTICULAR COURSE REQUIREMENTS | |
| No special requirements. | |
| 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 of course Law and would be an advantage to students seeking employment in any field. | |
| This course can be used as part of a student's ATAR calculation. | |

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|---|---------------------------|
| COURSE: Marine Studies | ATAR CATEGORY: NIL |
| UNITS: 2 unit | |
| NESA DEVELOPED: Content Endorsed Course | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>The oceans cover more than 70 per cent 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.</p> <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Year</u> | |
| Core Modules (Term 1): | |
| <ul style="list-style-type: none"> • 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: | |
| <ol style="list-style-type: none"> 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 | |
| PARTICULAR COURSE REQUIREMENTS – see costs and excursions on the next page | |

COURSE: Marine Studies (Cont.)

COSTS AND EXCURSIONS

Preliminary:

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.

HSC:

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.

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| COURSE: Mathematics – 2 unit | | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | | |
| NESA DEVELOPED | | |
| 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 | | |
| <u>Preliminary Course</u> | | <u>HSC Course</u> |
| <ul style="list-style-type: none"> * Basic arithmetic and algebra * Real functions * Trigonometric ratios * Linear functions * The quadratic polynomial and the parabola * Tangent to a curve and derivative of a function | | <ul style="list-style-type: none"> * Coordinate methods in geometry * Applications of geometrical properties * Geometrical applications of differentiation * Integration * Trigonometric functions * Logarithmic and exponential functions * Applications of calculus to the physical world |
| PARTICULAR COURSE REQUIREMENTS Nil | | |
| COSTS AND EXCURSIONS Nil | | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | | |
| The course is a sufficient basis for further studies in mathematics as a <u>minor</u> 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 Preliminary and HSC Extension 1 and possibly HSC Extension 2 courses. This course is a prerequisite for some university courses. | | |
| This course can be included as part of the ATAR calculation. | | |

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| COURSE: Preliminary Mathematics Extension HSC Mathematics Extension 1 | | ATAR CATEGORY: A |
| UNITS: 3 units in each of Preliminary and HSC | | |
| NESA DEVELOPED | | |
| 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 | | |
| <u>Preliminary Course</u> * Other inequalities * Circle geometry * Further trigonometry * Angles between two lines * Internal & external division of lines into given ratios * Parametric representation * Permutations and combinations * Polynomials * Harder applications of the Preliminary 2 unit course | <u>HSC Course</u> * Methods of integration * Primitive of \sin^2x and \cos^2x * Velocity & acceleration as a function of x * Projectile motion * Simple harmonic motion * Inverse functions and inverse trigonometric functions * Induction * Binomial theorem * Further probability * Iterative methods for numerical estimation of the roots of a polynomial equation * Harder applications of HSC 2 unit topics | |
| PARTICULAR COURSE REQUIREMENTS Thorough knowledge of Stage 5.3 Mathematics | | |
| COSTS AND EXCURSIONS Nil | | |
| 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 Preliminary Extension and HSC Extension 1 are sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the HSC Extension 2 course in their HSC year. This course can be included as part of the ATAR calculation. | | |

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| COURSE: Mathematics Standard | | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | | |
| NESA DEVELOPED | | |
| 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 | | |
| <p>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</p> | | |
| MAIN TOPICS COVERED | | |
| <u>Preliminary Course</u> * Algebra * Measurement * Financial Mathematics * Statistical Analysis | <u>HSC Standard 1 Course</u> * Algebra * Measurement - Right angled triangles - Rates - Scale Drawing * Financial Mathematics - Investment - Depreciation and Loans * Statistical Analysis * Networks | <u>HSC Standard 2 Course</u> * Algebra * Measurement - Non right angled triangles - Rates and Ratio * Financial Mathematics - Investment and Loans - Annuities * Statistical Analysis - Bivariate Data Analysis - The Normal Distribution * Networks |
| PARTICULAR COURSE REQUIREMENTS Nil | | |
| COSTS AND EXCURSIONS Nil | | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | | |
| <p>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.</p> <p>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.</p> <p>These courses may be included as part of the ATAR calculation.</p> | | |



