MURRAY HIGH SCHOOL

THE HIGHER SCHOOL CERTIFICATE

PRELIMINARY COURSE 2012
HSC COURSE 2013
Subject Selection Information
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IMPORTANT DATES

Yr 10 Decision Day  Wednesday 3rd August 2011
Yr 10 Information Evening  Wednesday 10th August 2011
Subject Selections (round 1) due  Monday 15th August 2011
THE HSC

The HSC is the highest educational award you can achieve in NSW schools.

It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualification, vocational training or employment.

The HSC is conducted and controlled by the NSW Board of Studies.

The Board of Studies booklet, ‘Higher School Certificate – An Information Booklet for Year 10 Students 2012’, should be read in conjunction with this booklet prepared for Murray High School students.

It is essential that parents and students are aware of the requirements for the award of the HSC. Do not rely upon previous experiences or knowledge of past HSC examinations. This booklet contains the essential information regarding the HSC as offered at Murray High School.

Year 10 Decision Day will take place Wednesday 3rd August 2011

An Information Evening for parents and students in the School Hall on the evening of Wednesday, 10th August, 2011.

Student initial course selections will be due on or before MONDAY, 15th August, 2011.
TYPES OF COURSES:

◊ **1 UNIT COURSES**
Courses studied for 3 periods a week and marked out of 50

◊ **2 UNIT COURSES**
Courses studied for 6 periods a week and marked out of 100

◊ **EXTENSION COURSES**
Only available in English and Mathematics in the Preliminary course. A range of other extension courses are available in some subjects in the HSC course.

◊ **BOARD DEVELOPED COURSES**
Courses of study with a syllabus developed by the Board of Studies. They are examined at the Higher School Certificate examinations and include some Board Developed VET courses. An assessment mark and an examination mark are awarded, the average of which determines the HSC mark. This mark may also be used by the Universities to contribute towards the Australian Tertiary Admission Rank (ATAR).

◊ **BOARD ENDORSED COURSES (BEC)**
Courses approved by the Board of Studies which are administered by Murray High School or the TAFE. Assessment and examinations are conducted within the school. A limited number of units in these courses can count towards an HSC.

These courses will *not* contribute to the ATAR.

◊ **VOCATIONAL EDUCATION AND TRAINING (VET) COURSES**

BOARD DEVELOPED COURSES
2 Unit courses of study offered by the school or TAFE College which leads to the award of the Higher School Certificate. These courses may have an HSC examination option which could enable 2 units of study to contribute to the ATAR. Students will receive accreditation from TAFE and are eligible to progress to higher level TAFE courses with advanced standing.

TAFE-DELIVERED VET BOARD ENDORSED COURSES
A course studied at the Albury College of TAFE. The course may provide advanced standing for other TAFE courses. As with school delivered BEC, a limited number of these may count toward an HSC. Assessment is conducted by the TAFE, and as in the case of all BEC courses, the mark will *not* contribute to the ATAR.

In 2012, Year 11 students will commence study for one of the following programs:

- The Higher School Certificate (with ATAR)
- The Higher School Certificate (without ATAR)
- An alternative Year 11 NON HSC program
HOW TO CHOOSE YOUR PRELIMINARY COURSE SUBJECTS

To use this Course Information Booklet successfully, students should use the following steps as a checklist:

◊ Discuss possible career path with your parents.
◊ Identify your career requirements with the Careers Adviser, Mr G. Smith.
◊ Read this book carefully.
◊ Choose the subjects needed to satisfy your needs/interests.
◊ Check that your choices satisfy the HSC requirements found in the next section.
◊ Use all the experts (Year Adviser, Deputy Principals and Head Teachers) around you to ensure you have chosen the appropriate subjects and the correct level.

◊ Be prepared to change your choices at this stage if your goals are unrealistic due to your study commitments, time availability or other reasons.

Make your initial choices wisely as the curriculum lines for MHS (Yr 11 2012) will be constructed according to your selection.
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 work placement, practical, oral or project works required for specific courses and the assessment requirements for each course.

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

◊ You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

1. least 6 units from Board Developed courses including at least 2 units of a Board Developed course in English
2. at least three courses of 2 units value or greater
3. least four subjects

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

◊ 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.

