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

YEAR 11 CURRICULUM HANDBOOK 2015

Issued July 2014
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.

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 exams. Under these new rules, students in your year group would only be required to repeat those subjects that they chose to.

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 nearly 67% 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 Admissions Index (ATAR) and so be eligible to apply for university.

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 29th July, 4pm – 7pm.

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

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**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>17/07/14</td>
<td>Parent Information Evening – 7pm 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.</td>
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<tr>
<td>29/07/14</td>
<td>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.</td>
</tr>
<tr>
<td>13/08/14</td>
<td>Survey of subjects returned by this date. Please make sure you submit this sheet as it determines the development of the final subject lines.</td>
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<tr>
<td>27/08/14</td>
<td>Final Selection sheets distributed to students</td>
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<tr>
<td>03/09/14</td>
<td>Final Day to hand in Selection of Subjects to front office.</td>
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Fees For Senior Students

**School Resource Fees:** These payments cover costs associated with necessary resources used by students including text books, 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 elective subjects. Subject fees are compulsory. If subject fees are not paid, students may be provided with alternative experiences and will not be able to take/consume finished products. It is important that subject fees are paid by the end of first term. 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 texts 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.

- **BOARD DEVELOPED COURSES**
  These courses are developed by the Board of Studies. 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 Board 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).
- **BOARD ENDORSED COURSES**

These are two main types of Board Endorsed Courses – Content Endorsed Courses and School Developed Board Endorsed Courses.

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

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

Some Board Endorsed Courses are one-year courses. There is no external examination for any Content Endorsed Course or School Developed Board Endorsed Course, but all Board Endorsed Courses count toward the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses and School Designed 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 Board Developed status and can be used in place of other Board 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.

The Board 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.

2 units = 6 periods per week (120 hours per year) = 100 marks

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

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. Extensions 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 Board 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 the Board of Studies 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.

- Your 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 Board Developed Courses including at least 2 units of a Board 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 Board Developed Courses including at least two units of English (Standard or Advanced). The Board 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 Board 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.

- A vocational education board 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 board developed are Category A and do not have a similar restriction.
LIST OF SUBJECTS OFFERED THROUGH MUDGEE HIGH SCHOOL 2015
Remember a course will only run if enough students elect to study that course.

<table>
<thead>
<tr>
<th>BOARD DEVELOPED COURSES</th>
<th>VOCATIONAL EDUCATION BOARD DEVELOPED COURSES (FRAMEWORKS)</th>
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</thead>
<tbody>
<tr>
<td>Agriculture (2 unit)</td>
<td>Construction Pathways (2 unit)*</td>
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<tr>
<td>Ancient History (2 unit)</td>
<td>Hospitality (2 unit)*</td>
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<tr>
<td>Biology (2 unit)</td>
<td>Information Technology (2 unit)*</td>
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<tr>
<td>Business Studies (2 unit)</td>
<td>Metal and Engineering (2 unit)*</td>
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<tr>
<td>Chemistry (2 unit)</td>
<td>Primary Industries (2 unit)*</td>
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<tr>
<td>Community &amp; Family Studies (2 unit)</td>
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<tr>
<td>Design &amp; Technology (2 unit)</td>
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<tr>
<td>Drama (2 unit)</td>
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<tr>
<td>Earth &amp; Environmental Science (2 unit)</td>
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<tr>
<td>Economics (2 unit)</td>
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<tr>
<td>Engineering Studies (2 unit)</td>
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<tr>
<td>English Advanced (2 unit)</td>
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<tr>
<td>English Extension 1 (1 unit)</td>
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<tr>
<td>English Extension 2 (1 unit) – HSC course only</td>
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<tr>
<td>English Standard (2 unit)</td>
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<td>Food Technology (2 unit)</td>
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<td>Geography (2 unit)</td>
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<tr>
<td>History Extension (1 unit) – HSC course only</td>
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<tr>
<td>Industrial Technology Timber &amp; Furniture (2 unit)</td>
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<tr>
<td>Industrial Technology Multimedia (2 unit)</td>
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<tr>
<td>Information Processes &amp; Technology (2 unit)</td>
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<tr>
<td>Japanese Beginners (2 unit)</td>
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<td>Japanese Continuers (2 unit)</td>
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<td>Legal Studies (2 unit)</td>
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<tr>
<td>Mathematics (2 unit)</td>
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<td>Mathematics Extension 1 (1 unit)</td>
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<tr>
<td>Mathematics Extension 2 (1 unit) – HSC course only</td>
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<tr>
<td>Mathematics General (2 unit)</td>
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<tr>
<td>Modern History (2 unit)</td>
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<tr>
<td>Music Extension (1 unit)</td>
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<td>PD, Health &amp; Physical Education (2 unit)</td>
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<tr>
<td>Physics (2 unit)</td>
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<td>Society &amp; Culture (2 unit)</td>
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<td>Software Design &amp; Development (2 unit)</td>
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<td>Textiles &amp; Design (2 unit)</td>
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<tr>
<td>Visual Arts (2 unit)</td>
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<td>Primary Industries (2 unit)*</td>
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<thead>
<tr>
<th>BOARD ENDORSED COURSES</th>
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<tbody>
<tr>
<td>Computer Applications (1 or 2 unit)</td>
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<tr>
<td>English Studies (2 unit)</td>
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<tr>
<td>Exploring Early Childhood (1 unit or 2 units)</td>
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<tr>
<td>Marine Studies (1 unit)</td>
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<tr>
<td>Photography (1 unit)</td>
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<tr>
<td>Sport, Lifestyle &amp; Recreation (1 unit)</td>
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<tr>
<td>Work Studies (2 unit)*</td>
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<tr>
<th>TAFE COURSES (Board endorsed)</th>
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<tbody>
<tr>
<td>Animal Studies (2 unit, 1 year)</td>
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<tr>
<td>Beauty Therapy (2 unit, 1 year)</td>
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<tr>
<td>Hairdressing (2 unit, 1 year)*</td>
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<tr>
<td>Health Care Assistance (Nursing Assistance) (2 unit, 1 year)*</td>
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<tr>
<th>TAFE COURSES (Board developed)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Automotive (2 unit, 1 year)*</td>
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Students must arrange their own transport to these TAFE colleges.

These TVET courses can only be studied in Year 11.

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

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**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

TAFE NSW has a section on their website called School to Work. This is very helpful for school leavers and can be accessed from a link on their home page:

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

updated July 2014
INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES

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 Board Endorsed Courses (BEC). 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 for students seeking university admission at the end of year 12.

Note: only ONE Category B course may be used towards the student’s ATAR. Board 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 develop an assessment schedule for each VET course.

Optional External HSC Examination
Industry Curriculum Framework courses have 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 Board of Studies, Teaching and Educational standards (BOSTES) 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 fee 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 to 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 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” award 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.

It is possible that work placement may involve hours outside of normal school time and in some instances, holiday time.

**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 (VYO) 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. 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](http://www.sbatinnsw.info)
COURSE: Agriculture

UNITS: 2 units

BOARD DEVELOPED

PREREQUISITES: Nil

EXCLUSIONS: Nil

COURSE DESCRIPTION
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.

