Cranebrook High School

THE
HIGHER SCHOOL
CERTIFICATE

Subject Outline Package for Students

Preliminary Course 2013

HSC Course 2014

“Meeting the future through caring and learning today”
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Introduction

This package outlines those subjects that are available at Cranebrook High School. In choosing subjects for the Higher School Certificate you should have clearly in your mind your own abilities and skills as well as the general type of career and further education and training that you wish to follow.

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.

◊ you must have sat for and made a serious attempt at the Higher School Certificate examinations.

◊ you must study a minimum of 12 units in the Preliminary course. Both the Preliminary course and the HSC course must include the following:

The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

  i. at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  
  ii. at least three courses of 2 Units value or greater
  
  iii. at least 4 subjects
  
  iv. at most, 6 units of courses in Science can contribute to Higher School Certificate eligibility

Requirements for university entry (ATAR)

Students wishing to attend university when they finish Year 12 must have an ATAR. Universities choose students for their course by ranking them in order of their HSC results. This rank – the Australian Tertiary Admission Rank, or ATAR, is calculated by including the marks achieved in a student’s best 10 Board Developed or Vocational Education Curriculum Framework units. Details of ATAR requirements can be found in the University Admissions Centre Handbook [www.uac.edu.au](http://www.uac.edu.au)

To get an ATAR:

  - you must qualify for the award of a HSC
  
  - you must study a minimum of 10 Board Developed or Vocational Education Curriculum Framework Units for two years
  
  - 2 units of English must be included
  
  - you can only include 2 units of Category B Course. The following courses have been classified as Category B courses if a student studies for two years and sits for the external examination:
    
    - Accounting – Studied at TAFE
    
    - Business Services – Office Administration
    
    - Construction
    
    - Electronics Technology – Studied at TAFE
    
    - Entertainment Industry
    
    - Hospitality Operations
    
    - Metal and Engineering
    
    - Retail Operations
    
    - Primary Industries
    
    - Tourism – Studied at TAFE
Board Developed Courses

These courses are examined externally at the end of the HSC course and can count towards the calculation of an ATAR. Students studying these courses must sit the examination.

There is a syllabus for each course that contains:
- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students studying these courses follow these syllabuses. These can be found on the Board of Studies website: www.boardofstudies.nsw.edu.au

Board Endorsed Courses

There are two types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

Schools may also design special courses in order to meet student needs. The Board of Studies must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the ATAR.

Content Endorsed Courses may be studied as 2 units and as Preliminary and/or HSC courses at Cranebrook High School.

Vocational Education Courses

Cranebrook High School operates as part of the Penrith District Vocational Education cluster. This means that we share staff and resources across the cluster in order to provide students with the most diverse range of vocational education courses with the current level of teacher expertise.

Courses offered at Cranebrook High School will include Construction, Business Services Administration and Entertainment.

Vocational Education and Training Courses (VET) are Board Developed Courses that allow students to gain both HSC qualifications and Australian Qualification Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. These courses require you to spend a minimum number of hours in the workplace. Under the AQF, students will receive a Certificate or Statement of Attainment, which reports the competencies that have been achieved.
Vocational Education Courses Continued….

Board Developed VET courses are available in nine industry frameworks:
- Business Services
- Construction
- Entertainment Industry
- Hospitality
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail (available through TAFE)
- Tourism (available through TAFE)

These courses can be studied as a 120-hour course (one year) or as a 240-hour course (two years). The 240-hour VET course has an optional written HSC examination. Students who choose to sit for the examination may have the result for that course included in the calculation of their ATAR. More information can be found on the Board of Studies website: www.boardofstudies.nsw.edu.au

Approximate Course Contribution Schedule
(These course costs will be finalised at the start of 2013)

- **Business Services**
  - Office Administration $20 p.a.
  - Typing Textbook $50 (approximately)

- **Construction**
  - Steel-capped boots $70 p.a.
  - Work Cover General Introduction to Construction Course fee $20
  - Course Fee $60

- **Entertainment**
  - $75

- **Hospitality**
  - Food Contribution $100 p.a.
  - Equipment (knife kit) $75 (approximately)
  - Uniform $70 (approximately)

- **Information Technology**
  - $20 p.a.

- **Metal Engineering**
  - Steel-capped boots $70 (approximately)
  - Equipment Bag $60

- **Primary Industries**
  - Cost of First Aid Course if required $80 p.a.

- **Retail Operations**
  - $20 p.a.

Additional Course Costs
- Special equipment for individual student projects.
- The student must supply uniform / special clothing / footwear and equipment for all courses.
- Cost of Transport to school, work placement and excursions.
- Schools may be able to provide some items at reduced cost.
- Student payments are to be made to Cranebrook High School. Receipt is then to be shown to the teacher responsible for the course.
- Cost of First Aid Certificate if required.
Costs

◊ The costs referred to in each of the courses refers to the Subject Materials Contribution. By paying this contribution, students will have access to the materials necessary to complete course requirements. Non payment may limit student access to appropriate experiences and specific projects.

◊ Students having difficulties meeting these cosets should seek advice from the Principal.

◊ The costs indicated are for the Preliminary Course only. A separate cost will be incurred in Year 12.

◊ Students studying Visual Arts, Photography and Industrial Technology are required to complete a compulsory Major Work as part of their HSC. This cost is in addition to Materials Contributions. The cost varies widely, depending on the nature of the work and the materials the students use. Individual Head Teachers will be able to give a cost range.

TVET—TAFE Delivered Vocational Education and Training Courses

What are TVET Courses?

TVET Courses

^ are vocational courses studied at a TAFE College in Years 11 and 12 as part of your HSC
^ a small number of these courses count towards both your HSC and a TAFE qualification
^ can give you a nationally recognised qualification
^ allow you to gain work related skills
^ may provide advanced standing for TAFE or further education
^ are designed for all students
^ are available in a variety of industry areas

Assessment and Reporting

For the award of the Higher School Certificate, students must have satisfactorily completed courses. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course. Students will receive a separate Assessment Booklet for the Preliminary and HSC. Students must also sit for and make a serious attempt at the Higher School Certificate examinations. Students studying VET Curriculum Frameworks must also complete 35 hours of work placement each year.

On satisfactory completion of your HSC you will receive a portfolio containing:

^ The Record of Achievement ➔ This document lists the courses you have studied and reports the marks and bands you have achieved.

^ Course Reports ➔ For every HSC Board Developed Course and VET Curriculum Framework course that you sit the external HSC Exam, you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course indicating the knowledge, skills and understanding attained in that subject. A graph showing the state-wide distribution of marks in the course are also shown.

^ The HSC Testamur ➔ This is the official certificate confirming your achievement of all requirements for the award.
Board Developed Courses

- School-based assessment tasks contribute to 50% of the HSC mark. The school assessment mark will be based on the student’s performance in assessment tasks undertaken during the course.
- The other 50% will come from the HSC external examination.
- The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

Vocational Education and Training Curriculum Frameworks (240 hours)

- These courses lead to a dual qualification, a HSC subject and full or part qualification of an Australian Qualifications Training Package. This means that you achieve credit towards your HSC as well as a vocational qualification.
- For the HSC, students are assessed as to whether they have completed the course as set by the Board of Studies and the course is recorded upon their HSC as being completed. The HSC exam is not compulsory for these courses. If students wish to have a mark or grade recorded for the course, or wish it to count towards a ATAR, then they must attempt the HSC exam in the course. Marks and grades awarded are based 100% on the HSC exam and are recorded similarly to Board Endorsed courses.
- For the Australian Qualifications Training Package qualification, students have to demonstrate competence in a number of units and elements. These are recorded on a separate document to the HSC. Competence means that you can perform the task or show an understanding to the standard required by industry. There is no pass / fail, you are either “competent” or “not yet competent”. You will be given a number of opportunities to demonstrate competence.
BOARD

DEVELOPED

COURSES
Course: ABORIGINAL STUDIES

<table>
<thead>
<tr>
<th>Unit Value</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Units for each of Preliminary and HSC</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Exclusions: Nil

Course Description:
The preliminary Course focuses on Aboriginal people’s relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves community case studies.

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

Main Topics Covered:

**Preliminary Course:**
- **Aboriginality and the Land** 30% - Aboriginal Peoples’ relationship to land and water; the dispossession of Aboriginal people from land and water and the impact of British colonisation on land and water.
- **Aboriginal Heritage and Identity** 25% - Dreaming and cultural ownership; the impact of colonisation on Aboriginal cultures and families and the diversity of Aboriginal cultural and social life.
- **Colonialism, Racism and Prejudice** 25% - Aboriginal political and legal systems; Aboriginal and non-Aboriginal responses to the British colonisation and the impact and consequences of dispossession on Aboriginal peoples.
- **Research and Inquiry Methods** 20% - includes skills and protocol necessary for appropriate community consultation and fieldwork.

**HSC Course**
- **Core Case Studies** 50%
- **Elective study** 20%
- **Aboriginality Heritage and Identity** - contemporary aspects of Aboriginal heritage and identity including non-Aboriginal responses to Aboriginal heritage and identity and government legislation and policies influencing expressions of identity and heritage.
- **Major Project** 30% - choice of project topic based on student interest.

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

**Assessment: HSC Course only**

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<tr>
<td>A three hour written examination</td>
<td>Section I Social Justice and Human Rights Issues</td>
<td>40</td>
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<tr>
<td></td>
<td>Section II Aboriginality and the Land or Heritage and Identity</td>
<td>20</td>
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<tr>
<td></td>
<td>Section III Research and Inquiry Methods - Major Project</td>
<td>40</td>
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100
Course: AGRICULTURE

Cost: $40

Unit Value: 2 Units for each of Preliminary and HSC

Exclusions: Nil

Course Description:
The Preliminary course incorporates the study of the interactions between the components of agriculture production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environmental-orientated course.

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

Main Topics Covered:

Preliminary Course
- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

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

1 Electives (20%)
- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements:
For the Preliminary course:
120 indicative hours are required to complete the course
practical experiences should occupy a minimum of 30% of course time.

For the HSC course:
the Preliminary course is a prerequisite
120 indicative hours are required to complete the course
practical experiences should occupy a minimum of 30% of course time.

Assessment: HSC Course only

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<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Plant/Animal Production Enterprise</td>
<td>50</td>
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<td></td>
<td></td>
<td>Farm Enterprise/Product Study</td>
<td>30</td>
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<td></td>
<td></td>
<td>1 Elective</td>
<td>20</td>
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<td>100</td>
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</tbody>
</table>
Course: ANCIENT HISTORY

Cost: Nil

Unit Value: 2 Units for each of Preliminary and HSC

Exclusions: Nil

Course Description:
The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical and ancient personality.