Certificate I in Engineering MEM10105

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| Course: Metal and Engineering (240 indicative hours) | | 4 Preliminary and/or HSC units in total |
| NESA Developed Course | | Category B status for Australian Tertiary Admission Rank (ATAR) |
| Students must complete a minimum of 70 hours 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 | | Refer to Training and Assessment Strategy when selecting units from the following list. |
| MEM13014A | Apply principles of occupational health and safety in the work environment | |
| MEM14004A | Plan to undertake a routine task | |
| MEM15024A | Apply quality procedures | |
| MEM16007A | Work with others in a manufacturing, engineering or related environment | |
| Elective Units of Competency | | Elective Units of Competency (continued) |
| MEM15002A | Apply quality systems | Elective units can include: |
| MEM12023A | Perform engineering measurements | MEM05007C Perform manual heating and thermal cutting |
| MEM12024A | Perform computations | MEM11011B Undertake manual handling |
| MEM18001C | Use hand tools | MEM05012C Perform routine manual metal arc welding |
| MEM18002B | Use power tools/hand held operations | MEM03001B Perform sheet and plate assembly |
| MEM05005B | Carry out mechanical cutting | MEM05004C Perform routine oxy acetylene welding |
| | | MEM07032B Use workshop machines for basic operations |
| <i>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.</i> | | |
| 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 Certificate I in Engineering MEM10105. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate I in Engineering MEM10105. | | |
| 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 Statement of Attainment. | | |
| 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: None | | |
| 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 | | |

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| COURSE: Modern History | ATAR CATEGORY: A |
| UNITS: 2 units of each of Preliminary and HSC | |
| NESA DEVELOPED/ENDORSED: Board Developed Course | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>The study of Modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Modern History Stage 6 is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.</p> <p>The study of Modern History Stage 6 also contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from the critical analysis of primary and secondary sources is a sought after skill. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> • Part I - Case Studies - at least TWO case studies should be undertaken. 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 - 50% of course time. • Part II - Historical Investigation - students investigate a case study of their choice - 20% of course time. • Part III - Core Study - The World at the Beginning of the Twentieth Century - 30% of course time | |
| <u>HSC Course</u> | |
| <ul style="list-style-type: none"> • Part I - Core Study - World War 1 1914 - 1919: A Source Based Study - 25% of course time. • Part II - National Studies - 25% of course time. • Part III - Personalities of the Twentieth Century - 25% of course time. • Part IV - International Studies in Peace and Conflict - 25% of course time. | |
| PARTICULAR COURSE REQUIREMENTS | |
| <u>For the Preliminary course</u> | |
| <ul style="list-style-type: none"> • 120 indicative hours are required to complete this course | |
| <u>For the HSC course</u> | |
| <ul style="list-style-type: none"> • the Preliminary 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 | |
| <p>Modern History provides a good basis for university studies, especially in the area of 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.</p> <p>This course can be used as part of a student's ATAR calculations.</p> | |

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| COURSE: Music 1 | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: Music mandatory course (or equivalent) – such as Year 7 Music | |
| EXCLUSIONS: Music 2 | |
| COURSE DESCRIPTION | |
| In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. | |
| MAIN TOPICS COVERED | |
| Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. | |
| PARTICULAR COURSE REQUIREMENTS | |
| <u>HSC course</u> | |
| 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. | |
| Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. | |
| 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, composers. | |

COURSE: Personal Development, Health & Physical Education (PDHPE) **ATAR CATEGORY:** A

UNITS: 2 units

NESA DEVELOPED

PREREQUISITES: Nil

EXCLUSIONS: Nil

COURSE DESCRIPTION

The Preliminary 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 have the opportunity to select from a range of options in areas such as first aid, composition and performance and fitness choices.

In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. 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

| Preliminary Course | HSC Course |
|--|--|
| Core topics (60%) <ul style="list-style-type: none">▪ Better Health for Individuals (30%)▪ The Body in Motion (30%) Optional Topics (40%) <p>Students to study 2 options from:</p> <ul style="list-style-type: none">▪ First Aid▪ Composition and Performance▪ Fitness Choices▪ Outdoor Recreation | Core topics (60%) <ul style="list-style-type: none">▪ Health Priorities in Australia (30%)▪ Factors Affecting Performance (30%) Option topics (40%) <p>Students to study 2 options from:</p> <ul style="list-style-type: none">▪ The Health of Young People▪ Sport and Physical Activity in Australian Society▪ Sports Medicine▪ Improving Performance▪ Equity and Health |

PARTICULAR COURSE REQUIREMENTS

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

COSTS AND EXCURSIONS

- If the Outdoor Recreation option is selected in the Preliminary course, there may be an excursion organised and financially managed by the students themselves.
- As part of their 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