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.

MAIN TOPICS COVERED
Preliminary Course
* Overview (15%)
* The Farm Case Study (25%)
* Plant Production (30%)
* Animal Production (30%)

HSC Course
Core (80%)
* Plant/Animal Production (50%)
* Farm Product Study (30%)

Elective (20%)
Choose ONE of the following electives to study:
* Agri-food, Fibre and Fuel Technologies
* Climate Challenge
* Farming for the 21st Century

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, Mudgee Show (Junior Judging participation) and the Australian National Field Days 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 Preliminary ONLY

BOARD 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:
- 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
- This course is held during school terms (Term 1 through Term 3).
- It is held outside of normal school hours.
- The class is held at the Rural Skills Centre, Cassilis Road, Mudgee.
- 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:
- Skills and knowledge in the specific area of study.
- Credit transfer/advanced standing in approved TAFE courses.
### 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:
- 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

#### Preliminary Course
- **Part I** - Introduction
  - a) Investigating the Past: History, Archaeology and Science
  - b) Case Studies
- **Part II** - Ancient Societies, sites and sources
- **Part III** – Historical investigation

#### HSC Course
- **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.
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>Automotive</th>
<th>ATAR CATEGORY: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS:</td>
<td>2 units Preliminary ONLY</td>
<td></td>
</tr>
<tr>
<td>BOARD DEVELOPED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>EXCLUSIONS:</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>This course is for students who wish to develop basic skills and knowledge in the automotive industry. 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. This course is contained within Automotive (240 indicative hours).</td>
<td></td>
</tr>
<tr>
<td>MAIN TOPICS COVERED</td>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• learn safe working practices in the Automotive Retail Service and Repair Industry</td>
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<tr>
<td></td>
<td>• identify, select, use and maintain tools and equipment</td>
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<td></td>
<td>• acquire customer relations and communication skills</td>
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<td></td>
<td>• develop knowledge and skills to locate, identify and state the basic function and operation of major systems and components in automotive vehicles. The systems and components include:</td>
<td></td>
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<tr>
<td></td>
<td>- petrol and diesel fuel engines</td>
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<tr>
<td></td>
<td>- transmission and driveline</td>
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<td></td>
<td>- suspension and steering</td>
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<td></td>
<td>- exhaust</td>
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<tr>
<td></td>
<td>- electrical</td>
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<tr>
<td>Possible Outcomes</td>
<td>Transcript of Academic Record towards Certificate II Automotive Vocational Preparation AUR20712</td>
<td></td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in other automotive mechanical and vehicle trades, traineeships and apprenticeship courses at Certificate II and Certificate III levels</td>
<td></td>
</tr>
<tr>
<td>Competency-based Assessment</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PARTICULAR COURSE REQUIREMENTS – IMPORTANT – READ CAREFULLY</td>
<td>Students must complete work placement of 35 hours for a 2 unit x 1 year course (120 hours).</td>
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<tr>
<td></td>
<td>No more than 2 VET courses involving a Work Placement can be selected.</td>
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<tr>
<td></td>
<td>This course is held during school terms (Term 1 through Term 3).</td>
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<tr>
<td></td>
<td>It is held outside of normal school hours.</td>
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<tr>
<td></td>
<td>The class is held at the Rural Skills Centre, Cassilis Road, Mudgee.</td>
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<tr>
<td></td>
<td>Students will be responsible for transporting themselves to and from this site.</td>
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<tr>
<td></td>
<td>Non attendance can result in an unsatisfactory result or an ‘N’ award for this subject.</td>
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</tr>
<tr>
<td>COSTS AND EXCURSIONS</td>
<td>Some local excursions at student cost.</td>
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</tr>
<tr>
<td>TERTIARY STUDIES/CAREER CONSIDERATIONS</td>
<td>New and used car salesperson, parts and accessories salesperson, mechanic, rectifying and disposing of components</td>
<td></td>
</tr>
</tbody>
</table>
**COURSE:** Beauty Therapy (Make-Up Services)  **ATAR CATEGORY:** Nil

**UNITS:** 2 units Preliminary ONLY

**CONTENT ENDORSED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** This course shares some units of competency with the Retail Curriculum Framework. Students undertaking those units of competency cannot do them as part of this course.

**COURSE DESCRIPTION**
- This course is for students interested in working in the make-up services industry.
- **A possible outcome is:** Statement of Attainment in Retail Make-Up and Skin Care (SIB20110)

**MAIN TOPICS COVERED**

- demonstrate retail skin care products
- conduct financial transactions
- recommend hair, beauty and cosmetics products
- sell products and services
- apply safe working practices
- design and apply make-up

**How will students be assessed?** Written tests, project work and practical tasks

**PARTICULAR COURSE REQUIREMENTS**
- This course is held during school terms (Term 1 through Term 3).
- It is held outside of normal school hours
- The class is held at the Court St OR Rural Skills campus.
- 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**

**TERTIARY STUDIES/CAREER CONSIDERATIONS**

Competencies achieved in this qualification may enable articulation into a number of the Beauty Training Packages

Makeup artist, beauty therapist, beautician, salon assistant.
**COURSE:** Biology  
**ATAR CATEGORY:** A

**UNITS:** 2 units for each of Preliminary and HSC

**BOARD DEVELOPED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** Senior Science (Preliminary)

**COURSE DESCRIPTION**

The Preliminary course incorporates the study of the mechanisms and systems living things use to obtain, transport and use material for their own growth and repair; biotic and abiotic features of the environment and the relationships between and interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation. The HSC course also deals with our continuing search for better health through increasing knowledge and improving technology techniques.

**MAIN TOPICS COVERED**

**Preliminary Course**  
* Patterns in Nature  
* A Local Ecosystem  
* Life on Earth  
* Evolution of Australian Biota

**HSC Course - Core Topics**  
* Maintaining a Balance  
* Blueprint of Life  
* Search for better health

**One Option from the following:**  
* Biotechnology  
* Genetics  
* Communication  
* The Human Story & Biochemistry

**PARTICULAR COURSE REQUIREMENTS**

The Preliminary course includes a field study related to local terrestrial environments. This mandatory experience is undertaken in natural areas that surround Mudgee and will involve additional costs to the students. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and no less than 35 hours in the HSC course.

**TERTIARY STUDIES/CAREER CONSIDERATIONS**

Many and varied.
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>Business Studies</th>
<th>ATAR CATEGORY:</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS:</td>
<td>2 units for each of Preliminary and HSC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BOARD DEVELOPED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** Nil

**COURSE DESCRIPTION**

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

**MAIN TOPICS COVERED**

**Preliminary Course**

* Nature of Business
* Business Management
* Business Planning

**HSC Course**

* Operations
* Marketing
* Finance
* Human Resources

**PARTICULAR COURSE REQUIREMENTS**

In the Preliminary course there is a project, investigating the operation of a small local business or planning the establishment of a small business.