Main Topics Covered:

Preliminary Course
- Part I: Introduction
  (a) Investigating the past: History, Archaeology and Science
  (b) Case Studies (at least ONE)
- Part II: Studies of Ancient Societies, Sites and Sources
  At least ONE study
- Part III: Historical Investigation
  The investigation can be integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

HSC Course
- Part I: Core: Cities of Vesuvius (25%)
  Pompeii and Herculaneum
- Part II: Ancient Societies (25%)
  One ancient society is to be studied
- Part III: Personalities and Their Times (25%)
  One personality is to be studied
- Part IV: Historical Periods (25%)
  One historical period is to be studied.

Particular Course Requirements:
In the Preliminary course, choices of studies in Pars I, II and III, other than those offered here, must be chosen from different civilizations. The Historical Investigation and choice of topics in Part I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Assessment: HSC Course only

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A written examination consisting of:</td>
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<td>Oral Presentation</td>
<td>10</td>
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<td>Section I: Core</td>
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<td>Research</td>
<td>25</td>
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<tr>
<td>• Source-based short-answer questions</td>
<td>25</td>
<td>Source analysis</td>
<td>25</td>
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<tr>
<td>Section II: Ancient Societies</td>
<td></td>
<td>Examination/test items</td>
<td>40</td>
</tr>
<tr>
<td>• A question in four or five parts</td>
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<td></td>
<td></td>
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<tr>
<td>Section III: Personalities in Their Times</td>
<td></td>
<td></td>
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<tr>
<td>• A question in two or three parts</td>
<td>25</td>
<td></td>
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<tr>
<td>Section IV: Historical Periods</td>
<td></td>
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<tr>
<td>• Extended response</td>
<td>25</td>
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</table>

100 100
Course: BIOLOGY

Cost: $20

Unit Value: 2 Units for each of Preliminary and HSC

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 a biotic 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.

Main Topics Covered:

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

**HSC Course**

**Core Topics**
- Maintaining a Balance
- Blueprint of Life
- The Search For Better Health

**One Option from the following:**
- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

Particular Course Requirements:
The Preliminary course includes a field study related to local terrestrial and aquatic environments. 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.

Assessment: HSC Course only

<table>
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<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A three hour written examination</td>
<td>80</td>
<td>Knowledge Component (Trial, Half Yearly and Tests)</td>
<td>50</td>
</tr>
<tr>
<td>Core</td>
<td>20</td>
<td>Practical/Process Task</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td></td>
<td>Open-Ended Investigation</td>
<td>20</td>
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</tbody>
</table>
**Course:** BUSINESS STUDIES  
**Cost:** Nil

| Unit Value: | 2 Units for each of Preliminary and HSC |
| 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
- Key Business Functions
- Establishing a Business
- Developing a Business Plan

**HSC Course**
- Business Management and Change
- Financial Planning and Management
- Marketing
- Employment Relations
- Global Business

**Particular Course Requirements:**
In the Preliminary course, there is a research project, investigating the operation of a small business or planning the establishment of a small business.

**Assessment:** HSC Course only

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<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A three hour written examination</td>
<td>Tests and internal exams, Internal exams Interpretation and Application of case studies</td>
<td>50</td>
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<td>Stimulus based skills</td>
<td>30</td>
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<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** CHEMISTRY  
**Cost:** $20

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>2 Units for each of Preliminary and HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>Senior Science (Preliminary)</td>
</tr>
</tbody>
</table>

**Course Description:**
Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

Students investigate natural and made substances, their structures, changes and environmental importance. They learn about the history and philosophy of science as it relates to Chemistry; students work individually and with others in practical, field and interactive media experiences related to chemistry. They undertake experiments and decide between competing theories. They assess the impact of decisions based on an understanding of chemistry on society.

The course builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

**Main Topics Covered:**
- Preliminary Course
  - The Chemical Earth
  - Metals
  - Energy
  - Water

**HSC Course**

**Core Topics**
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

**One Option from the following:**
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The 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.

**Assessment:** HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Knowledge Component (Trial, Half Yearly and Tests)</td>
<td>50</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Practical/Process Task</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Open-Ended Investigation</td>
<td>20</td>
</tr>
</tbody>
</table>

| Total              | 100       | Total              | 100       |
### Course: COMMUNITY AND FAMILY STUDIES

| Unit Value: | 2 Units for each of Preliminary and HSC |
| Exclusions: | Nil |

**Course Description:**
Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

**Main Topics Covered:**

**Preliminary Course**
- Resource Management
- Individuals and Groups
- Families and Communities

**HSC Course**
- Research Methodology
- Groups in Context
- Parenting and Caring

**HSC Option Modules** (Select one of the following)
- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

**Particular Course Requirements:**
As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, and resource management.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A - multiple choice</td>
<td>20</td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Part B - short answer</td>
<td>55</td>
<td>Research Methodology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Groups in Context</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parenting and Caring</td>
<td></td>
</tr>
<tr>
<td><strong>Section II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three questions, one on each of the HSC option modules:</td>
<td>25</td>
<td>Options</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family and Societal Interactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Impact of Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individuals and Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assess modules using a variety of task types. Note that examinations to a maximum 40% weighting may be used</td>
<td></td>
</tr>
<tr>
<td>Candidates attempt one question</td>
<td>100</td>
<td></td>
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<td></td>
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<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Course: DANCE

Unit Value: 2 Units for each of Preliminary and HSC
Exclusions: Nil

Course Description:
The study of dance as an art form in education is based on the study of three interrelated components: Performance, Composition and Appreciation. Through the study of dance as an art form, students learn about and through dance performance. That is, the knowledge, understanding and skills in physically preparing the body to dance and the application and demonstration of knowledge, understanding and skills in a “Dance/Work”. They learn about and through dance composition. That is, the knowledge and skills which underpin the theories, principles, processes and practices of dance composition. The students are encouraged to create and develop a personal response that communicates intent. They learn about and through appreciation of dance as works of art. That is, the study of seminal artists and works for the contribution to the development of dance.

In Dance, students are able to study dance as a unique art form in which the body is the instrument for non-verbal communication and expression. The study of dance as an art form within the school environment is of special educational value to the students’ total development, as it offers students new ways of learning through the performance, composition and appreciation of dance.

The Dance Stage 6 Syllabus emphasises dance both as an art form in its own right and as an exciting medium for learning that fosters students’ intellectual, social and moral development. The art form of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students’ artistic, aesthetic and cultural education.

Learning results from experience, and the theoretical and practical knowledge augment and enrich one another. Through the study of dance as an art form, students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgements about dance, and to gain knowledge and understanding.

Main Topics Covered:

Preliminary Course
- Core Performance 40%
- Core Composition 20%
- Core Appreciation 20%
- Core Additional (Can be either performance, composition or appreciation ) 20%

HSC Course
- Core Performance 20%
- Core Composition 20%
- Core Appreciation 20%
- Major Study (Can be either performance, composition, appreciation or Dance & Technology) 20%

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 minute written examination</td>
<td>20</td>
<td>Core Performance</td>
<td>40</td>
</tr>
<tr>
<td>Core Practical Examination</td>
<td>40</td>
<td>Core Composition</td>
<td>20</td>
</tr>
<tr>
<td>Major Study</td>
<td>40</td>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>Can be performance, composition or appreciation</td>
<td>100</td>
<td>Core Additional (Can be either performance, composition or appreciation)</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Weighting 100
Course: DESIGN & TECHNOLOGY  
Cost: $50

Unit Value: 2 Units for each of Preliminary and HSC
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 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 includes 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 includes a 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. In the HSC course, the comprehensive study of designing and producing that was 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.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: A one and a half hour written exam. Questions based on Innovation &amp; Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</td>
<td>40</td>
<td>Innovation and Emerging Technologies, including a compulsory case study of an innovation/design/designer</td>
<td>40</td>
</tr>
<tr>
<td>Section II: Major Design Project proposal Folio Product, system or environment</td>
<td>60</td>
<td>Designing and Producing (which may include aspects of the Major Design Project)</td>
<td>60</td>
</tr>
</tbody>
</table>

Total: 100
Course: DRAMA
Cost: $18

Unit Value: 2 Units for each of Preliminary and HSC
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 in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

The 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 comes from practical experiences in each of these areas.

The HSC Course comprises Australian Drama and Theatre and Studies in Drama and Theatre involving 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 (3 - 6 students) involves creating a piece of original theatre (8 - 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For The Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered:

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

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

Particular Course Requirements:
The Preliminary Course develops 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, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC Course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Australian Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>A one 1½ - hour written examination</td>
<td>40</td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>comprising two compulsory sections:</td>
<td></td>
<td>Development of Individual Project</td>
<td>20</td>
</tr>
<tr>
<td>• Australian Drama and Theatre (Core)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Studies in Drama and Theatre</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>100</td>
<td></td>
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</tbody>
</table>
Course: EARTH AND ENVIRONMENTAL SCIENCE
Cost: Nil

Unit Value: 2 Units for each of Preliminary and HSC
Exclusions: Senior Science (Preliminary)

Course Description: (Earth and Environmental Science Stage 6 syllabus 2007)

Earth and Environmental Science in Stage 6 Science is the study of the Earth and its processes. The course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during Earth’s history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere, and the evolution of organisms since the origin of life on Earth.

The study of planet Earth and its environments recognises that while humans are part of nature they continue to have a greater influence on the environment than any other species. Earth and Environmental Science is built on the premise that the natural environment is the host to all local environments and that, therefore, an understanding of the natural environment is fundamental to any analysis of more specific local environments.

Main Topics Covered:

Preliminary Course
- Planet Earth and Environment - a five thousand million year journey
- 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.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Knowledge Component (Trial, Half Yearly and Texts)</td>
<td>50</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Practical/Process task</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Open-Ended Investigation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: ENGINEERING STUDIES

Unit Value: 2 Units for each of Preliminary and HSC

Cost: Nil

Exclusions: Nil

Course Description:
Both Preliminary and HSC Courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered:

Preliminary Course
Students undertake the study of, and develop an engineering report for each of 5 modules:
- Three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems;
- One focus module relating to the field of Bio-Engineering;
- One elective module

HSC Course
Students undertake the study of and develop an engineering report for each of 5 modules:
- Three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport; Lifting devices.
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements:
Students develop an engineering report for each module studied.
At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Each of 5 modules</td>
<td>65</td>
</tr>
<tr>
<td><strong>Section I:</strong> Application Modules</td>
<td>10</td>
<td>Engineering Reports</td>
<td>35</td>
</tr>
<tr>
<td><strong>Section II:</strong> Historical and Societal Influence</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section III:</strong> Scope of the Profession, application and focus modules</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All modules</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

HSC Subject Outline          Page 18
**Course:** ENGLISH ADVANCED  
**Cost:** Nil

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>2 Units for each of Preliminary and HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>English Standard; Fundamentals of English; ESL</td>
</tr>
</tbody>
</table>

**Course Description:**
In the **Preliminary English (Advanced) course** students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the **HSC English (Advanced) course** students analyse and evaluate texts and the ways they are valued in their contexts.