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| COURSE: Photography | ATAR CATEGORY: Nil |
| UNITS: 2 unit | |
| CONTENT ENDORSED | |
| PREREQUISITES: No previous experience is necessary | |
| 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 | |
| <p>Students will learn to use SLR cameras, how to develop and print black and white photographs, how to use lighting and study the work of Australian photographers.</p> <p>Video and/or digital imaging processes are also components of the course.</p> <p>Photography offers students the opportunity to explore contemporary artistic practices that make use of photography. 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.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <p>Use of SLR and digital SLR cameras, studio work, creative techniques, basic dark-room techniques.</p> <p>Modules may be selected in any of the three broad fields of</p> <ul style="list-style-type: none"> • Wet Photography • Video • Digital Imaging <p>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 specialize in one or more of these fields or explore the connections further between fields.</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| Core work and elective modules. Students are required to keep a journal throughout the course. | |
| COSTS AND EXCURSIONS | |
| Subject Fee - \$40.00 | |
| 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. | |

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| COURSE: Physics | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| PREREQUISITES: | |
| EXCLUSIONS: Senior Science (Preliminary) | |
| COURSE DESCRIPTION | |
| <p>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.</p> <p>The Physics course builds on students’ knowledge and skills developed in the Science Stage 5 course and help 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.</p> <p>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.</p> | |
| MAIN TOPICS COVERED | |
| <p>Skills Develop and evaluate questions and hypotheses for scientific investigation.</p> <p>The Year 11 course consists of four modules. Module 1 Kinematics Module 2 Dynamics Module 3 Waves and Thermodynamics Module 4 Electricity and Magnetism</p> <p>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</p> | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>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.</p> <p>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.</p> <p>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.</p> | |
| COSTS AND EXCURSIONS | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| Many and varied | |

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| COURSE: Society and Culture | ATAR CATEGORY: A |
| UNITS: 2 units for each Preliminary and HSC | |
| NESA DEVELOPED/ENDORSED: NESA Developed Course | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>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 particular 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.</p> | |
| MAIN TOPICS COVERED | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> • 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 | |
| <u>HSC Course</u> | |
| Core: | |
| <ul style="list-style-type: none"> • 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 | |
| <u>Two</u> to be chosen from: | |
| <ul style="list-style-type: none"> • 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 | |
| PARTICULAR COURSE REQUIREMENTS | |
| Completion of a Personal Interest Project (HSC Course) Worth 40% of final mark. HSC exam worth 60%. | |
| COSTS AND EXCURSIONS | |
| <p>Opportunities may arise to attend lectures/excursions which would involve travel and entry fees. Students have the opportunity to 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</p> | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>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 any other fields in the humanities area. The course is very useful for Hospitality industry employment. This course can be used as part of a student's ATAR calculation.</p> | |

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| COURSE: Software Design and Development ATAR CATEGORY: A |
| UNITS: 2 units for each NESA ENDORSED PREREQUISITES: EXCLUSIONS: Nil |
| COURSE DESCRIPTION The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities, and through these will learn to solve a number of interesting and relevant software problems. |
| MAIN TOPICS COVERED <u>Preliminary Course</u> 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% <u>HSC Course</u> 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 <u>One of the following options</u> *Programming Paradigms or The interrelationship between hardware and software 20% |
| PARTICULAR COURSE REQUIREMENTS Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. |
| COSTS AND EXCURSIONS Some excursions may occur in this course. |
| 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% |

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| COURSE: Sport, Lifestyle and Recreation | ATAR CATEGORY: Nil |
| UNITS: 2 Units | |
| CONTENT ENDORSED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Year 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.</p> <p>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.</p> <p>The course features a highly practical focus: 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.</p> | |
| MAIN TOPICS COVERED | |
| <p>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.</p> <p>The modules in Sport, Lifestyle and Recreation include such topics as:</p> <ul style="list-style-type: none"> ▪ 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 | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>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.</p> | |
| COSTS AND EXCURSIONS | |
| <p>Occasional trip to local venue for activity.</p> | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>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).</p> <p>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 administrating, fitness leader/instructor/manager, nursing, community health worker, sports training, sport and recreation officer, ambulance officer, personal training.</p> | |