**COSTS AND EXCURSIONS**

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

**TERTIARY STUDIES/CAREER CONSIDERATIONS**

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

Business Studies should be studied in conjunction with Economics for students interested in pursuing courses at the tertiary level in Business. This course can be used as part of a student’s ATAR calculation.
**COURSE:** Chemistry  
**ATAR CATEGORY:** A  

**UNITS:** 2 units for each of Preliminary and HSC

### BOARD DEVELOPED

### PREREQUISITES:  Nil

### EXCLUSIONS:  Senior Science (Preliminary)

### COURSE DESCRIPTION
Chemistry is the study of the physical and chemical properties of substances with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

The HSC course builds on the concepts developed in the Preliminary course expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the type and effect of chemicals that have been released as a result of human technological activity and the way in which environmental problems could be reversed or minimized. The options cover a variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.

### MAIN TOPICS COVERED

**Preliminary Course**
- The Chemical Earth
- Metals
- Water
- Energy

**HSC Course Core Topics**
- Identification and production of materials; Acidic environment; Chemical Monitoring and Management.

**Options**
- Industrial Chemistry; Shipwrecks and salvage; Biochemistry of Movement; Chemistry of Art; Forensic Chemistry.

### PARTICULAR COURSE REQUIREMENTS
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

### COSTS AND EXCURSIONS

### TERTIARY STUDIES/CAREER CONSIDERATIONS
Many and varied
COURSE: Community and Family Studies

ATAR CATEGORY: A

UNITS: 2 units for each of Preliminary and HSC

BOARD DEVELOPED

PREREQUISITES:

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

**Preliminary course**
- Resource management (20%)
- Individuals and Groups (40%)
- Families and Communities (40%)

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

**Options (25%)**
- Family and Societal interactions or Social impact of Technology or Individuals and Work

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
A possible three day excursion for comparative studies, usually to youth refuges and homeless shelters.

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.
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>Computer Applications</th>
<th>ATAR CATEGORY:</th>
<th>Nil</th>
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</thead>
<tbody>
<tr>
<td>UNITS:</td>
<td>1 or 2 units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTENT ENDORSED</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXCLUSIONS:</td>
<td>Board Developed Courses – Information Processes and Technology. Software Design and Development and Information Technology (VET)</td>
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</tr>
</tbody>
</table>

**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. 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.
**COURSE:** Certificate II in Construction Pathways CPC20211

**Course:** Construction (240 indicative hours)  
4 Preliminary and/or HSC units in total  
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours 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 planning and organizing 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, 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.

**Core Units of Competency**
- CPCCM1012A Work effectively & sustainably in the Construction industry
- CPCCM1013A Plan and Organise work
- CPCCM1014A Conduct workplace communication
- CPCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications process
- CPCCOH2001A Apply OHS requirements, policies and procedures in the construction industry

**Elective Units of Competency**
- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic leveling procedures
- CPCJN2001A Assemble components
- CPCJN2002B Prepare for off-site manufacturing

This course contains three additional units above the qualification to meet NSW HSC Board of Studies requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCC02021A Handle concreting materials  
**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 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 CPC 20211**.

There are eight **Employability Skills**: communication, teamwork, problem solving, initiative and enterprise, planning and organizing, self-employment, learning and technology. A summary of the employability skills developed through this qualification can be 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 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 Board of Studies 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.
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>Design &amp; Technology</th>
<th>ATAR CATEGORY:</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS:</td>
<td>2 units for each of Preliminary and HSC</td>
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</tbody>
</table>

BOARD 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 organised 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.
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>Drama</th>
<th>ATAR CATEGORY:</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS:</td>
<td>2 units for each of Preliminary and HSC</td>
<td></td>
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<tr>
<td>BOARD DEVELOPED</td>
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<td></td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXCLUSIONS:</td>
<td>Nil</td>
<td></td>
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</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. 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. HSC Course content Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The Group Performance of between 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. 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIN TOPICS COVERED</td>
<td>Preliminary Course * Improvisation, Playbuilding, Acting * Elements of Production in Performance * Theatrical Traditions and Performance Styles</td>
<td></td>
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<tr>
<td></td>
<td>HSC Course * Australian Drama and Theatre (Core content) * Studies in Drama and Theatre * Group Performance (Core content) * Individual Project</td>
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<tr>
<td>PARTICULAR COURSE REQUIREMENTS</td>
<td>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. 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.</td>
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<tr>
<td>COSTS AND EXCURSIONS</td>
<td>Generally opportunities to watch visiting performers as opportunities arise.</td>
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<tr>
<td>TERTIARY STUDIES/CAREER CONSIDERATIONS</td>
<td>Further studies in Drama and related Theatrecraft. Professional performance or production Film/TV.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**COURSE:** Earth and Environmental Science  
**ATAR CATEGORY:** A  
**UNITS:** 2 units for each of Preliminary and HSC course

**BOARD DEVELOPED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** Nil

**COURSE DESCRIPTION**

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students’ understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and the effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

**MAIN TOPICS COVERED**

**Preliminary course**
- Planet Earth and Environment
- The Local Environment
- Water Issues
- Dynamic Earth

**HSC Course - Core Topics**
- Tectonic impacts
- Environments through time
- Caring for the country

**1 Option from the following:**
- Introduced Species and the Australian Environment
- Organic Geology – a non-renewable resource
- Oceanography
- Mining and the Australian environment

**PARTICULAR COURSE REQUIREMENTS**

The Preliminary course includes field experience in the identification of landforms, rocks and soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

**COSTS AND EXCURSIONS**

**TERTIARY STUDIES/CAREER CONSIDERATIONS**

Many and varied.
**COURSE:** Economics  
**ATAR CATEGORY:** A

**UNITS:** 2 units for each of Preliminary and HSC

**BOARD DEVELOPED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** Nil

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

**MAIN TOPICS COVERED**

**Preliminary Course**
* Introduction to Economics  
* Consumers and Business  
* Markets  
* Labour Markets  
* Financial Markets  
* Government in the Economy

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

This course can be used as part of a student's ATAR calculation.
<table>
<thead>
<tr>
<th>Course:</th>
<th>Engineering Studies</th>
<th>ATAR Category:</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS:</td>
<td>2 unit</td>
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</tbody>
</table>

**BOARD DEVELOPED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** Nil

**COURSE DESCRIPTION**

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

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

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

**MAIN TOPICS COVERED**

**Preliminary Course**

The *Engineering Studies Stage 6 Syllabus* 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.

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.

**HSC Course**

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.

**PARTICULAR COURSE REQUIREMENTS**

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.

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.

**COSTS AND EXCURSIONS**

Students will require: A scientific calculator (as used in mathematics)

Basic drawing equipment (instrument set, set squares etc) which can be purchased through the school. Students 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.
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.
**COURSE:** English Standard  
**ATAR CATEGORY:** A

**UNITS:** 2 units for each of Preliminary and HSC

**BOARD DEVELOPED**

**PREREQUISITES:**

*EXCLUSIONS:* English Advanced English Extension

This is the course for the majority of student.

**COURSE DESCRIPTION**

This course is designed for the majority of students. 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.