**Main Topics Covered:**

**Preliminary Course:**
- 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. Students undertake at least one Area of Study.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the Content.

**HSC Course:**
- 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.
- 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 or C.

**Particular Course Requirements:**

**Preliminary English (Advanced) Course** requires:
- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, non fiction, film, media and/or multimedia texts.
- Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts.
- Integration of the modes: reading, writing, listening, speaking and viewing and representing as appropriate.
- Engagement in the integrated study of language and text.

**HSC English (Advanced) Course** requires:
- 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; non fiction or media or multimedia texts.
- A wide range of additional related texts and textual forms.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 (2 hours)</td>
<td></td>
<td>Area of Study</td>
<td>40</td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td>40</td>
<td>(Common course content)</td>
<td></td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
<td>60</td>
<td>Module A</td>
<td>20</td>
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<tr>
<td>Module A</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Module C</td>
<td>20</td>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Assessment across the language modes:**
- Listening: 15
- Speaking: 15
- Reading: 25
- Writing: 30
- Viewing & representing: 15

**Total:** 100
Course: ENGLISH STANDARD  

Cost: Nil

Unit Value: 2 Units for each of Preliminary and HSC

Exclusions: English Advanced; English as a Second Language; Extension

Course Description:
In the Preliminary English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts.
In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

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. Students undertake at least one Area of Study.
- 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 one Area of Study common to the HSC Standard and the HSC 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

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.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study (Common course content)</td>
<td>40</td>
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<tr>
<td>Paper 1 (2 hours)</td>
<td></td>
<td>Module A</td>
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<tr>
<td>Areas of Study (Common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
<td></td>
<td>Assessment across the language modes:</td>
<td></td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing &amp; representing</td>
<td>15</td>
</tr>
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<td></td>
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<td>100</td>
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</tbody>
</table>
Course:  

**ENGLISH STUDIES**

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>2 Units for each of Preliminary and HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>English Standard; English Advanced; English as a Second Language; Extension</td>
</tr>
</tbody>
</table>

**Course Description:**

This course is designed for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English (Standard) and English (Advanced) courses. This course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

*English Studies* is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

**Main Topics Covered:**

The Stage 6 English Content Endorsed Course is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

**Preliminary course:** 120 indicative hours  
3–5 modules  
20–40 indicative hours per module

**HSC course:** 120 indicative hours  
3–5 modules  
20–40 indicative hours per module

- The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course.
- The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC course.
- Additional modules are to be selected from the elective modules listed below considering factors such as students’ needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances.

**Assessment:** HSC Course only
<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Assessment Components</th>
<th>%Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no external examination.</td>
<td>Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Students will develop skills in reading, listening and viewing and in writing, speaking and representing.</td>
<td>30</td>
</tr>
<tr>
<td><strong>Internal Assessment</strong> &amp; <strong>Weight</strong></td>
<td>Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.</td>
<td>25</td>
</tr>
<tr>
<td>Module A</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Module B</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Module C</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Module D</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will develop skills in planning and working individually and collaboratively.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Courses: PRELIMINARY ENGLISH EXTENSION  
HSC ENGLISH EXTENSION 1  
HSC ENGLISH EXTENSION 2  

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>1 unit of study for each of Preliminary and HSC</th>
</tr>
</thead>
</table>
| Prerequisites: | (a) English (Advanced) Course  
(b) Preliminary English Extension Course is prerequisite for Extension Course 1  
(c) Extension Course 1 is prerequisite for Extension Course 2 |
| Exclusions: | English (Standard) Course; Fundamentals of English; ESL |

**Course Description:**
- In the Preliminary English (Extension) Course, students explore how and why texts are valued 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 1**  
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.

**Assessment: HSC Extension Course 1**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of 2 hours duration</td>
<td>50</td>
<td>Module A, B or C</td>
<td>50</td>
</tr>
<tr>
<td>50</td>
<td>Assessment across the language modes:</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing and Representing</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment: HSC Extension Course 2**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Major Work</td>
<td>50</td>
<td>Proposal: Presentation of proposal for Major Work</td>
<td>10</td>
</tr>
<tr>
<td>Including 1000 - 1500 word (maximum) reflection statement</td>
<td></td>
<td>Viva Voce: Interview and discussion / exploration of the work in progress</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report: the impact of independent investigation on the development of the Major Work</td>
<td>20</td>
</tr>
</tbody>
</table>

| 50 | 50 |
# FOOD TECHNOLOGY

## Cost:
$50

### Course:
FOOD TECHNOLOGY

### Unit Value:
2 Units for each of Preliminary and HSC

### 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 (15%)
- Food Manufacture (30%)
- Food Product Development (30%)
- Options - Contemporary Food Issues in Nutrition (25%)

### 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.
- In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the ‘learning to’ section of each strand.

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination: Section I - Core</td>
<td>20</td>
<td>Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)</td>
<td>20</td>
</tr>
<tr>
<td>Objective Response</td>
<td>20</td>
<td>Research, analysis and communication</td>
<td>20</td>
</tr>
<tr>
<td>Short Answer</td>
<td>50</td>
<td>Experimentation and preparation</td>
<td>20</td>
</tr>
<tr>
<td>Extended Response</td>
<td>15</td>
<td>Design, implementation and evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Section II - Core</td>
<td>15</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Section III</td>
<td>15</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Section IV</td>
<td>15</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Extended Response</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: GENERAL MATHEMATICS  
Cost: Nil

**Unit Value:** 2 Units for each of Preliminary and HSC  
**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in Mathematics for the School Certificate at a substantial 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 that have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks.

The modelling 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. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It 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, humanities, nursing and paramedical sciences.

**Main Topics Covered:**

**Preliminary Course**
- Financial mathematics
- Data analysis
- Measurement
- Probability
- Algebraic modelling

**HSC Course** (These topics are done in greater depth than in the Preliminary course)
- Financial mathematics
- Data analysis
- Measurement
- Probability
- Algebraic modelling

**Assessment:** Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| A single HSC examination of two and one half hours duration.  
No more than 30% of the examination will be based on the Preliminary course. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance. | 100 | A variety of assessment tasks across all of the content of the course. | 100 |
Course: GEOGRAPHY

Unit Value: 2 Units for each of Preliminary and HSC
Exclusions: Nil

Course Description:
The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of cases studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.

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 and Resource Use 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.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geographical research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpretation and synthesis of geographical stimulus</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geographical explanations, discussion, expositions and reports</td>
<td>40</td>
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<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: INDUSTRIAL TECHNOLOGY  
Cost: $50

Unit Value: 2 Units for each of Preliminary and HSC
Exclusions: Nil

Course Description:
Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Areas available for students at Cranebrook High School are **EITHER** Metals and Engineering Industries **OR** Timber Products and Furniture Industries.

Main Topics Covered:

**Preliminary Course**
The following sections are taught in relation to the relevant focus area:
- 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 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.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Industry Study</td>
<td>20</td>
</tr>
<tr>
<td>Major Project (product &amp; Product &amp; Portfolio)</td>
<td></td>
<td>Designing, planning and management</td>
<td>20</td>
</tr>
<tr>
<td>Design &amp; Management</td>
<td>60</td>
<td>Workplace communication</td>
<td>10</td>
</tr>
<tr>
<td>Workplace Communication Production</td>
<td></td>
<td>Industry specific content</td>
<td>50</td>
</tr>
</tbody>
</table>

100 100
### Course:
**INFORMATION PROCESSES AND TECHNOLOGY**  
Cost: $20

### Unit Value:
2 Units for each of Preliminary and HSC

### Exclusions:
Nil

### Course Description:
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, students will create their own information system to meet an identified need.

### Main Topics Covered:

**Preliminary Course**
- Principles of Information Processes
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

**HSC Course**
- Information systems that organise and analyse
- Communication based information systems
- Option strands, the study of two information systems
- Project work

### 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.

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>Assessment will be based on the HSC course content including project work</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
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<tbody>
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<td>100</td>
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</tr>
</tbody>
</table>
Course: JAPANESE BEGINNERS

Cost: Nil

Unit Value: 2 Units for each of Preliminary and HSC

Exclusions: Japanese Continuers; Japanese Background Speakers.
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board of Studies website.

Course Description:
The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

Main Topics Covered:

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

Particular Course Requirements: Nil

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral examination</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>A written examination consisting of:</td>
<td></td>
<td>Listening</td>
<td>30</td>
</tr>
<tr>
<td>Listening</td>
<td>30</td>
<td>Reading</td>
<td>30</td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
<td>Writing</td>
<td>20</td>
</tr>
<tr>
<td>Writing in Japanese</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
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<td>100</td>
</tr>
</tbody>
</table>
Course: JAPANESE CONTINUERS

Unit Value: 2 Units for each of Preliminary and HSC

Exclusions: Japanese Beginners; Japanese Background Speakers.
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board of Studies website.

Course Description:
The preliminary course has, as its organisational focus, themes and associated topics. Students' skill 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:
- Personal world
- Daily life
- Leisure
- Future plans
- Travelling in Japan
- Living in Japan
- Cultural life
- The world of work
- Current issues

Particular Course Requirements: Nil

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An oral examination consisting of:</td>
<td></td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Conversation</td>
<td>20</td>
<td>Listening and Responding</td>
<td>25</td>
</tr>
<tr>
<td>A written examination consisting of:</td>
<td></td>
<td>Reading and Responding</td>
<td>40</td>
</tr>
<tr>
<td>Listening and Responding</td>
<td>25</td>
<td>Writing in Japanese</td>
<td>15</td>
</tr>
<tr>
<td>Reading and Responding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing in Japanese</td>
<td>15</td>
<td></td>
<td></td>
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<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: LEGAL STUDIES  
Cost: Nil

Unit Value: 2 Units for each of Preliminary and HSC
Exclusions: Nil

Course Description:
The Preliminary course develops students’ knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights though a variety of focus studies that consider how changes in societies influence law reform.

Main Topics Covered:

Preliminary Course
- The Legal System 40% of course time
- The Individual and the State 20% of course time
- The Law in Focus 40% of course time

HSC Course
- Law and Society 25% of course time
- Focus Study: Crime 25% of course time
- Additional Focus Studies 50% of course time

Two chosen from consumers, families, global environments, Indigenous people, shelter, technological change, workplace, world order.

Key themes incorporated 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.