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| COURSE: Textiles and Design | ATAR CATEGORY: A |
| UNITS: 2 unit for each of Preliminary and HSC | |
| NESA ENDORSED | |
| PREREQUISITES: Nil | |
| EXCLUSIONS: Nil | |
| COURSE DESCRIPTION | |
| <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.</p> <p>The 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.</p> | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%). | |
| <u>HSC Course</u> | |
| <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%). | |
| PARTICULAR COURSE REQUIREMENTS | |
| <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles.</p> <p>In the 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, non-apparel.</p> <p>The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p> | |
| COSTS AND EXCURSIONS | |
| All costs are approximate | |
| A course fee exists- please refer to separate fee sheet issued with this booklet. | |
| An excursion to Sydney Textstyle to examine HSC Major Projects from the previous year | |
| 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. | |

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| COURSE: Visual Arts | ATAR CATEGORY: A |
| UNITS: 2 units for each of Preliminary and HSC | |
| NESA DEVELOPED | |
| 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 | |
| <p>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 different 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 HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.</p> <p>While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p> | |
| MAIN TOPICS COVERED - Preliminary Course learning opportunities focus on: | |
| <ul style="list-style-type: none"> * The nature of practice in artmaking, art criticism and art history through different investigations * The role and function of artists' artwork, the world and audiences in the artworld * The different ways the visual arts may be interpreted and how students might develop their own informed point of view * How students may develop meaning and focus and interest in their work * Building understandings over time through various investigations and working in different forms. | |
| HSC Course learning opportunities focus on: | |
| <ul style="list-style-type: none"> * 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. | |
| PARTICULAR COURSE REQUIREMENTS | |
| <u>Preliminary Course</u> | |
| <ul style="list-style-type: none"> * artworks in at least 3 expressive forms and use of a process diary. * a broad investigation of ideas in art criticism and art history and art making. | |
| <u>HSC Course</u> | |
| <ul style="list-style-type: none"> * development of a body of work and use of a process diary * a minimum of 5 Case Studies (4-10 hours each) * deeper and more complex investigations in art criticism, art history and art making. | |
| COSTS AND EXCURSIONS | |
| <p>All costs are approximate</p> <p>Usually 1 major excursion each year. Other excursions to local exhibitions may occur as they become available. Art fees \$30.00 Excursions \$50 - \$60</p> | |
| TERTIARY STUDIES/CAREER CONSIDERATIONS | |
| <p>Artist, Graphic Designer, Architect, Cartoonist, Interior designer, Photographer, Advertising, Signwriter, Diploma of Arts, Bachelor of Education (Visual Arts), Diploma Graphic design.</p> | |

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|---|---------------------------|
| COURSE: Work Studies | ATAR CATEGORY: Nil |
| UNITS: 2 units | |
| NESA 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 & 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 | |
| <ul style="list-style-type: none"> * My Working Life * Experiencing Work/Work placement * Career planning * Job seeking * Interviews * Workplace communication * Equity Issues * Work & Lifestyle * Self Employment * Investigating an Enterprise * Social Issues & Work * Work Health & Safety * Work Project | |
| PARTICULAR COURSE REQUIREMENTS | |
| Students intending to participate in Work Experience on building sites e.g. builders, electricians, plumbers etc, will be required to complete a Workcover approved 1 day Work Health & Safety training course (White Card) (Prior to the work placement). | |
| COSTS AND EXCURSIONS | |
| Industry visits are an integral part of the course. E.g. Furney's Engineering, Parklands Resort & local vineyards. 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 <u>directly</u> 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 FULL DESCRIPTION – Indicating Semester 1 or 2 e.g. <i>Year 7 Resource Semester 1</i> | DESCRIPTION CODE ON ACCOUNT Indicating Semester e.g. <i>Yr 7 Resource S1</i> | SEMESTER 1 E.g. S1 | SEMESTER 2 E.g. S2 |
|---|---|--|-----------------------|
| Year 7 Resource | Yr 7 Resource | \$30.00 | \$30.00 |
| Year 8 Resource | Yr 8 Resource | \$30.00 | \$30.00 |
| Year 10 Resource | Yr 10 Resource | \$40.00 | \$40.00 |
| Year 11 Resource | Yr 11 Resource | \$55.00 | \$55.00 |
| Year 12 Resource | Yr 12 Resource | \$55.00 | \$55.00 |
| Year 11 Book Deposit | Yr 11 Book Deposit | \$50.00 Refundable at the end of Yr 12 on return of textbooks | |