**MAIN TOPICS COVERED**

**Preliminary Course:** The course has two sections:

* Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content.
* Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.

**HSC Course:** The course has two sections:

* The HSC Common Content which consists of an Area of Study common to the Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
* Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the Modules.

**PARTICULAR COURSE REQUIREMENTS**

In the Preliminary English (Standard) course students are required to:

* study Australian and other texts
* explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts.
* undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
* integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
* engage in the integrated study of language and text

HSC English (Standard) course requires:

* the close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction, film, media or multimedia.
* a wide range of additional related texts and textual forms.

**COSTS AND EXCURSIONS**

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

**TERTIARY STUDIES/CAREER CONSIDERATIONS**

Results in Standard English will contribute 2 Units to the ATAR. Good communication skills will be of use in any chosen career, but may be particularly useful in teaching (not English teaching), writing, sales (e.g. travel agents) and other fields which require good reading, writing and speaking skills.
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>English Advanced</th>
<th>ATAR CATEGORY:</th>
<th>A</th>
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</thead>
<tbody>
<tr>
<td>UNITS:</td>
<td>2 units for each of Preliminary and HSC</td>
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<tr>
<td>BOARD DEVELOPED</td>
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<tr>
<td>PREREQUISITES:</td>
<td>Excellent record of learning in English Stage 5. Students may be asked to submit examples to support this. A demonstrated willingness to read widely.</td>
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<tr>
<td>EXCLUSIONS:</td>
<td>English Standard; Fundamentals of English</td>
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<tr>
<td>COURSE DESCRIPTION</td>
<td>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 are required to think conceptually and to make connections between texts. They are also required to develop a detailed understanding of the way texts are constructed and how this affects responses to these texts. 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.</td>
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<tr>
<td>MAIN TOPICS COVERED</td>
<td>Preliminary Course: The course has two sections</td>
<td></td>
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<tr>
<td></td>
<td>Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Electives in which students explore, examine and analyse texts and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the Content.</td>
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<td></td>
<td>HSC Course: The course has two sections:</td>
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<tr>
<td></td>
<td>* The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.</td>
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<td></td>
<td>* Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B and C.</td>
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<tr>
<td>PARTICULAR COURSE REQUIREMENTS</td>
<td>Preliminary English (Advanced) course requires:</td>
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<tr>
<td></td>
<td>* study of Australian and other texts</td>
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<td></td>
<td>* exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts.</td>
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<td></td>
<td>* wide reading programs involving texts and textual forms composed in and for a wide variety of contexts</td>
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<td></td>
<td>* integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate</td>
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<td></td>
<td>* engagement in the integrated study of language and text</td>
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<td>HSC English (Advanced) course requires:</td>
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<td></td>
<td>* the close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts</td>
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<tr>
<td></td>
<td>* a wide range of additional related texts and textual forms.</td>
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<tr>
<td>COSTS AND EXCURSIONS</td>
<td>Students may be given the opportunity to attend drama performances and lectures which may involve travel to Sydney and the cost of the performance.</td>
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<tr>
<td>TERTIARY STUDIES/CAREER CONSIDERATIONS</td>
<td>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.</td>
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<tr>
<td>COURSE: English Extension 1 (Preliminary &amp; HSC)</td>
<td>ATAR CATEGORY: A</td>
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<tr>
<td>English Extension 2 (HSC only)</td>
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<tr>
<td>UNITS: 1 unit of study for each of Preliminary and HSC</td>
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</tbody>
</table>

**BOARD DEVELOPED**

**PREREQUISITES:**
(a) English (Advanced) course  
(b) Preliminary English Extension Course is prerequisite for Extension Course 1  
(c) Extension Course I is prerequisite for Extension Course 2.

**EXCLUSIONS:** English (Standard) Course; Fundamentals of English

**COURSE DESCRIPTION**
* In the Preliminary English (Extension) course 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.  
* In the HSC English (Extension) course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.  
* In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

**MAIN TOPICS COVERED**

**Preliminary Extension Course**  
The course has one mandatory section, Module: Texts, Culture and Value

**HSC Extension Course I**  
The course has one section. Students must complete one elective chosen from one of the three modules offered for study- Module A: Genre; Module B: Texts and Ways of Thinking; Module C- Language and Values.

**HSC Extension Course 2**  
The course requires students to complete a Major Work

**PARTICULAR COURSE REQUIREMENTS**

Preliminary English (Extension) course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.  
The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives 2000, 2001).  
The HSC English (Extension) course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

**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.
**COURSE:** English Studies  
**ATAR CATEGORY:** Nil

| UNITS: | 2 Unit |

**BOARD DEVELOPED, CONTENT ENDORSED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** English Advanced, English Standard, English Extension

**MAIN TOPICS COVERED**

**Preliminary:** *Achieving through English: English and the worlds of education, careers and community.*

**HSC:** *We are Australians: English in citizenship, community and cultural identity.*

**Elective modules:** 2-4 of these modules are selected in each of the Preliminary and HSC years

- *Telling us all about it – English and the media*
- *On the road – English and the experience of travel*
- *Digital worlds – English for the web*
- *Playing the game – English in sport*
- *Landscapes of the mind – English and the creative arts*
- *The way we worked – English for exploring the past through industrial events in Australia*
- *In the marketplace – English and the world of business*
- *Discovery and investigation – English and the sciences*
- *Part of the family – English and family life*
- *The big screen – English in film-making*

**PARTICULAR COURSE REQUIREMENTS**

In each of the Preliminary and HSC years students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year

While there is no external HSC Examination in this Course, students are required to sit formal examinations within the school

**COSTS AND EXCURSIONS**

Students will require access to either their notepad or another computer. There will be opportunity for excursions and local community visits

**TERTIARY STUDIES/CAREER CONSIDERATIONS**

This course does not qualify students for an ATAR and therefore is unsuitable for any student considering tertiary study.

The course is focused on vocation and career needs. It is practical and addresses the English skills demanded in locating, applying for and preparing for the workforce.
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>Exploring Early Childhood</th>
<th>ATAR CATEGORY:</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS:</td>
<td>1 or 2 Units</td>
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</tbody>
</table>

**BOARD ENDORSED**

**PREREQUISITES:** Nil

**EXCLUSIONS:**

**COURSE DESCRIPTION**
Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

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

**MAIN TOPICS COVERED**
There is a compulsory core. The remaining content is selected to meet the needs and interests of the students studying the course.

**PARTICULAR COURSE REQUIREMENTS**

**COSTS AND EXCURSIONS**
There will be a number of local excursions to childcare agencies. Possible work experience at primary schools or childcare centres.

**TERTIARY STUDIES/CAREER CONSIDERATIONS**
This course is of benefit for anyone considering a career dealing with children e.g. Nursing, teaching, child care. It is a valuable course for all potential parents.
**COURSE:** Food Technology  
**ATAR CATEGORY:** A

**UNITS:** 2 units for each of Preliminary and HSC

**BOARD 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**

**Preliminary Course**
- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

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

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

**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).
**COURSE:** Geography  
**ATAR CATEGORY:** A

**UNITS:** 2 units for each of Preliminary and HSC

**BOARD DEVELOPED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** Nil

**COURSE DESCRIPTION**

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

The course does this by developing knowledge and understanding about:

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

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

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

**MAIN TOPICS COVERED**

**Preliminary Course**

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

**HSC Course**

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

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

**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**

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

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

Geography may be a major study in Arts, Science & Social Science degrees at many universities including Sydney.