Particular Course Requirements:
No special requirements

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td>Core and focus studies assessed through:</td>
</tr>
<tr>
<td>Core Law and Justice</td>
<td>15</td>
<td>Investigation and research</td>
</tr>
<tr>
<td>Human Rights</td>
<td>10</td>
<td>Discussion, expositions and reports</td>
</tr>
<tr>
<td>Crime</td>
<td>25</td>
<td>Oral and written communication</td>
</tr>
<tr>
<td>Focus Studies</td>
<td>50</td>
<td></td>
</tr>
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<td></td>
<td>100</td>
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</tr>
</tbody>
</table>

100
**Course:** MATHEMATICS  
**Cost:** Nil

**Unit Value:** 2 Units for each of Preliminary and HSC

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes at the level of Stage 5.3 for the School Certificate.

**Course Description:**
The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. 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 the Extension 1 and Extension 2 courses.

**Main Topics Covered:**

**Preliminary Course:**
- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function

**HSC Course:**
- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and Series applications

**Assessment:** HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single written examination paper of 3 hours duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>The objectives of the course are grouped into two components - Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both Components.</td>
</tr>
</tbody>
</table>
**Course:** MATHEMATICS EXTENSION 1  
**Cost:** Nil

| Unit Value: | 3 Units each of Preliminary and HSC |
| Exclusions: | The course is constructed on the assumption that students have achieved the outcomes for Stage 5.3 towards the School Certificate. |

**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 at the level of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in mathematics. It is also useful for concurrent studies of science, industrial arts and commerce. 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. Students of outstanding mathematical ability should consider undertaking the Extension 2 Course.

**Main Topics Covered:**

**Preliminary Course**
- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and 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 $\cos^2 x$
- Equation
- Velocity and 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

**External Assessment**  
Two written examination papers. One paper is identical to the paper of 3 hours duration for the Mathematics course. The other paper is based on the 3 Unit course and is of 2 hours duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**  
The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainments in both Components.

| 100 | 100 |
Course: MATHEMATICS EXTENSION 2  
Cost: Nil

Unit Value: 1 Unit additional to the 3 Unit course, for the HSC

Exclusions: The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

Course Description:
The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main Topics Covered:
The course content includes the entire Mathematics course, the entire Mathematics Extension 1 course and, in addition contains:
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder 3 Unit Topics

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of 2 hours</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for</td>
</tr>
<tr>
<td>duration for the Mathematics Extension 1 course.</td>
<td>assessment purposes. Component A (60%) is primarily concerned with the student’s knowledge,</td>
</tr>
<tr>
<td>The other paper is based on the 4 Unit course and is of 3 hours duration.</td>
<td>understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is</td>
</tr>
<tr>
<td>Board-approved calculators, geometrical templates may be used.</td>
<td>primarily concerned with the student’s reasoning, interpretative, explanatory and communicative</td>
</tr>
<tr>
<td></td>
<td>abilities. A number of tasks will be used to determine a student’s school-based assessment and any one</td>
</tr>
<tr>
<td></td>
<td>task may contribute to measuring attainments in both Components.</td>
</tr>
</tbody>
</table>

100 100
**Course:** MODERN HISTORY

<table>
<thead>
<tr>
<th>Cost: Nil</th>
</tr>
</thead>
</table>

**Unit Value:** 2 Units for each of Preliminary and HSC

**Exclusions:** Nil

**Course Description:**
The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C 18th to the present using the methods of historical inquiry.

The HSC Course provides the opportunity for students to investigate in depth a source-based study of World War 1. They also study key features and issues in the history of ONE country during the C 20th, ONE personality and ONE international study in peace and conflict.

**Main Topics Covered:**

**Preliminary Course**
- **Part I: Case Studies** (50%)
  At least TWO Case Studies should be undertaken.
- **Part II: Historical Investigation** (20%)
  The investigation can be integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.
- **Part III: Core Study : The World at the beginning of the C20th** (30%)
  A source-based approach is to be used.

**HSC Course**
Students are required to study Parts I, II and III of the course.
- **Part I:** Core Study: World War I and Its Aftermath 1914 - 1919 (25%)
- **Part II:** ONE National Study (25%)
- **Part III:** ONE Personality in the C20th (25%)
- **Part IV:** ONE International Study in Peace and Conflict (25%)

**Particular Course Requirements:**
In the Preliminary course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

**Assessment:** HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td>Oral Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Section I: Core</strong></td>
<td>25</td>
<td>Research</td>
<td>25</td>
</tr>
<tr>
<td>• Source-based short-answer questions</td>
<td></td>
<td>Source analysis</td>
<td>25</td>
</tr>
<tr>
<td><strong>Section II: National Studies</strong></td>
<td>25</td>
<td>Examination/test items</td>
<td>40</td>
</tr>
<tr>
<td>• Extended response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section III: Personalities in the C20th</strong></td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Extended response in two parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section IV: International Studies in Peace and Conflict.</strong></td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Extended response</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: MUSIC 1

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>2 Units for each of Preliminary and HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Music mandatory course (or equivalent)</td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Music 2</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 that cover a range of styles.

**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.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece)</td>
<td>10</td>
<td>Core performance</td>
<td>10</td>
</tr>
<tr>
<td>A 45 minute - 1 hour aural exam</td>
<td>30</td>
<td>Core composition</td>
<td>10</td>
</tr>
<tr>
<td>Electives:</td>
<td>20</td>
<td>Core musicology</td>
<td>10</td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
<td>Core aural</td>
<td>25</td>
</tr>
<tr>
<td>• Performance (one piece)</td>
<td></td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>• Composition (and submitted composition)</td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>• Musicology (one viva voce)</td>
<td>20</td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: MUSIC 2  
Cost: $20.00

| Unit Value: | 2 Units for each of Preliminary and HSC |
| Prerequisites: | Music Additional Study course (or equivalent) |
| Exclusions: | Music 1 |

**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 one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600 - 1900, in the HSC Course, the Mandatory Topic is Music of the Last 25 Years (Australian focus)

**Particular Course Requirements:**
In addition to cores studies in performance, composition, musicology and aural, students nominate ONE elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology 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.
All students will be required to develop a composition portfolio for the core composition.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece reflecting the mandatory topic)</td>
<td>15</td>
<td>Performance Composition</td>
<td>20</td>
</tr>
<tr>
<td>Sight singing</td>
<td>5</td>
<td>Musicology</td>
<td>20</td>
</tr>
<tr>
<td>Core composition (reflecting mandatory topic)</td>
<td>15</td>
<td>Aural</td>
<td>20</td>
</tr>
<tr>
<td>A one and a half hour written examination paper - Musicology / Aural skills</td>
<td>35</td>
<td>Elective, in either:</td>
<td>20</td>
</tr>
<tr>
<td>One Elective - reflecting:</td>
<td></td>
<td>• Performance</td>
<td></td>
</tr>
<tr>
<td>• Additional Topic</td>
<td>30</td>
<td>• Composition</td>
<td></td>
</tr>
<tr>
<td>• Performance (2 pieces), or</td>
<td></td>
<td>• Musicology</td>
<td></td>
</tr>
<tr>
<td>• Submitted composition, or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Submitted essay</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100

100
### Course: HSC MUSIC EXTENSION COURSE

**Unit Value:** 1 Unit / 60 hour course  
**Prerequisites:** Music 2 (studied concurrently with HSC Course of Music 2)  
**Exclusions:** Music 1

### Course Description:
The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study that will be negotiated between the teacher and student.

### Particular Course Requirements:
Students selecting Composition or Musicology as their area of specialisation 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.

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong> (50)</td>
<td></td>
<td><strong>Performance</strong> (50)</td>
<td></td>
</tr>
<tr>
<td>Three contrasting pieces, one of which must be an ensemble</td>
<td></td>
<td>Two assessment tasks</td>
<td></td>
</tr>
<tr>
<td>Ensemble</td>
<td>20</td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Solo 1</td>
<td>15</td>
<td>Task 2</td>
<td>25</td>
</tr>
<tr>
<td>Solo 2</td>
<td>15</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong> (50)</td>
<td></td>
<td><strong>Composition</strong></td>
<td></td>
</tr>
<tr>
<td>Two original compositions (to be submitted to the BOS)</td>
<td></td>
<td>Two assessment tasks</td>
<td></td>
</tr>
<tr>
<td>Piece 1</td>
<td>25</td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Piece 2</td>
<td>25</td>
<td>Task 2</td>
<td>25</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>Musicology</strong> (50)</td>
<td></td>
<td><strong>Musicology</strong></td>
<td></td>
</tr>
<tr>
<td>One extended essay (to be submitted to the BOS)</td>
<td>50</td>
<td>Two assessment tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 2</td>
<td>25</td>
</tr>
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| | | | |
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100 | 100 |
Course: PERSONAL DEVELOPMENT HEALTH and PHYSICAL EDUCATION  Cost: Nil

Unit Value: 2 Units for each of Preliminary and HSC
Exclusions: Nil

Course Description:
The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing 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. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequalities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Main Topics Covered:

Preliminary Course
Core Topics (70%)
- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion
Optional Components (30%)
Students to select two options each from
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course
Core Topics (60%)
- Health Priorities in Australia
- Factors Affecting Performance
Optional Component (40%)
Students to select two options each from
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Particular Course Requirements:
In addition to core studies, students select two options in each of the Preliminary and HSC courses

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written paper</td>
<td>Core Options</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: PHYSICS
Cost: Nil

Unit Value: 2 Units for each of Preliminary and HSC
Exclusions: Senior Science (Preliminary)

Course Description:
The Preliminary Course incorporates the study of kinematics and dynamics; the properties of waves; electrical energy, electric and magnetic fields; generators; superconductors and transformers; and the interaction between energy and matter that brought about the formation of the Earth.

The HSC Course builds upon the Preliminary Course. It examines the effects of gravitational fields, momentum, projectile and circular motion and the development of our understanding of the macro and atomic world throughout the Twentieth Century.

Main Topics Covered:

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

HSC Course
Core Topics
- Space
- Motors & Generators
- From Ideas to Implementation

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

Particular Course Requirements:
You are to complete 80 indicative hours/field work during the Preliminary Course and no less than 35 hours in the HSC Course and the practical investigation must include at least one Open-Ended Investigation in the Preliminary and HSC Courses.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination Core</td>
<td>75</td>
<td>Knowledge Component (Trial, Half Yearly and Tests)</td>
<td>50</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Practical/Process Task</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Open-Ended Investigation</td>
<td>20</td>
</tr>
<tr>
<td></td>
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<td>100</td>
</tr>
</tbody>
</table>

Cranebrook High School                HSC Subject Outline                  Page 40
## Course: SENIOR SCIENCE

<table>
<thead>
<tr>
<th>Cost:</th>
<th>Nil</th>
</tr>
</thead>
</table>

### Unit Value:
2 Units for each of Preliminary and HSC

### Exclusions:
Preliminary courses in Biology, Chemistry, Earth and Environmental Sciences and Physics

### Course Description:
(Senior Science Stage 6 Syllabus 2007)

The study of Senior Science Stage 6 provides students with a contemporary and coherent understanding of some of the basic laws, theories and principles of Biology, Chemistry, Physics and Earth and Environmental Science and their application. It includes an examination of the technology that uses these laws, theories and principles and the impact of this science and technology on society. It reflects the interdisciplinary nature of science with a focus on the interdependence of science, technology and society.