SUBJECT FEES

| SUBJECT/COURSE FULL DESCRIPTION – e.g. indicating FOOD TECHNOLOGY YEAR 8-10 Semester 1 | DESCRIPTION CODE ON ACCOUNT Indicating Semester e.g. Yr 7 Resource S1 or S2 | SEMESTER 1 E.g. S1 | SEMESTER 2 E.g. S2 |
|---|--|-----------------------|-----------------------|
| FOOD TECHNOLOGY YEAR 8-10 | FOOD TECH Y8-10 | \$55.00 | \$55.00 |
| FOOD TECHNOLOGY YEAR 12 | FOOD TECH Y12 | \$45.00 | \$45.00 |
| HOSPITALITY YEAR 12 VOCATIONAL EDUCATION & TRAINING | VET HOSP Y12 | \$35.00 | \$35.00 |
| FOOD TECHNOLOGY YEAR 11 | FOOD TECH Y11 | \$35.00 | \$35.00 |
| HOSPITALITY YEAR 11 VOCATIONAL EDUCATION & TRAINING | VET HOSP Y11 | \$35.00 | \$35.00 |
| TEXTILES YEARS 8-10 | TEXTILES Y8-10 | \$6.00 | \$6.00 |
| TEXTILES YEARS 11&12 | TEXTILES Y11/12 | \$30.00 | \$30.00 |
| INDUSTRIAL TECHNOLOGY YEARS 8-10 | IND TECH Y8-10 | \$40.00 | \$40.00 |
| INDUSTRIAL TECHNOLOGY YEARS 11&12 – TIMBER & FURNITURE | IND TECH Y11/12 | \$40.00 | \$40.00 |
| INDUSTRIAL TECHNOLOGY YEARS 11-12 - MULTIMEDIA | IND TECH Y11/12 | \$20.00 | \$20.00 |
| TECHNICAL GRAPHICS YEARS 8-10 | T GRAPHIC Y8-10 | \$20.00 | \$20.00 |
| METAL & ENGINEERING YEARS 11&12 VOCATIONAL EDUCATION & TRAINING | VET METAL Y11/12 | \$30.00 | \$30.00 |
| CONSTRUCTION YEARS 11&12 VOCATIONAL EDUCATION & TRAINING | VET CONST Y11/12 | \$40.00 | \$40.00 |
| BUSINESS SERVICES YEARS 11&12 VOCATIONAL EDUCATION & TRAINING | VET BUS SER Y11/12 | \$10.00 | \$10.00 |
| INFORMATION TECHNOLOGY YEARS 11&12 VOCATIONAL EDUCATION & TRAINING | VET IN TECH Y11-12 | \$20.00 | \$20.00 |
| ENGINEERING STUDIES YEAR 11 | ENGINEERING Y11 | \$15.00 | \$15.00 |
| INFORMATION & SOFTWARE TECHNOLOGY YEARS 8-10 | INFO & SOFT Y8-10 | \$20.00 | \$20.00 |
| INFORMATION PROCESSES & TECHNOLOGY YEARS 11&12 | INFO PRO Y11/12 | \$15.00 | \$15.00 |
| DESIGN & TECHNOLOGY YEARS 11&12 | DES & TECH Y11/12 | \$25.00 | \$25.00 |
| MANDATORY TECHNOLOGY YEARS 7-8 | MAN TECH Y7-8 | \$20.00 | \$20.00 |
| VISUAL ARTS YEARS 8-10 | VIS ARTS Y8-10 | \$25.00 | \$25.00 |
| VISUAL ARTS YEAR 7 | VISUAL ARTS Y7 | \$20.00 | \$20.00 |
| VISUAL ARTS YEARS 11&12 | VISUAL ARTS Y11/12 | \$20.00 | \$20.00 |
| PHOTOGRAPHY YEARS 11&12 | PHOTOGRAPHY Y11/12 | \$20.00 | \$20.00 |
| PRIMARY INDUSTRIES YEARS 11&12 VOCATIONAL EDUCATION & TRAINING | VET PRI IND Y11/12 | \$10.00 | |
| CHILD STUDIES YEARS 8-10 | CHILD STUD Y8-10 | \$15.00 | \$15.00 |
| INDUSTRIAL TECH ENGINEERING YEARS 9&10 | IT ENGINEER Y9/10 | \$20.00 | \$20.00 |