This course can be used as part of a student's ATAR calculation.
**COURSE:** Hairdressing  
**ATAR CATEGORY:** Nil  

**UNITS:** 2 units Preliminary ONLY

**CONTENT ENDORSED**
Possible outcomes and pathways may change for 2015.

**PREREQUISITES:** Nil

**EXCLUSIONS:** Nil

**COURSE DESCRIPTION**
This course is for people who want to gain employment as a hairdresser, salon assistant or hairdressing receptionist and can assist in gaining employment as a hairdressing apprentice.

**MAIN TOPICS COVERED**
STUDENTS WILL:

- gain an overview of the hairdressing industry, industrial relations, safety precautions and basic first aid, government regulations and infection control
- gain basic knowledge and skills to perform application of some hair colouring products and general basin duties for clients under supervision
- understand how the elements and principles of design can be adapted to hair styling
- carry out a range of reception tasks and receive and refer client complaints
- promote and sell a range of salon services and products

**How will students be assessed?** Written tests, project work and practical tasks

**Possible outcomes:** Statement of Attainment towards Certificate II in Hairdressing (SIH20111)

**PARTICULAR COURSE REQUIREMENTS – IMPORTANT - READ CAREFULLY**
- This course is held during school terms (Term 1 through Term 3).
- It is held outside of normal school hours.
- This course involves a simulated work placement.
- The class is held at TAFE, Court Street Mudgee or at a local hair salon.
- 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.

No more than two (2) VET courses involving work placement can be selected

**COSTS AND EXCURSIONS**
Some local excursions at student cost.

**TERTIARY STUDIES/CAREER CONSIDERATIONS**
This course can provide students with:
- Skills and knowledge in the specific area of study.
- Credit transfer/advanced standing in approved TAFE courses.
<table>
<thead>
<tr>
<th>COURSE: History Extension</th>
<th>ATAR CATEGORY: A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS: 1 unit HSC</td>
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</table>

**NOTE:** THIS COURSE IS FOR THE HSC ONLY AND COMMENCES IN TERM 4 OF YEAR 11 IF THERE IS SUFFICIENT STUDENT INTEREST

**BOARD 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)
- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- 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.
**Course:** Hospitality (240 indicative hours)  
**Certificate II in Kitchen Operations – SIT20312**

4 Preliminary and/or HSC units in total

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>Category B status for Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
</table>

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 recognized vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a *pathway* for commercial cooks into 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 and institutions such as aged care, hospitals, prisons, schools.

**Possible Job Titles:** breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

<table>
<thead>
<tr>
<th>Core Units of Competency</th>
<th>Elective Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>SITHIND201 Source &amp; use information on the hospitality industry</td>
</tr>
<tr>
<td>SITHCCC101 Use food preparation equipment</td>
<td>SITXFSA201 Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITHCCC201 Produce dishes using basic methods of cookery</td>
<td>SITHCCC202 Produce appetisers and salads</td>
</tr>
<tr>
<td>SITHCCC207 Use cookery skills effectively</td>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHKOP101 Clean kitchen premises and equipment</td>
<td>SITHFAB204 Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXINV202 Maintain the quality of perishable items</td>
<td>SITHCCC102 Prepare simple dishes</td>
</tr>
<tr>
<td>SITXWH201 Maintain the quality of perishable items</td>
<td></td>
</tr>
</tbody>
</table>

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 (SIT20312)**. 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 (SIT20312)**.

There are eight **Employability Skills**: communication, teamwork, problem solving, initiative and enterprise, planning and organizing, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://training.gov.au/](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 Board of Studies 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.

**Resource costs:** See separate Sheet  
**Refund Arrangements:** on a pro-rata basis  
**Delivery Arrangements:** Face to Face  
**Exclusions:** Nil however students may not undertake the same unit of competency in more than one VET course
### COURSE: Industrial Technology ~ Multimedia Industries
### ATAR CATEGORY: A

| UNITS: 2 units for each of Preliminary and HSC |

### BOARD 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

#### Preliminary Course
The following sections are taught in relation to multimedia industries:
- **Industry Study** – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- **Design and Management** - designing, computer applications, project management.
- **Workplace Communication** - literacy, calculations, graphics.
- **Industry Specific Content and Production**

#### HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:
- **Industry Study**
- **Design and Management**
- **Workplace Communication**
- **Industry Specific Content and Production**

### 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.
COURSE:  Industrial Technology ~ Timber & Furniture Industries  
ATAR CATEGORY:  A

UNITS:  2 units for each of Preliminary and HSC

BOARD 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 Timber Products and Furniture Industries and an introduction to industrial processes and practices of the industry.

MAIN TOPICS COVERED

Preliminary Course
The following sections are taught in relation to the Timber Products and Furniture Industries:
* Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
* Design and Management - designing, drawing, computer applications, project management.
* Workplace Communication - literacy, calculations, graphics.
* Industry Specific Content and Production

HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:
* Industry Study
* Design and Management
* Workplace Communication
* Industry Specific Content and Production

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.

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.

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.
**COURSE:** Information Processes and Technology  
**ATAR CATEGORY:** A

**UNITS:** 2 units

**BOARD DEVELOPED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** Nil

**COURSE DESCRIPTION**
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. 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.

**MAIN TOPICS COVERED**

**Preliminary Course**
* Introduction to Information skills and systems (20%)
* Tools for Information Processes (50%)
* Developing information systems (30%)

**HSC Course**
* Project Management (20%)
* Information Systems and Databases (20%)
* Communication Systems (20%)

**Option Strands (40%) any two from**
* 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.

**ASSESSMENT:** 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%
**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 provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

**Possible job titles:** help desk officer, help desk assistant, ICT operations support, ICT user support, PC support, technical support

**Core Units of Competency**

- BSBWHS304A Participate effectively in WHS communication and consultation processes
- BSBSUS301A Implement and monitor environmentally sustainable work practices
- ICAICT202A Work and communicate effectively in an IT environment
- ICAICT301A Create user documentation
- ICAICT302A Install and optimise operating system software
- ICASAS301A Run standard diagnostic tests

**Elective Units of Competency**

- ICAICT203A Operate application software packages
- ICAICT308A Use advanced features of computer applications
- ICAWEB302A Build simple websites using commercial programs
- ICAWEB201A Use social media tools for collaboration and engagement
- ICAWEB303A Produce digital images for the web

**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 showing partial completion of Certificate III in Information, Digital Media and Technology ICA30111.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://training.gov.au/](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 Board of Studies 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:** see fee insert  
**Refund Arrangements:** on a pro – rata basis

**Delivery Arrangements:** face to face

**Exclusions:**

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
**COURSE:** Japanese Beginners  
**ATAR CATEGORY:** A

**UNITS:** 2 units for each of Preliminary and HSC

**BOARD DEVELOPED**

**PREREQUISITES:** Nil

**EXCLUSIONS:** Japanese Continuers

**COURSE DESCRIPTION**

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

**MAIN TOPICS COVERED**

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

- Interacting
- Understanding Texts
- Producing Texts

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

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

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

**PARTICULAR COURSE REQUIREMENTS**

**COSTS AND EXCURSIONS**

**TERTIARY STUDIES/CAREER CONSIDERATIONS**

Further studies available at TAFE and University

Careers are wide and varied.