### Main Topics Covered:

#### Preliminary Course
- Humans at Work
- Local Environment
- Plants
- Water for Living

#### HSC Course

**Core Topics**
- Lifestyle
- Medical Technology
- Information Systems

**One Option from the following:**
- Polymers Preservatives and Additives
- Disasters
- Space Science
- Pharmaceuticals

### Particular Course Requirements:
The Preliminary Course includes field experience in the identification of 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.

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination</td>
<td></td>
<td>Knowledge Component (Trial, Half Yearly and Tests)</td>
<td>50</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Practical/Process Task</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Open-Ended Investigation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: SOCIETY and CULTURE  
Cost: Nil

Unit Value: 2 Units for each of Preliminary and HSC
Exclusions: Nil

Course Description:
Society and Culture develops knowledge, 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 interest and relevance to students.

Main Topics Covered:

Preliminary Course
- The Social and Cultural World (20%)
- Personal and Social Identity (40%)
- Intercultural Communication (40%)

HSC Course
Core
- Social and Cultural Continuity and Change (30%)
- The Personal Interest Project (30%)

Depth Studies (40%)
Two to be chosen from:
- Popular Culture
- Belief Systems
- Equality and Difference
- Work and Leisure

Particular Course Requirements: Completion of Personal Interest Project

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two hour written examination, including short answer and extended response questions. Personal Interest Project</td>
<td>70</td>
<td>Oral Application of methodological skills Secondary research Tests/Exams</td>
<td>20 20 20 40</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
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<td></td>
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<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** VISUAL ARTS  
**Cost:** $55.00

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>2 Units for each of Preliminary and HSC</th>
</tr>
</thead>
</table>
| Exclusions between Content and Board Developed Visual Arts Courses: | Ceramics - Visual Arts HSC Ceramics Body of Work  
  Furnishing - the Furnishing Integrated Project(s) cannot be used as a Body of Work  
  Photography - Visual Arts HSC Photography Body of Work  
  Visual Design - Products developed cannot be used as a Body of Work in Visual Arts |

**Course Description:**
Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a ‘body of work’ in the HSC Course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broad, while the HSC Course provides for deeper, increasingly more independent 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 art making, art criticism and art history though different investigations
- The role and function of artists’ artwork, the world and audiences in the art world
- The frames and how students might develop their own

**Particular Course Requirements:**

**Preliminary Course**
- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

**HSC Course**
- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>100</td>
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</tr>
</tbody>
</table>

* The cost of the Major Work will be determined by the materials used.
BOARD ENDORSED COURSES
This course is intended for those students who understand the importance of Mathematics in the real
world and wish to study Mathematics in years 11 and 12 but who do not wish to get an ATAR for further
study.
By undertaking this course students will learn to use a range of techniques and tools, including relevant
technologies, in order to develop solutions to a wide variety of problems relating to their present and
future needs. This course will provide students with tools for effective participation in an increasingly
complex society.
Applied Mathematics will enhance the mathematical competence of students. Its focus on the

Main Topics Covered:

Preliminary Course:
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling
- Focus Study 1: Mathematics and Communication
- Focus Study 2: Mathematics and Driving

HSC Course:
- Financial Mathematics
- Data Analysis
- Measurement
- Probability

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>There will be no external examination for this course.</td>
<td>The objectives of the course are grouped into two components - Component A and Component B, for assessment purposes. Component A (40%) is primarily concerned with the student's knowledge and understanding developed in each Content Area listed in the syllabus. Component B (60%) is primarily concerned with the student's skills such as reasoning, interpretative, and communicative abilities. The use of technology is a key component in assessing these skills. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both Components.</td>
</tr>
</tbody>
</table>

100
<table>
<thead>
<tr>
<th>Course:</th>
<th>EXPLORING EARLY CHILDHOOD</th>
<th>Cost:</th>
<th>$15.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Value:</td>
<td>2 Units for each of Preliminary and HSC (it does not count towards an ATAR)</td>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Course:</th>
<th>PHOTOGRAPHY</th>
<th>Cost:</th>
<th>$55.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Value:</td>
<td>2 Units for each of Preliminary and HSC (it does not count towards an ATAR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Visual Arts – Photography HSC submitted work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space; we take x-ray photographs of our interiors to a doctor for interpretation; we use photocopiers and fax machines as standard office equipment.

This course in Photography will allow students to:

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- develop an understanding of the methods photographers use to build meanings;
- develop skills through the acquisition of the techniques of photography;
- use photography as a means of visual communications and a process to aid observation and analysis;
- gain an understanding of careers involving photography.

* The cost of the Major Work will be determined by the materials used.
<table>
<thead>
<tr>
<th>Course:</th>
<th>SPORT, LIFESTYLE and RECREATION STUDIES</th>
<th>Cost:</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Value:</td>
<td>2 Units for each of Preliminary and HSC (it does not count towards an ATAR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusions:</td>
<td>Students studying Board Developed PDHPE must not study CEC modules that duplicate PDHPE modules.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- promote an understanding of the requirements for healthy living;
- develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- identify how sport influences and affects various groups and sections of our society;
- provide students with a greater understanding of their physical and sporting potential.
## Course: VISUAL DESIGN

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>2 Units for each of Preliminary and HSC (it does not count towards an ATAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>Products developed cannot be used as a major design project in Design and Technology or a Body of Work in Visual Arts</td>
</tr>
</tbody>
</table>

Designed images and objects can communicate ideas about our world and ourselves. They use visual conventions to define and build social identity. They have utilitarian functions and may have aesthetic and spiritual dimensions.

This Visual Design course encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary society and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

The course enables students to:

- understand the nature of visual design and the ways in which designed images are created, categorized, interpreted, valued and used in our society;
- develop understandings and skills required to design and make works which fulfil a range of functions and express and communicate their own ideas and feelings;
- understand and value the contribution which designers make to our society;
- know the practices used by designers and the career options available in these fields.

* The cost of the Major Work will be determined by the materials used.
**Course:** WORK STUDIES

<table>
<thead>
<tr>
<th>Unit Value:</th>
<th>2 Units for each of Preliminary and HSC (it does not count towards an ATAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Work, in all of its forms plays a vital role in our lives. This course looks at work and the way it is constantly changing. For example, many of the jobs in which students will work, do not yet exist.

More specifically, this course in Work Studies will assist students:

- to recognise the links between education, training, work and lifestyle.
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society;
- to undertake work experience to allow for the development of specific job-related skills;
- to acquire general work-related knowledge, skills and attitudes which are transferable across a number of occupational areas;
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.
VET Course Information 2013
Why study Business Services?
The business services industry provides clerical and administrative support to commerce, industry, government and the professions. Skills gained in this industry transfer to other occupations.

Working in the business services industry involves:

- customer (client) service
- organising information and records in paper and electronic forms
- teamwork
- using technologies
- creating documents

Samples of occupations students can aim for in the business services industry:

- payroll clerk/officer
- personal assistant
- personnel clerk
- project manager
- sales clerk/officer
- secretary

Course description:
This course is based on units of competency, which have been developed by the national business services industry to describe the competencies, skills and knowledge required by workers in the industry.
An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the ATAR for university entrance.

HSC Course requirements regarding Work Placement:
Students must complete a minimum of 70 hours in a workplace.

Recognition of Prior Learning:
If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: $20 (Prelim) $20 (HSC) $50 (Text Book)

Course requirements: A workbook folder (eg A4 38mm insert binder)
Course Structure: (240 indicative hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBCM202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBCM203A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBCM204A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBCM205A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBCM206A</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>BSBCM297A</td>
<td>Prepare and Process Financial/Business documents</td>
</tr>
<tr>
<td>BSBCM209A</td>
<td>Provide information to clients</td>
</tr>
<tr>
<td>BSBCM211A</td>
<td>Participate in workplace safety procedures</td>
</tr>
<tr>
<td>BSBCM212A</td>
<td>Handle mail</td>
</tr>
<tr>
<td>BSBCM213A</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBICMN214A</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBIADM305A</td>
<td>Create and use databases</td>
</tr>
<tr>
<td>BSBCM307A</td>
<td>Maintain business resources</td>
</tr>
</tbody>
</table>

This course is currently being revised by the board of studies to comply with the new Business Services Training Package (BSB07). Final course details will be available prior to course commencement.

Qualifications available to students in the Business Services Curriculum Framework comprise units of competency drawn from the following skill areas: information technology, communication, enterprise, technology, and finance.

Depending on competencies chosen, full or part qualifications from the Business Services Training Package (BSB07) are available. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications available through the Business Services Curriculum Framework are:

- Certificate II in Business BSB20107
- Statement of Attainment in partial completion of Certificate II in Business BSB30107

For more information on possible outcomes please visit the NSW Board of Studies website: http://www.boardofstudies.nsw.edu.au

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
Why study Construction?
Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

Working in the construction industry involves:

- constructing buildings
- modifying buildings
- contracting
- designing buildings
- measuring materials and sites
- communicating with clients

Samples of occupations students can aim for in the construction industry:

- building
- bricklaying
- carpentry
- concreting
- glazing
- joinery
- plastering
- roofing
- shop fitting
- sign writing
- tiling

Course description:
This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units plus a range of elective units from the General Construction sector.

A mandatory Work Cover NSW approved general OH&S induction-training program, as well as a work activity OH&S training and site-specific OH&S training must be completed before students are allowed onto a work site.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the University Admissions Index (UAI) for university entrance.

HSC Course requirements regarding Work Placement:
Students must complete a minimum of 70 hours of mandatory work placement.