◊ If you do not wish to receive a ATAR, you must select 6 units of Board Developed courses, then you may make up the remainder of your units from Board Endorsed courses.

ATAR

To gain entrance to university at the completion of the HSC course students will need a Australian Tertiary Admission Rank (ATAR). The ATAR is a separate index calculated by the universities.

The ATAR will use 2 units of English and the next best 8 units that are studied. These units must be chosen from Board Developed courses. All Board Developed courses are classified as “Category A” except the Board Developed VET courses and Industrial Technology. This latter group is classified as “Category B” if accompanied by an external examination. Only two units of Category B courses may be included in the ATAR.

Some particular courses at University may also require students to study specific courses for the Higher School Certificate.
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<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
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**HSC Course Notes**

These notes and footnotes refer to the list of courses

- You may select one course only from each of these subject groups.
- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Community and Family Studies, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.

There is only one History Extension course. It can be studied with either the Ancient History course or the Modern History course but not both.

You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units. The Senior Science course may not be taken as a Preliminary course with any of the above Science courses.

You must study Music 2 course if you wish to study HSC Extension Music.

Additional information about courses and the new HSC is available on the Board of Studies Website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
Murray High School offers a wide range of Board Developed Courses. Listed below are those courses to be offered for Year 11 students in 2012. These courses are all “Category A” courses. Lists of Board Developed VET courses and Board Endorsed Courses are contained elsewhere in this document. It should be noted that courses listed in this booklet may not run if there are insufficient student numbers to form a class.

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</table>
**AGRICULTURE (code – 11AG)** | Category A
---|---
- 2 Units for each of Preliminary and HSC Board Developed Course | Exclusions: NIL

**COURSE DESCRIPTION**
The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production 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 Enterprise/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 70%**
- Plant/Animal Production (45%)
- Farm Product Study (25%)
- Optional components (30%)

**Two electives (15% each) or Research project (30%)**
- Agribusiness
- Horticulture
- Innovation and diversification
- Animal management
- Plant management
- Sustainable land and resource management

**PARTICULAR COURSE REQUIREMENTS:**
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process diary must be submitted to the Board of Studies.
**ANCIENT HISTORY (code – 11AH)**

- 2 Units for each of Preliminary and HSC Board Developed Course
- Exclusions: NIL

There is an additional History Extension Course Available for study in the HSC year.

**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 period 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 to be chosen

- **Part III: Historical Investigation**
  The investigation can be either 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 Study:** Cities of Vesuvius – Pompeii and Herculaneum (25%)
- **Part II:** ONE Ancient Society (25%)
- **Part III:** ONE Personality in Their Times (25%)
- **Part IV:** ONE Historical Period (25%)

**PARTICULAR COURSE REQUIREMENTS:**

The historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension Courses.
### BIOLOGY (11BI)

<table>
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<td>2 Units for each of Preliminary and HSC Board Developed Course</td>
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This course is particularly suited to students who have achieved substantial achievement in School Certificate Science.

### COURSE DESCRIPTION

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

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

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

### MAIN TOPICS COVERED

#### Preliminary Course
- **Patterns in Nature:** involving a study of the history of cell theory; the functioning of cells, plants and animals
- **A Local Ecosystem:** distribution and diversity of plants and animals in a local ecosystem
- **Life on Earth:** biological evolution based on fossil evidence
- **Evolution of Australian Biota:** unique history of Australian fauna and flora

#### HSC Course
- **Core Topics**
  - Maintaining a Balance
  - Blueprint of Life
  - Search for Better Health
- **One Option from the following:**
  - Communications
  - 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.
BUSINESS STUDIES (code – 11BU)  

**Category A**  

- 2 Units for each of Preliminary and HSC Board Developed Course  
- Exclusions: NIL  

**COURSE DESCRIPTION**  
Business activity is a feature of everyone’s life and people engage in a web of interaction on a daily basis. This subject investigates the role, operation and management of business within our society. Students will look at the establishment, operation and management of a small business while keeping in mind the global interaction and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving skills through the development of a business idea/plan of their choice.

**MAIN TOPICS COVERED**

**Preliminary Course**  
- Nature of Business (20%) – the nature and role of business  
- Business Management (40%) – nature and responsibilities in the business environment  
- Business Planning (40%) – processes of establishing and planning a small business  

**HSC Course**  
- Operations (25%) – strategies for effective operations management in large business  
- Marketing (25%) – the main elements in the development and implementation of successful marketing strategies  
- Finance (25%) – interpreting financial information in the planning and management of a business  
- Human Resources (25%) – contribution of human resource management to business performance.