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

UNITS: 2 units for each of Preliminary and HSC

BOARD DEVELOPED

PREREQUISITES: 100 hours of Japanese in Stage 5 with 50 hours in Year 10

EXCLUSIONS: Japanese Beginners

COURSE DESCRIPTION

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.

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.

MAIN TOPICS COVERED

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

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

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

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

PARTICULAR COURSE REQUIREMENTS

COSTS AND EXCURSIONS

TERTIARY STUDIES/CAREER CONSIDERATIONS

Further studies available at TAFE and University

Careers are wide and varied
- Interpreter services ranging from hospitals and legal services in Australia to the United Nations Congress in New York
- Tourism and hospitality industry
- Teaching in Australia and Japan
- Diplomatic services and embassy staff
- International charity organisation staff
### COURSE DESCRIPTION

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

Legal Studies is a course about the law rather than a law course. Its aim is effective participation in society through some understanding of the historical development of the legal system, the general nature of law, the operation of legal institutions and the various ways in which disputes can be settled.

Major studies will be made of our criminal justice system; issues concerned with family laws, as well as Australia’s participation in world order issues.

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

### MAIN TOPICS COVERED

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

**HSC Course**
- *Crime* 30% of course time
- *Human Rights* 20% of course time
- *Additional Focus Studies* 50% of course time

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

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

### 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.
COURSE: Marine Studies

UNITs: 1 unit

BOARD DEVELOPED: Content Endorsed Course

PREREQUISITES: Nil

EXCLUSIONS: Nil

COURSE DESCRIPTION
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.

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

MAIN TOPICS COVERED

Preliminary Year
Core Modules:
- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans In The Water
- Marine and Maritime Employment

Option Modules:
1. Dangerous Marine Creatures
2. Skin Diving and Diving Science
3. Sea Life in the Temperate Marine Environment

PARTICULAR COURSE REQUIREMENTS – see costs and excursions

COSTS AND EXCURSIONS
A possible excursion to Nelson Bay. This component of the course is not compulsory
Students can complete PADI Open Water Diver Certification. It is globally recognised, allowing students to dive anywhere in the world. Some students may not wish to learn to dive or may not be medically allowed to do so. This does not preclude you from studying this subject.
During the coastal visit, students will be conducting research into the Temperate Marine Environment, both above and below the water. Students who cannot or do not wish to SCUBA dive will be able to snorkel during the in-water studies.

The costs for the excursion will be issued to students prior to the excursion.

TERTIARY STUDIES/CAREER CONSIDERATIONS
Many and varied options from TAFE, University and Private Organisations. Careers in Marine studies and research, tourism, resort management, media, travel industry. See Mr Willetts for more details.
**COURSE:** General Mathematics  
**ATAR CATEGORY:** A (For General 2 ONLY)  
**UNITS:** 2 units for each of Preliminary and HSC

### BOARD 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 General Mathematics.

### COURSE DESCRIPTION
General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modeling tasks.

The modeling tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

### MAIN TOPICS COVERED

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC General 1 Course</th>
<th>HSC General 2 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Data and Statistics</td>
<td>* Data and Statistics</td>
<td>* Data and Statistics</td>
</tr>
<tr>
<td>* Measurement</td>
<td>* Measurement</td>
<td>* Measurement</td>
</tr>
<tr>
<td>* Probability</td>
<td>* Probability</td>
<td>* Probability</td>
</tr>
<tr>
<td>* Algebra and Modelling</td>
<td>* Algebra and Modelling</td>
<td>* Algebra and Modelling</td>
</tr>
<tr>
<td>+ Focus Studies</td>
<td>+ Focus Studies</td>
<td>+ Focus Studies</td>
</tr>
<tr>
<td>- Mathematics and Communication</td>
<td>- Mathematics and Design</td>
<td>- Mathematics and Health</td>
</tr>
<tr>
<td>- Mathematics and Driving</td>
<td>- Mathematics and Household Finance</td>
<td>- Mathematics and Resources</td>
</tr>
</tbody>
</table>

### PARTICULAR COURSE REQUIREMENTS
Nil

### COSTS AND EXCURSIONS
Nil

### TERTIARY STUDIES/CAREER CONSIDERATIONS
General Mathematics provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, nursing and paramedical sciences. General 2 Pathway can be included as part of the ATAR calculation.

Students who find this course too demanding may be able to choose the board endorsed course General 1 Pathway for the HSC component. General 1 Pathway cannot be included as part of the ATAR calculation.
<table>
<thead>
<tr>
<th>COURSE: Mathematics – 2 unit</th>
<th>ATAR CATEGORY: A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS: 2 units for each of Preliminary and HSC</td>
<td></td>
</tr>
</tbody>
</table>

**BOARD 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 has general education merit and is also 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 background in basic algebra, coordinate geometry and trigonometry.

**MAIN TOPICS COVERED**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Basic arithmetic and algebra</td>
<td>* Coordinate methods in geometry</td>
</tr>
<tr>
<td>* Real functions</td>
<td>* Applications of geometrical properties</td>
</tr>
<tr>
<td>* Trigonometric ratios</td>
<td>* Geometrical applications of differentiation</td>
</tr>
<tr>
<td>* Linear functions</td>
<td>* Integration</td>
</tr>
<tr>
<td>* The quadratic polynomial and the parabola</td>
<td>* Trigonometric functions</td>
</tr>
<tr>
<td>* Tangent to a curve and derivative of a function</td>
<td>* Logarithmic and exponential functions</td>
</tr>
</tbody>
</table>

**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 minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake this course with at least the Preliminary and HSC Extension 1 and possibly HSC Extension 2 courses.

This course can be included as part of the ATAR calculation.
**COURSE:** Preliminary Mathematics Extension  
HSC Mathematics Extension 1  

**ATAR CATEGORY:** A  

**UNITS:** 3 units in each of Preliminary and HSC  

**BOARD 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 has general educational merit and is also useful for concurrent studies of science, engineering science and commerce.  

**MAIN TOPICS COVERED**  

**Preliminary Course**  
- 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  

**HSC Course**  
- Methods of integration  
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)  
- 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.
COURSE: Metal and Engineering (240 indicative hours)  ATAR CATEGORY: B  Certificate I in Engineering MEM10105

UNITs: 4 Preliminary and/or HSC units in total

BOARD DEVELOPED

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

EXCLUSIONS: Nil

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/reparer and mechanical, production or marine engineer.