Recognition of Prior Learning:
If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: $60 (Preliminary) + $60 (HSC) + $70 (Boots)

Course requirements: Sturdy footwear
Personal protective equipment
A4 display folder
# Course structure: Construction (240 indicative hours)

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCGCM1001B</td>
<td>Follow OHS policies and procedures</td>
</tr>
<tr>
<td>BCGCM1002B</td>
<td>Follow OH&amp;S policies and procedures</td>
</tr>
<tr>
<td>BCGCM1003B</td>
<td>Work effectively in the General Construction industry</td>
</tr>
<tr>
<td>BCGCM1004B</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>BCGCM1005B</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>BCGCM2001B</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>BCGCM2004B</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>BCGCM2005B</td>
<td>Handle construction materials</td>
</tr>
<tr>
<td>BCGCM2006B</td>
<td>Use construction tools and equipment</td>
</tr>
<tr>
<td>RTC2704A</td>
<td>Apply basic levelling procedures</td>
</tr>
<tr>
<td>BCGGCA2001B</td>
<td>Provide basic first aid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCGCM1001B</td>
<td>Follow OHS policies and procedures</td>
</tr>
<tr>
<td>BCGCM1002B</td>
<td>Work effectively in the General Construction Industry</td>
</tr>
<tr>
<td>BCGCM1003B</td>
<td>Plan and Organise Work</td>
</tr>
<tr>
<td>BCGCM1004B</td>
<td>Conduct Workplace Communication</td>
</tr>
<tr>
<td>BCGCM1005B</td>
<td>Carry out Measurements and Calculations</td>
</tr>
</tbody>
</table>

Depending on competencies chosen, full or part qualifications from the General Construction Training Package (BSG03) are available in general construction; bricklaying / block laying; carpentry; concreting; painting and decorating; and wall and floor tiling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

**The qualifications available through the Construction Curriculum Framework are:**

- Certificate I in General Construction BCG10103
- Statement of Attainment in partial completion of Certificate II in General Construction BCG20103

For more information on possible outcomes please visit the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
Why study Entertainment?
Entertainment offers training opportunities to students who are interested in performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals.

Working in the entertainment industry involves:
- front of house activities
- set and props manufacture
- lighting and sounds operations
- audiovisual operations
- costume design
- makeup
- scenic art
- staging and stage management

Samples of occupations students can aim for in the entertainment industry:
- sales/merchandising assistant
- lighting technician
- sound technician
- dresser or costume assistant
- costume maker
- scenic artist
- cinema projectionist
- set maker
- props designer

Course description:
This course is based on units of competency, which have been developed by the entertainment industry to describe the competencies, skills and knowledge required by workers in the industry. An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the ATAR for university entrance.

HSC Course requirements regarding Work Placement:
Students must complete a minimum of 70 hours of mandatory work placement.

Recognition of Prior Learning:
If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: $50 (Prelim) $50 (HSC)

Course requirements: A workbook folder (eg A4 38 mm insert binder)
## Course Structure: Entertainment (240 indicative hours)

### COMPULSORY UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMN203A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>CUECOR02B</td>
<td>Work with others</td>
</tr>
<tr>
<td>CUEIND01B</td>
<td>Source and apply entertainment industry knowledge</td>
</tr>
<tr>
<td>CUFSAF01B</td>
<td>Follow health, safety and security procedures</td>
</tr>
<tr>
<td>CUSGEN02B</td>
<td>Work in a culturally diverse environment</td>
</tr>
<tr>
<td>CUEAUD06A</td>
<td>Apply a general knowledge of vision systems to work activities</td>
</tr>
<tr>
<td>CUECOR01B</td>
<td>Manage own work and learning</td>
</tr>
<tr>
<td>CUECOR03A</td>
<td>Provide quality service to customers</td>
</tr>
<tr>
<td>CUECOR04A</td>
<td>Deal with conflict and resolve complaints</td>
</tr>
<tr>
<td>CUELGT09A</td>
<td>Apply a general knowledge of lighting to work activities</td>
</tr>
<tr>
<td>CUESOU07A</td>
<td>Apply a general knowledge of audio to work activities.</td>
</tr>
<tr>
<td>CUESTA05A</td>
<td>Apply a general knowledge of staging to work activities.</td>
</tr>
<tr>
<td>THHGH03B</td>
<td>Provide first aid</td>
</tr>
</tbody>
</table>

### ELECTIVE UNITS

**Technical General**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUETGE15A</td>
<td>Handle Physical Elements Safely during Bump In/Out</td>
</tr>
<tr>
<td>CUFBRD01A</td>
<td>Communicate Using a Two Way System</td>
</tr>
<tr>
<td>MEM18.1AB</td>
<td>Use Hand Tools</td>
</tr>
<tr>
<td>CUESTA02B</td>
<td>Operate Staging Elements</td>
</tr>
</tbody>
</table>
CUETGE05B  Maintain Physical Production Elements

CUETGE15A  Handle Physical Elements Safely during Bump in/Out

CUFBRD01A  Communicate Using a Two Way System

MEM18.1AB  Use Hand Tools

Depending on competencies chosen, full or part qualifications from the Entertainment Training Package (CUE03) are available with possible specialisations in technical operations or customer service. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications available in the Entertainment Industry Curriculum Framework are:
- Certificate II in Live Production, Theatre and Events CUE20103
- Certificate III in Live Production, Theatre and Events (Technical Operations) CUE30203
- Certificate III in Venues and Events (Customer Service) CUE30303

Statements of Attainment in partial completion of these Certificates are also be available.

For more information on possible outcomes please visit the NSW Board of Studies website: http://www.boardofstudies.nsw.edu.au

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
Hospitality Industry Curriculum Framework

Why study Hospitality?
Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing food and beverage service in a range of settings
- providing house keeping and front office services in hotels, motels, resorts and other hospitality establishments
- planning and organising events and managing services

Samples of occupations students can aim for in the hospitality industry:
- chef
- events coordinator
- bar assistant
- food & beverage manager
- reservations clerk
- front office receptionist
- guest service coordinator

Course description:
This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units of competency plus units from various functional areas such as: kitchen attending, commercial cookery, commercial catering, food and beverage, front office, housekeeping and sales/office operations.
An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the ATAR for university entrance.

HSC Course Requirements regarding Work Placement:
Students must complete a minimum of 70 hours of mandatory work placement.

Recognition of Prior Learning:
If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs:
The following items/costs are required for this course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td>$100</td>
<td>$100</td>
</tr>
</tbody>
</table>

Course requirements:
- Full chef’s uniform including: long sleeve white jacket, white buttons, check pants, chef’s hat, apron, neckerchief and fully enclosed black leather shoes (flat, non-slip).
- Fully equipped chef’s tool kit.
Course Structure: Hospitality (240 indicative hours)
This course has been revised by the Board of Studies to comply with the new Hospitality Training Package (SIT07).

COMMERCIAL COOKERY STREAM

<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th>COMMERCIAL COOKERY STREAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXCOM001C Work with colleagues and customers</td>
<td>SITHCCC001C Organise and prepare food</td>
</tr>
<tr>
<td>SITXCOM002C Work in a socially diverse environment</td>
<td>SITHCCC002C Present food</td>
</tr>
<tr>
<td>SITXOHS001C Follow health, safety and security procedures</td>
<td>SITXFSA001A Implement food safety procedures</td>
</tr>
<tr>
<td>SITXOHS002C Follow workplace hygiene procedures</td>
<td>SITHCCC004C Clean and maintain kitchen premises</td>
</tr>
<tr>
<td>SITHIND001C Develop and update hospitality industry knowledge</td>
<td>SITHCCC005C Use basic methods of cookery</td>
</tr>
<tr>
<td>SITXENV001A Participate in environmentally sustainable work practices</td>
<td>ELECTIVES</td>
</tr>
<tr>
<td>HOLISTIC UNIT</td>
<td></td>
</tr>
<tr>
<td>SITHIND002A Apply hospitality skills in the workplace</td>
<td>SITHCCC007C Prepare sandwiches</td>
</tr>
</tbody>
</table>

MULTISKILLING STREAM

<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th>FOOD &amp; BEVERAGE STREAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXCOM001C Work with colleagues and customers</td>
<td>SITHFAB003A Serve food and beverage to customers</td>
</tr>
<tr>
<td>SITXCOM002C Work in a socially diverse environment</td>
<td>SITHACS006A Clean premises and equipment</td>
</tr>
<tr>
<td>SITXENV001A Participate in environmentally sustainable work practices</td>
<td>SITHFAB010C Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXOHS001C Follow health, safety and security procedures</td>
<td>SITXFSA001A Implement food safety procedures</td>
</tr>
<tr>
<td>SITXOHS002C Follow workplace hygiene procedures</td>
<td>SITXFSA001A Implement food safety procedures</td>
</tr>
<tr>
<td>SITHIND001C Develop and update hospitality industry knowledge</td>
<td></td>
</tr>
</tbody>
</table>

HOLISTIC UNIT

<table>
<thead>
<tr>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND002A Apply hospitality skills in the workplace</td>
</tr>
<tr>
<td>SITXCOM0004A Communicate on the Telephone</td>
</tr>
<tr>
<td>SITHFAB004A Provide Food and Beverage Service</td>
</tr>
</tbody>
</table>

According to competencies chosen, full or part qualifications from the Hospitality Training Package are available in commercial cookery or food and beverage. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications available in the Hospitality Curriculum Framework are:

- Certificate I in Hospitality (Operations) SIT10207
- Certificate II in Hospitality (Operations) SIT20207
- OR
- Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations) SIT20307
- Certificate II in Hospitality (Kitchen Operations) SIT20307

For more information on possible outcomes please visit the NSW Board of Studies website: http://www.boardofstudies.nsw.edu.au

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
Why study Information Technology (IT)?
IT offers training opportunities to students who are interested in designing web pages, software and games, creating programs, systems and databases, networking computers and finding solutions to technical and software problems.

Working in the information technology industry involves:
- designing web pages
- networking computers
- supporting computer users
- communicating with clients
- finding solutions to software problems

Samples of occupations students can aim for in the information technology industry:
- desktop publisher
- help desk officer
- internet specialist
- multimedia developer
- network administrator
- service technician
- software developer
- technical support officer
- web designer

Course description:
This course is based on units of competency, which have been developed by the information technology industry to describe the competencies, skills and knowledge required by workers in the industry. Students concentrate on developing a range of fundamental skills required to prepare them to work effectively in an environment where information technology is used. These include oral and written communication skills, teamwork skills, and efficient use of a range of software application packages, essential computer hardware management and occupational health and safety competencies.
An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the ATAR for university entrance.

HSC Course requirements regarding Work Placement
Students must complete work placement of 70 hours.
For the Specialisation Study a minimum of 49 additional hours of mandatory work placement must be completed

Recognition of Prior Learning
If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: $20 (Preliminary) + $20 (HSC)

Course requirements:
- An evidence folder (eg A4 38mm insert binder)
- USB flash drive 1Gb
### COMPULSORY UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMN106A</td>
<td>Follow workplace safety procedures</td>
<td>BSBICAD3218A</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>BSBICAU1128A</td>
<td>Operate a personal computer</td>
<td>BSBICAI3020A</td>
<td>Install and optimise operating</td>
</tr>
<tr>
<td>BSBICAD2012A</td>
<td>Design organisational documents using computing packages (Prerequisite)</td>
<td>BSBICAS3031A</td>
<td>Provide advice to clients</td>
</tr>
<tr>
<td>BSBICAU2005A</td>
<td>Operate computer hardware</td>
<td>BSBICAS3234A</td>
<td>Care for computer hardware</td>
</tr>
<tr>
<td>BSBICAU2006A</td>
<td>Operate computing packages</td>
<td>BSBICAT3025A</td>
<td>Run standard diagnostic tests</td>
</tr>
<tr>
<td>BSBICAU2013A</td>
<td>Integrate commercial computing</td>
<td>BSBICAU3004A</td>
<td>Apply occupational health and</td>
</tr>
<tr>
<td>BSBICAU2231A</td>
<td>Use computer operating system</td>
<td>BSBICAB4169A</td>
<td>Use development software and</td>
</tr>
<tr>
<td>BSBICAW2001A</td>
<td>Work effectively in an IT environment</td>
<td>BSBICAS3234A</td>
<td>Care for computer hardware</td>
</tr>
<tr>
<td>BSBICAW2002A</td>
<td>Communicate in the workplace</td>
<td>BSBICAS3234A</td>
<td>Care for computer hardware</td>
</tr>
</tbody>
</table>

Depending on competencies chosen, full or part qualifications from the Information and Communication Technology Training Package (ICA05) are available in general information technology; software applications; and network administration. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

**The qualifications available from a study of the Information Technology 240 hour course are:**

- Certificate II in Information Technology ICA20105
- Statement of Attainment in partial completion of Certificate II in Information Technology ICA20105
- Statement of Attainment in partial completion of Certificate III in Information Technology ICA30105

**Information Technology Specialisation Study Units (+180 indicative hours)**

An additional Specialisation Study course may be available. Examples of electives are listed in the sample course structure below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAI3021A</td>
<td>Connect internal hardware components</td>
</tr>
<tr>
<td>ICAI3110A</td>
<td>Implement system software changes</td>
</tr>
<tr>
<td>ICAS3121A</td>
<td>Administer network peripherals</td>
</tr>
<tr>
<td>ICAU3019A</td>
<td>Migrate to new technology</td>
</tr>
<tr>
<td>ICAU3028A</td>
<td>Customise packaged software applications for clients</td>
</tr>
<tr>
<td>ICAU3126A</td>
<td>Use advanced features of computer applications</td>
</tr>
<tr>
<td>ICPMM321A</td>
<td>Capture a digital image</td>
</tr>
</tbody>
</table>

The qualifications possible from a study of the Information Technology (240 hour) course **and** Specialisation Study (180 hour) are:

- Certificate II in Information Technology ICA20105
- Certificate III in Information Technology ICA30105
- Statement of Attainment in partial completion of Certificate II in Information Technology ICA20105
- Statement of Attainment in partial completion of Certificate III in Information Technology ICA30105

For more information on possible outcomes please visit the NSW Board of Studies website: http://www.boardofstudies.nsw.edu.au
Why study Metal and Engineering?
The manufacturing, engineering and related service industries include a wide range of industry sectors. The major industry activities and sectors are metal fabrication, metal manufacturing, aeroskills, metal machining, transport equipment manufacturing, electrical equipment and appliance manufacturing, and industrial machinery and equipment manufacturing.

Most occupations within the industry have been subject to significant change within the last decade. In some areas career paths are converging with those in computer programming.

Working in the metal and engineering industry involves:

- constructing, assembling, installing, modifying, repairing and maintaining machines
- assembling, making parts, equipment, machines, instruments and tools
- designing machinery, parts, computer hardware and electronic circuits, using 3D graphics and drafting skills
- managing clients and staff, overseeing quotas and information, leading projects

Samples of occupations students can aim for in the metal and engineering industry:

- engineering draftsperson
- engineer (automotive, fabrications, production, plastics, marine, mechanical)
- fitter
- instrument maker
- maintenance fitter
- structural steel and welding supervisor
- toolmaker
- boat builder/repairer
- sailmaker

Course description:
This course is based on units of competency, which have been developed by the metal, engineering and related service industries to describe the competencies, skills and knowledge required by workers in the industry.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the ATAR for university entrance.

HSC Course requirements regarding Work Placement:
Students must complete a minimum of 70 hours of mandatory work placement.

Recognition of Prior Learning
If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: $70 (Preliminary) + $70 (HSC)

Course requirements: Sturdy footwear
Personal protective equipment
A4 display folder
Course Structure: (240 indicative hours)

<table>
<thead>
<tr>
<th>COMPULSORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Manufacturing, engineering and related industry induction</td>
</tr>
<tr>
<td>MEM09002B</td>
</tr>
<tr>
<td>Interpret technical drawing</td>
</tr>
<tr>
<td>MEM12023A</td>
</tr>
<tr>
<td>Perform engineering measurements</td>
</tr>
<tr>
<td>MEM12024A</td>
</tr>
<tr>
<td>Perform computations</td>
</tr>
<tr>
<td>MEM13014A</td>
</tr>
<tr>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEM14004A</td>
</tr>
<tr>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15002A</td>
</tr>
<tr>
<td>Apply quality systems</td>
</tr>
<tr>
<td>MEM10.24A</td>
</tr>
<tr>
<td>Apply quality procedures</td>
</tr>
<tr>
<td>MEM16007A</td>
</tr>
<tr>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Manufacturing, engineering and related industry induction</td>
</tr>
<tr>
<td>MEM09002B</td>
</tr>
<tr>
<td>Interpret technical drawing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE POOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM18001C</td>
</tr>
<tr>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
</tr>
<tr>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEM05007C</td>
</tr>
<tr>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM05005B</td>
</tr>
<tr>
<td>Carry out mechanical cutting</td>
</tr>
<tr>
<td>MEM05012C</td>
</tr>
<tr>
<td>Perform routine manual metal arc welding</td>
</tr>
<tr>
<td>MEM05050B</td>
</tr>
<tr>
<td>Perform routine gas metal arc welding</td>
</tr>
<tr>
<td>MEM05004C</td>
</tr>
<tr>
<td>Perform routine oxy acetylene welding</td>
</tr>
<tr>
<td>MEM16005A</td>
</tr>
<tr>
<td>Operate as a team member to conduct manufacturing, engineering or related activities</td>
</tr>
<tr>
<td>MEM16008A</td>
</tr>
<tr>
<td>Interact with computing technology</td>
</tr>
</tbody>
</table>

Depending on competencies chosen, full or part qualifications from the Metal and Engineering Industry Training Package (MEM05) are available in mechanical, fabrication and electrical/electronic trade; production technology and systems; jewellery manufacture; boating services; and marine craft construction. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications through the Metal and Engineering Framework are:
- **Certificate I in Engineering MEM10105**
- **Certificate II in Engineering MEM20105**
- **Statement of Attainment in partial completion of Certificate I in Engineering MEM10105**
- **Statement of Attainment in partial completion of Certificate II in Engineering MEM20105**

For more information on possible outcomes please visit the NSW Board of Studies website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
Why study Primary Industries?
Primary Industries provide products and services in response to the demand not only for food and fibre products but also for recreational and leisure activities. These products and services influence the daily lives of all members of society.

Working in the primary industries involves:

- dealing with and caring for animals
- breeding and growing livestock (dairy, beef, sheep, goats, pigs, chickens)
- crops and grains
- maintaining and using equipment such as tractors, harvesters, bailers and ploughs
- overseeing and managing farming operations

✓ animal attending
✓ beef production
✓ crop production
✓ dairy farming
✓ horse care
✓ livestock rearing and breeding
✓ pest and disease control
✓ poultry production
✓ horticulture
✓ shearing
✓ sheep and wool production
✓ rural conservation and land management

Course description:
The courses are based on units of competency, which have been developed by the agriculture, horticulture, land management and conservation and other primary industries to describe the competencies, skills and knowledge required by workers in the industry. An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the ATAR for university entrance.

HSC Course requirements regarding Work Placement:
All students must complete a minimum of 70 hours of mandatory work placement.

Recognition of Prior Learning:
If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: $80 (Prelim) $80 (HSC)

Course requirements: Personal Protective footwear, long sleeve shirt, long pants and hat
Course Structure: (240 indicative hours)

<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RTC2209A Install, maintain and repair fencing</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>RTC2401A Treat weeds</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>RTC2701A Follow OHS Procedures</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>RTC2702A Observe environmental work practices</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>RTC2704A Provide basic first aid</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>RTC2705A Work effectively in the industry</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>RTC2706A Apply chemicals under supervision</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>RTC2708A Participate in workplace communications</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>RTE2503A Observe and report on weather</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE POOL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RTC2307A Operate machinery and equipment</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>RTC2309A Operate tractors</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>RTE2201A Carry out basic electric fencing operations</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>RTE2308A Operate ride-on vehicles</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>RTE2115A Muster and move livestock</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>RTE2118A Handle livestock using basic techniques</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>RTE2011A Assist agricultural crop establishment</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>RTE2029A Assist agricultural crop maintenance</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

* Selected units of competency must be on the RTO Scope of Registration and in the delivery teacher’s qualifications.

Depending on competencies chosen, full or part qualifications available through the Primary Industries Curriculum Framework are:

- Certificate II in Rural Operations RTE20703
- Certificate II in Agriculture RTE20103
- Certificate II in Horticulture RTF20103

Statements of Attainment in partial completion of these Certificates may also be available.

For more information on possible outcomes please visit the NSW Board of Studies website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
Why study Retail?
The retail industry can provide students with a career path that leads to higher executive levels within the retail industry. Students can gain skills in operating retail equipment, stock control, customer service and selling skills.

Working in the retail industry involves:

- customer service
- stock control
- teamwork
- designing and creating displays
- using cash registers, scanners, computers, telephones

Samples of occupations students can aim for in the retail industry:

- buyer
- customer service assistant
- merchandise
- sales person
- stock controller
- visual merchandiser

Course description:
This course is based on units of competency, which have been drawn up by the retail services industry to describe the competencies, skills and knowledge needed by workers in the industry. Three key sectors of the retail service industries are community pharmacy, retail and wholesale. The course is for students who wish to work in the retail services industry, either as a long-term career or in part-time or temporary retail jobs. An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the ATAR for university entrance.

HSC Course requirements regarding Work Placement:
All students must complete a minimum of 70 hours of work placement.