CORE UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work place</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
</tbody>
</table>

ELECTIVE UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM15002A</td>
<td>Apply quality systems</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
</tr>
<tr>
<td>MEM12024A</td>
<td>Perform computations</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEM05005B</td>
<td>Carry out mechanical cutting</td>
</tr>
</tbody>
</table>

Refer to Training and Assessment Strategy when selecting units from the following list.

ELECTIVE UNITS OF COMPETENCY (continued)

Elective units can include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM11011B</td>
<td>Undertake manual handling</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal arc welding</td>
</tr>
<tr>
<td>MEM03001B</td>
<td>Perform sheet and plate assembly</td>
</tr>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding</td>
</tr>
<tr>
<td>MEM07032A</td>
<td>Use workshop machines for basic operations</td>
</tr>
<tr>
<td>MEM05005B</td>
<td>Perform soft soldering</td>
</tr>
</tbody>
</table>

Delete units that will not be delivered

PARTICULAR COURSE REQUIREMENTS

This course also requires the completion of the Manufacturing, engineering and related services industries inductions and MEM09002B Interpret technical drawing to meet NSW HSC Board of Studies requirements.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.
**TERTIARY STUDIES/CAREER CONSIDERATIONS**  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 eight **Employability Skills**: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://training.gov.au/](http://training.gov.au/)

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**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 Board of Studies 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**  See fee insert

**REFUND ARRANGEMENTS**  On a pro-rata basis

**DELIVERY ARRANGEMENTS**  Face to face

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
<table>
<thead>
<tr>
<th>COURSE: Modern History</th>
<th>ATAR CATEGORY: A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS: 2 units of each of Preliminary and HSC</td>
<td></td>
</tr>
<tr>
<td>BOARD DEVELOPED/ENDORSED: Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>PREREQUISITES: Nil</td>
<td></td>
</tr>
<tr>
<td>EXCLUSIONS: Nil</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

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.

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.

**MAIN TOPICS COVERED**

**Preliminary Course**
- 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

**HSC Course**
- 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**

For the Preliminary course
- 120 indicative hours are required to complete this course

For the HSC course
- 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**

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. This course can be used as part of a student’s ATAR calculations.
<table>
<thead>
<tr>
<th><strong>COURSE:</strong></th>
<th>Music 1</th>
<th><strong>ATAR CATEGORY:</strong></th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNITS:</strong></td>
<td>2 units for each of Preliminary and HSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BOARD DEVELOPED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PREREQUISITES:</strong></td>
<td>Music mandatory course (or equivalent) – such as Year 7 Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXCLUSIONS:</strong></td>
<td>Music 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**
**HSC course**
In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course. 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:** Nursing Assistant (Health Services Assistance)  **ATAR CATEGORY:** Nil

**UNITS:** 2 units Preliminary ONLY

**CONTENT ENDORSED**
Possible outcomes and pathways may change for 2015

**PREREQUISITES:** Nil

**EXCLUSIONS:** Any person who has a criminal record involving violence or abuse may be restricted in their work placement.

**COURSE DESCRIPTION**
- This course is for students interested in working in the health care industry.

A possible outcome is: Statement of Attainment in Health Services Assistance Cert III HLT32512

**THESE COULD BE SOME OF THE MAIN TOPICS COVERED**
- 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 behaviours

**How will students be assessed?** Written tests, project work and practical tasks

**PARTICULAR COURSE REQUIREMENTS**
- This course is held during school terms (Term 1 through Term 3).
- It is held outside of normal school hours
- It MAY be a combination of face to face lessons, video conferencing and/or Moodle activities. It may involve 3 day sessions at Dubbo TAFE.
- 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.

**COSTS AND EXCURSIONS**

**TERTIARY STUDIES/CAREER CONSIDERATIONS**
Competencies achieved in this qualification may enable articulation into Human Services Certificate III in Health Services Assistance
<table>
<thead>
<tr>
<th>COURSE: Personal Development, Health &amp; Physical Education (PDHPE)</th>
<th>ATAR CATEGORY: A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS: 2 units</td>
<td>BOARD DEVELOPED</td>
</tr>
<tr>
<td>PREREQUISITES: Nil</td>
<td>EXCLUSIONS: Nil</td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core topics (60%)</strong></td>
<td><strong>Core topics (60%)</strong></td>
</tr>
<tr>
<td>• Better Health for Individuals (30%)</td>
<td>• Health Priorities in Australia (30%)</td>
</tr>
<tr>
<td>• The Body in Motion (30%)</td>
<td>• Factors Affecting Performance (30%)</td>
</tr>
<tr>
<td><strong>Optional Topics (40%)</strong></td>
<td><strong>Option topics (40%)</strong></td>
</tr>
<tr>
<td>Students to study 2 options from:</td>
<td>Students to study 2 options from:</td>
</tr>
<tr>
<td>• First Aid</td>
<td>• The Health of Young People</td>
</tr>
<tr>
<td>• Composition and Performance</td>
<td>• Sport and Physical Activity in Australian Society</td>
</tr>
<tr>
<td>• Fitness Choices</td>
<td>• Sports Medicine</td>
</tr>
<tr>
<td>• Outdoor Recreation</td>
<td>• Improving Performance</td>
</tr>
<tr>
<td></td>
<td>• Equity and Health</td>
</tr>
</tbody>
</table>

**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
<table>
<thead>
<tr>
<th>COURSE: Photography</th>
<th>ATAR CATEGORY: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS: 1 unit</td>
<td></td>
</tr>
</tbody>
</table>

**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**

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

**MAIN TOPICS COVERED**

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

- Wet Photography
- Video
- Digital Imaging

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. An Occupational, Health and Safety Module is mandatory. The additional module Individual/collaborative project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialize in one or more of these fields or explore the connections further between fields.

**PARTICULAR COURSE REQUIREMENTS**

Core work and elective modules. Students are required to keep a journal throughout the course.

**COSTS AND EXCURSIONS** – All costs are approximate

$7.00 fees for each film used. Subject Fee - $30.00

**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.
COURSE: Physics  ATAR CATEGORY: A

UNITS: 2 units for each of Preliminary and HSC

BOARD DEVELOPED

PREREQUISITES:

EXCLUSIONS: Senior Science (Preliminary)

COURSE DESCRIPTION

Physics investigates natural phenomena, identifying patterns and, (in a wide range of contexts), applying models, principles and laws to explain their behaviour.

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students’ understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the mechanisms that maintain the physical conditions of planet Earth.

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

MAIN TOPICS COVERED

Preliminary Course
* The World Communicates
* The Cosmic Engine
* Electrical Energy in the Home
* Moving About

HSC Course Core Topics
* Space
* Motors & Generators
* From Ideas to implementation

One Option from the following
* Medical Physics
* Astrophysics
* Geophysics
* The Age of Silicon
* From Quanta to Quarks

PARTICULAR COURSE REQUIREMENTS

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

COSTS AND EXCURSIONS

TERTIARY STUDIES/CAREER CONSIDERATIONS

Many and varied
COURSE: Primary Industries

ATAR CATEGORY: B

Course: Primary Industries (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 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 provides an entry level occupational outcome in agriculture. Students will be able to gain skills and knowledge in a range of activities and functions in the production and care of livestock and/or plants, safety, maintaining and using equipment such as tractors, chemical use, interpreting weather and sustainability. Skills gained in this industry transfer to other industries. Job roles and titles vary across different industry sectors. Possible occupations in this industry include farmer or station hand/labourer, shearer, livestock breeder/attendant/ stockperson, horticultural assistant and farmer/farm manager.