Recognition of Prior Learning:
If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

Course costs: $20 (Prelim) $20 (HSC)

Course requirements: A workbook folder (eg A4 38mm insert binder)
Course Structure: Retail Services (240 indicative hours)

<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCOM001A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>SIRXCCS002A</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SIRXIND001A</td>
<td>Work effectively in a retail environment</td>
</tr>
<tr>
<td>SIRXOHS001A</td>
<td>Apply safe working practices</td>
</tr>
<tr>
<td>SIRXCLM001A</td>
<td>Organise and maintain work areas</td>
</tr>
<tr>
<td>SIRXICT001A</td>
<td>Operate retail technology</td>
</tr>
<tr>
<td>SIRXCCS001A</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td>SIRXRSK001A</td>
<td>Minimise Theft</td>
</tr>
<tr>
<td>SIRXINV001A</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>SIRXF1N001A</td>
<td>Elective pool –Balance the point-of-sale terminal</td>
</tr>
<tr>
<td>SIRXF1N002A</td>
<td>Elective pool –Perform retail finance duties</td>
</tr>
<tr>
<td>SIRXMER001A</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>SIRXSL002A</td>
<td>Advise on products and services</td>
</tr>
<tr>
<td>SIRXSL001A</td>
<td>Sell products and services</td>
</tr>
</tbody>
</table>

Depending on competencies chosen, full or part qualifications from the Retail Services Training Package (SIR07) are available in general selling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

The qualifications in Retail available through the Retail Services Curriculum Framework are:

- **Certificate I in Retail Services SIR10107**
- **Statement of Attainment towards Certificate II in Retail SIR20207**
- **Certificate II in Retail SIR20207**

For more information on possible outcomes please visit the NSW Board of Studies website:

http://www.boardofstudies.nsw.edu.au

A school-based traineeship is available in this course, for more information:

http://www.sbatinnsw.info/
LIFE SKILLS

Overview

The NSW Government’s is committed to extending the curriculum and reporting arrangements that were established for the School Certificate to HSC students with special education needs. This is in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, the Board of Studies has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have Board Developed status and can be used along with 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. There will not be an external examination for Life Skills courses.

The courses available include:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills (PDHPE)
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills (TAS)
- Work and the Community Life Skills

Enrolment and required outcomes in these courses is negotiated on an individual basis for students with special education needs. Outcomes students are expected to achieve will very according to student need and ability making it difficult to give a general outline of each course.
English Life Skills

The aim of English Life Skills is to enhance the participation of students with special education needs in all aspects of post-school life and promote their independence through the development of effective communication and literacy skills.

In English Life Skills students will:
- develop knowledge about and skills in effective communication
- develop knowledge about, appreciation of and skills in spoken language
- develop understanding and skills in listening to others
- develop skills in reading, comprehending, interpreting and responding to a variety of texts
- develop knowledge about and skills in producing texts using a variety of media and technology
- develop knowledge about and skills in viewing and interpreting a range of materials.

Mathematics Life Skills

The aim of Mathematics Life Skills is to develop students’ ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life.

Students will:
- develop an awareness of mathematics as an essential part of everyday living
- develop the knowledge, understanding and skills required to apply numeration and number operations in practical daily situations
- develop knowledge and understanding of the impact of time on whole-of-life activities and skills in time management
- develop knowledge and understanding of shapes, direction and the position of objects in space
- develop knowledge and understanding and skills that enhance their handling and management of money
- develop skills in the practical application of measurement tools and units.

Personal Development, Health and Physical Education Life Skills

The aim of Personal Development, Health and Physical Education Life Skills is to develop in students the values and attitudes, knowledge, understanding and skills that will enable them to lead healthy, active and productive lives.

In Personal Development, Health and Physical Education Life Skills, students will:
- develop knowledge, understanding and skills in the management of issues related to personal growth and development
- develop knowledge and understanding in order to make informed health and lifestyle decisions
- develop skills, and informed and responsible values and attitudes, that enhance the quality of interpersonal relationships
- develop knowledge, understanding and skills relating to safe living practices
- develop knowledge, understanding and skills that facilitate participation in a range of leisure activities
- develop the knowledge and skills to engage in a range of outdoor recreational pursuits.
Citizenship and Society Life Skills

The aim of Citizenship and Society Life Skills is to develop in students the knowledge and understanding, skills, values and attitudes that will enable them to participate as individuals in all aspects of Australian society.

In Citizenship and Society Life Skills, students will:
- develop knowledge and understanding of the rights, responsibilities and roles of individuals and groups who fulfil community roles
- develop informed and responsible attitudes towards social, cultural and environmental features of Australian society
- develop knowledge and skills that facilitate access to a range of activities in living, work and leisure environments
- develop knowledge and understanding of the structures, roles, responsibilities decision-making processes and fair and socially just principles of government
- develop knowledge and understanding of the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage
- develop knowledge and understanding of the significance of current key people, events and issues in determining Australia’s identity and future in the world.

Creative Arts Life Skills

In Creative Arts Life Skills students will develop knowledge, understanding and skills which are suited to their abilities, needs and interests. They will engage in one or more of the following:

- a range of musical experiences in listening, responding, making and performing
- a range of dance and movement experiences
- a range of drama experiences in making, performing and appreciating
- making and appreciating artworks made in two-dimensional forms (painting, drawing, photography and printmaking)
- making and appreciating artworks made in three-dimensional forms (ceramics, sculpture, fibre and other three-dimensional forms)
- making and appreciating artworks made with electronic media (video, scanning, photocopying etc).

Science Life Skills

Science Life Skills is designed to:
- develop knowledge and understanding of the relationship between people and the natural environment
- develop skills and responsible attitudes that enable students to use and manage the earth’s resources in everyday living situations.

Students will:
- develop knowledge and understanding of the earth’s natural environment through observation of changing phenomena
- develop knowledge and understanding through investigating living things and their interaction with the environment
- develop knowledge, understanding, skills and values in the use and management of the earth’s resources
- develop knowledge, skills and a positive attitude towards the use of plants as an essential component of the environment
- develop knowledge, understanding and skills to care for and manage animals in a socially and environmentally responsible manner
- develop knowledge, understanding and skills in relation to the use of energy in daily living situations
Technological and Applied Studies Life Skills

The aim of Technological and Applied Studies Life Skills is to develop in students the knowledge, skills and confidence to become informed, responsible individuals, and to facilitate and maximise their participation in a technological world.

In Technological and Applied Studies Life Skills students will:
- develop knowledge about and skills in the use of technology for a variety of purposes across a range of environments
- develop knowledge about and skills in the use of resources to plan and prepare meals in a range of situations
- develop knowledge about and skills in the safe use of a range of materials, tools and machinery for a variety of purposes
- develop knowledge and understanding of and skills in home management in order to facilitate independent living
- develop knowledge about and skills in the care and maintenance of clothing in order to enhance personal presentation
- develop knowledge and understanding of and skills in the safe use and maintenance of appliances and machinery in a variety of situations.

Work and the Community Life Skills

The aim of Work and the Community Life Skills is to provide students with the skills, knowledge, understanding, values and attitudes they need for employment, participation and independence in the community.

In Work and the Community Life Skills, students will:
- develop knowledge and understanding of the nature, patterns, concepts and variety of work
- develop individual knowledge, understanding, skills, values and attitudes that enhance effective participation in workplace and community-based learning
- develop knowledge, skills and understanding to clarify issues, choices and options relating to workplace learning
- learn about the nature of work through experience in workplace environments
- participate successfully in ongoing workplace and community-based learning and apply knowledge and skills in new situations
- learn about specific employment or community-based learning options through planned, progressive participation in a range of environments.
PENRITH NETWORK HIGH SCHOOLS  
2013  
STUDENT APPLICATION FORM  
Please speak to Mr Platts before completing this form  

Attach a copy of your most recent school report to this application form

NAME: ___________________________

ROLL CLASS: _______________ SCHOOL: CRANEBROOK HIGH SCHOOL

**COURSE PREFERENCE LIST**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>SCHOOL LOCATION</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT STATEMENT:**
Write a statement to support your application. Give reasons for your preferences, what you expect to gain from studying the course and the relationship of this course to your career plans.

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**SPECIAL NOTE:**
Consistent attendance at weekly classes and work placement of Vocational Education courses is essential. Assessment occurs through student demonstration of skills gained, and without regular attendance, this competency base assessment cannot occur. Student absence above two weekly classes will result in referral for 1st notification in the subject.

**STUDENT’S DECLARATION:**
I understand the requirements of the Penrith Network High Schools Vocational Education Courses. I am aware that places in these courses will be allocated using a competitive selection process. I am committed to completing the course. I acknowledge that I will be responsible for arranging and paying for my own transport to and from the course and that I may have to undertake travel and study after hours. I am aware that the course included a work place component.

**(NOTE: Students need to be aware that in the event of falling numbers in any class, they may be required to finish their course in a different school to the one in which they started. In this way, a guarantee can be given that all courses will run to their completion)**

I understand that this course includes a levy, which must be paid before enrolment in the course. Other requirements such as uniforms are also a prerequisite for beginning this course.

**STUDENT’S SIGNATURE:** ___________________________

**PARENT/CAREGIVER’S ENDORSEMENT:** I support this application to undertake this course

**SIGNATURE:** ___________________________

**DATE:** ___________________________
WHAT ARE TVET COURSES?

TVET courses:

- are vocational courses studied at a TAFE College in Years 11 and 12 as part of your HSC
- are available in a variety of industry areas
- can give you a nationally recognised qualification
- allow you to gain work related skills
- may provide advanced standing for TAFE or further education
- count towards both your HSC and a TAFE qualification
- may contribute to your UAI

Which TVET courses count towards a UAI?

- **Industry Curriculum Framework (240 hours)** can contribute to your UAI. They are usually two-year courses that give units for the preliminary and HSC years of study.
  - Frameworks are available in Automotive, Business Services, Construction, Electrotechnology, Entertainment, Hospitality, Information Technology, Metal & Engineering, Primary Industries, Retail and Tourism

- **Non-Framework Courses** (Board Endorsed, Content Endorsed or Locally Designed Courses)
  - Accounting counts towards a UAI
  - All other Non-Framework Courses contribute to your HSC but won’t give you a UAI.

More information?

Visit Western Sydney Institute website at

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC) and gain valuable work skills and experience through paid employment.

School-based apprentices and school-based trainees will be on the job for approximately one day each week but a minimum of 100 days over Year 11 and Year 12. For the building trades, school-based apprentices will undertake 144 days of work-based training over two years while at school. For the plumbing trades, school-based apprentices will undertake 180 days of work-based training over two years while at school. For the electro technology trades, school-based apprentices will undertake 180 days of work-based training over two years while at school.

For the automotive, hospitality and metals and engineering trades, school-based apprentices will undertake a minimum of 100 days of work-based training over two years while at school. For other trades updated information will be available soon. For the rest of the week, these students will be completing the off-the-job component of their training as well as completing their HSC subjects.

Students will get recognition for all the work they complete. For example, a school-based apprentice or trainee who undertakes part-time training in years 11 and 12 will get their qualification a year earlier.

School Based Traineeships &/or Apprenticeships may be offered in a range of industry areas, including: Aged Care, Animal Care, Automotive, Beauty, Business, Construction, Health Services, Hospitality, Out of School Hours Care, Plumbing, Retail and more.

For more information about School Based Apprenticeships and Traineeships contact the Careers Adviser & / or www.sbatinnsw.info