Units of Competencies

<table>
<thead>
<tr>
<th>Qualification Core</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>AHCWHRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification Electives</th>
<th>115 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMM0202A</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMM0304A</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCHCM010A</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCWKR201A</td>
<td>Observe and report on weather</td>
</tr>
<tr>
<td>AHCWPMG201A</td>
<td>Tread weeds</td>
</tr>
<tr>
<td>AHCWHRK204A</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWHRK205A</td>
<td>Participate in workplace communications</td>
</tr>
</tbody>
</table>

Plus One of the next two groups must be selected

Livestock Cluster - 65 hours

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>65 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWLS202A</td>
<td>Care for health and welfare of livestock</td>
</tr>
<tr>
<td>AHCWLS205A</td>
<td>Handle livestock using basic techniques</td>
</tr>
<tr>
<td>AHCWLS204A</td>
<td>Carry out regular livestock observation</td>
</tr>
<tr>
<td>AHCWLS206A</td>
<td>Identify and mark livestock</td>
</tr>
</tbody>
</table>

Or Caring for Plants Cluster - 55 hours

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>55 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNSY202A</td>
<td>Tend nursery plants</td>
</tr>
<tr>
<td>AHCPCPM201A</td>
<td>Recognise plants</td>
</tr>
</tbody>
</table>

Delete units not required and all red text

Plus four units from the following electives

Fencing Cluster - 30 hours

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>30 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWNSY201A</td>
<td>Pot up plants</td>
</tr>
<tr>
<td>AHCWNSY203A</td>
<td>Undertake propagation activities</td>
</tr>
</tbody>
</table>

Feeding & Watering Stock Cluster - 25 hours

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>25 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCPM202A</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCNSY203A</td>
<td>Undertake propagation activities</td>
</tr>
</tbody>
</table>

Growing Plants Cluster - 45 hours

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>45 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWLS316A</td>
<td>Prepare livestock for competition</td>
</tr>
<tr>
<td>AHCWLS316A</td>
<td>Prepare livestock for competition</td>
</tr>
</tbody>
</table>

And/Or any one of the following via Credit Transfer

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>20 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM212A</td>
<td>Operate quad bikes</td>
</tr>
<tr>
<td>AHCMOM201A</td>
<td>Operate two wheel motor bikes</td>
</tr>
</tbody>
</table>

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Agriculture AHC20110. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Agriculture AHC20110.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be 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 Board of Studies 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.
### COURSE:  Society and Culture  ATAR CATEGORY:  A

| UNITS: | 2 units for each Preliminary and HSC |

**BOARD DEVELOPED/ENDORSED:** Board Developed Course

**PREREQUISITES:** Nil

**EXCLUSIONS:** Nil

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

### MAIN TOPICS COVERED

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

#### HSC Course

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

**Depth Studies:** 40% of course time

Two to be chosen from:
- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems and Ideologies– role of belief systems in societies, cultures and personal life
- Social Inclusion and Exclusion
- 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
Opportunities may arise to attend lectures/excursions which would involve travel and entry fees.

### TERTIARY STUDIES/CAREER CONSIDERATIONS
Society and Culture provides a good basis for university studies. The Personal Interest Project, undertaken by all students, develops independent research skills. It can lead on to studies in Communications/Media, Social Work, Teaching (at all levels), Nursing, Law, Research and 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.
**COURSE:** Software Design and Development  
**ATAR CATEGORY:** A  
**UNITS:** 2 units for each  
**BOARD ENDORSED**  
**PREREQUISITES:** Nil  
**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

**Preliminary Course**
- Concepts and issues in the design and development of software - 30%
  * Social and ethical issues
  * Hardware and software
  * Software development approaches
- Introduction to software development - 50%
- Developing software solutions - 20%

**HSC Course**
- Development and impact of software solutions - 15%
  * Social and ethical issues
  * Application of software development approaches
- Software Development cycle - 40%
- Developing a solution package - 25%
  * Project work

**One of the following options**
- Programming Paradigms 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%
COURSE: Sport, Lifestyle and Recreation  
ATAR CATEGORY: Nil

UNITs: This course may be offered a 1 or 2 Units

CONTENT ENDORSED

PREREQUISITES: Nil

EXCLUSIONS: Nil

COURSE DESCRIPTION

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.

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

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

MAIN TOPICS COVERED

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

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

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

PARTICULAR COURSE REQUIREMENTS

An interest in physical activity and a desire to improve physical health. Due to the nature of this course, students must be prepared to participate in practical learning experiences. A Mudgee High School sports uniform is required.

COSTS AND EXCURSIONS

Occasional trip to local venue for activity.

TERTIARY STUDIES/CAREER CONSIDERATIONS

This course provides background knowledge and skills for further study in the areas of sports science, physical education and human movement. It may also offer some credit transfer opportunities in TAFE (details of available credit transfer can be found at the HSC/TAFE Credit Transfer website: http://www.det.nsw.edu.au/hsctafe).

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.
## COURSE: Textiles and Design

### ATAR CATEGORY: A

### UNITS: 2 unit for each of Preliminary and HSC

### BOARD ENDORSED

### PREREQUISITES: Nil

### EXCLUSIONS: Nil

### COURSE DESCRIPTION

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.

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.

### Preliminary Course

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

### HSC Course

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

### PARTICULAR COURSE REQUIREMENTS

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.

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.

The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

### COSTS AND EXCURSIONS

All costs are approximate

A course fee exists- please refer to separate fee sheet issued with this booklet.

An excursion to Sydney Textyle 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.
**COURSE:** Visual Arts  
**ATAR CATEGORY:** A

**UNITS:** 2 units for each of Preliminary and HSC

**BOARD 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**
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.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

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

**HSC Course learning opportunities focus on:**
* How students may develop their 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**
**Preliminary Course**
* artworks in at least 2 expressive forms and use of a process diary.
* a broad investigation of ideas in art criticism and art history and art making.

**HSC Course**
* 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**
All costs are approximate  
Usually 1 major excursion each year. Other excursions to local exhibitions may occur as they become available. Art fees $30.00 Excursions $50 - $60

**TERTIARY STUDIES/CAREER CONSIDERATIONS**
Artist, Graphic Designer, Architect, Cartoonist, Interior designer, Photographer, Advertising, Signwriter, Diploma of Arts, Bachelor of Education (Visual Arts), Diploma Graphic design.
<table>
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<tr>
<th>COURSE:</th>
<th>Work Studies</th>
<th>ATAR CATEGORY:</th>
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**BOARD 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**
- 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 directly 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.
### Proposed Fees for 2015

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### Subject Fees

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