**PARTICULAR COURSE REQUIREMENTS:**  
In the Preliminary course there is a research project, which involves the planning of a small business.
CHEMISTRY (code – 11CH) | Category A
---|---
- 2 Units for each of Preliminary and HSC Board Developed Course | Exclusions: Senior Science
- Category A

This course is particularly suited to students who have achieved substantial achievement in School Certificate Maths and Science.

**COURSE DESCRIPTION**

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

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

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

**MAIN TOPICS COVERED**

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

**HSC Course**
**Core Topics**
- Identification and production of materials
- The Acidic Environment
- Chemical Monitoring and Management

**One Option from the following:**
- The Biochemistry of Movement
- Chemistry of Art
- Industrial Chemistry
- Shipwrecks and Salvage
- Forensic Chemistry

**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.
CHINESE BEGINNERS (code – 11CHIB) | Category A
---|---
- 2 Units for each of Preliminary and HSC | Exclusions Chinese Continuers, Chinese for Background Speakers, Chinese Extension, Heritage Chinese (Mandarin)
- Board Developed Course | |

**No prior knowledge necessary.** Students who have studied Chinese beyond Year 8 **ARE NOT** eligible to enrol in this course, but students who only studied Chinese in Year 7 or 8 are eligible.

**COURSE DESCRIPTION**
In the Preliminary and HSC course, students will develop the linguistic and intercultural knowledge and understanding and the speaking, listening, reading and writing skills to communicate in Chinese. Topics studied through two interdependent perspectives, *the personal world* and the *Chinese Speaking communities*; provide contexts in which the students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

Students skills in and knowledge of Chinese will be developed through tasks associated with a range of text-types, which reflect the topics. Students will also gain an insight into the culture and language of communities through the study of a range of texts.

**TOPICS**

**MAIN TOPICS COVERED**
- Family Life, home and neighbourhood
- People, places and community
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations
COMMUNITY & FAMILY (code – 11CF) | Category A
---|---
- 2 Units for each of Preliminary and HSC Board Developed Course | 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, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

**MAIN TOPICS COVERED**

**Preliminary Course**

**Resource Management**
- Basic concepts of the resource management process. (Approx 20% of course time)

**Individuals and Groups**
- The individual’s roles, relationships and tasks with groups. (Approx 40% of course time) Families and Communities

**Families and Communities**
- Family structures and functions and the interaction between family and community (approximately 40% of course time)

**HSC Course**

**Research Methodology**
Research methodology and skills culminating in the production of an Independent Research Project. (Approximately 25% of course time).

**Groups in Context**
- The characteristics and needs of specific community groups. (Approximately 25% of course time)

**Parenting and Caring**
- Issues facing individuals and groups who adopt roles in parenting and caring in contemporary society (Approximately 25% of course time)

**HSC Option Modules** (Select one of the following, Approximately 25% of course time).
- **Family and Societal Interactions**
  - Government and community structures support and protect family members throughout the lifespan.
- **Social Impact of Technology**
  - The impact of evolving technologies on individuals, families, work and communities.
- **Individuals and Work**
  - Contemporary issues confronting families as they manage their roles within both their family and work environments.

**PARTICULAR COURSE REQUIREMENTS:**

Students are required to complete an Independent Research Project as part of the HSC internal assessment. 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, resource management.
DRAMA (code – 11DR)  Category A

- 2 Units for each of Preliminary and HSC Board Developed Course
- Exclusions: NIL

COURSE DESCRIPTION

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

**Preliminary course** content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

**HSC Course content**

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

The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project** students demonstrate their expertise in a particular area. They choose one project from either Critical Analysis, Design, Performance, 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 informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.
**ECONOMICS (code – 11EC)**  | Category A  
--- | ---  
- 2 Units for each of Preliminary and HSC  
- Board Developed Course | Exclusions: NIL  

**COURSE DESCRIPTION**

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates how markets operate and issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society.

Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

**MAIN TOPICS COVERED**

**Preliminary Course**
- Introduction to Economics (10%) – the nature of economics and the operation of an economy  
- Consumers and Business (10%) – the role of consumers and business in the economy  
- Markets (20%) – the role of markets, demand, supply and competition  
- Labour Markets (20%) – the workforce and role of labour in the economy  
- Financial Markets (20%) – the financial market in Australia including the share market  
- Government in the Economy (20%) – the role of government in the Australian economy

**HSC Course**
- The Global Economy (25%) – features of the global economy and globalisation  
- Australia’s Place in the Global Economy (25%) – Australia’s trade and finance  
- Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management  
- Economic Policies and Management (25%) – the range of policies to manage the economy.
# ENGINEERING STUDIES (code – 11ES)

<table>
<thead>
<tr>
<th>Category</th>
<th>Exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>NIL</td>
</tr>
</tbody>
</table>

## COURSE DESCRIPTION
Both Preliminary and HSC courses offer students knowledge, understanding and skills in a range of fields related to engineering.

It investigates engineering products and components & provides students with a means of critically analyzing design choices. The course specifically deals with:

- The role of an engineer
- Historical, societal and environmental influences on design
- The applications and properties of engineering materials
- The application and properties of engineering materials
- The forces acting on engineering components
- Reading and producing freehand technical drawings

*This course is particularly suited to those students who are studying 2 units or higher of Maths, Physics or Chemistry*

## MAIN TOPICS COVERED

### Preliminary Course

Students undertake the study 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 school-based elective module

### HSC Course

Students undertake the study 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.
ENGLISH STANDARD (code – 11ENSD)  Category A
- 2 Units for each of Preliminary and HSC  Exclusions: English Advanced, English as a Second Language, English Extension
- Board Developed Course

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 of texts for different audiences and purposes. Students are required to choose one elective from each of the three modules.

PARTICULAR COURSE REQUIREMENTS:
In the Preliminary English Standard course students are required to:
- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts.
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

HSC English Standard course requires:
- the close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction, film, media or multimedia.
- a wide range of additional related texts and textual forms.
ENGLISH ADVANCED (code – 11ENA) Category A

- 2 Units for each of Preliminary and HSC
- Board Developed Course

Exclusions: English Standard, Fundamentals of English, ESL

Students must have a Grade A or B in School Certificate English to do this course

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: 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, 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 course has two sections:

- 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, nonfiction, 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; nonfiction or media or multimedia texts.
- a wide range of additional related texts and textual forms.
### ENGLISH – PRELIMINARY EXTENSION (code – 11ENX1)

- **HSC EXT 1**
- **HSC EXT 2**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Exclusions: English Standard, Fundamentals of English, ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) English Advanced</td>
<td></td>
</tr>
<tr>
<td>(b) Preliminary English Extension course is prerequisite for Extension 1</td>
<td></td>
</tr>
<tr>
<td>(c) Extension 1 is prerequisite for Extension 2</td>
<td></td>
</tr>
</tbody>
</table>

#### Course Description
- In the Preliminary English Extension course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English Extension 1 course students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English Extension 2 course, 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 1 Course**
- 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 2 Course**
- 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 1 course requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives 2000, 2001).

The HSC English Extension 2 course requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.
**ENGLISH – ESL (code – 11ESL)**

- 2 Units for each of Preliminary and HSC
- Board Developed Course

<table>
<thead>
<tr>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions: English Standard, English Advanced</td>
</tr>
</tbody>
</table>

**Preliminary English (ESL) course (120 indicative hours)**

In the Preliminary English (ESL) course, students develop skills, knowledge and understanding of the ways ideas and processes are represented in texts.

<table>
<thead>
<tr>
<th>Language Study Within Area(s) of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Preliminary course consists of Language Study within an Area of Study that provides students with opportunities to:</td>
</tr>
<tr>
<td>- address broad aspects of language through the Area of Study</td>
</tr>
<tr>
<td>- explore, analyse and experiment with:</td>
</tr>
<tr>
<td>- meaning conveyed, shaped, interpreted and reflected in and through texts</td>
</tr>
<tr>
<td>- ways texts are responded to and composed</td>
</tr>
<tr>
<td>- connections between and among texts.</td>
</tr>
<tr>
<td>80 indicative hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives are developed by teachers and require students to use their developing English language skills to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning. Teachers will choose content of the electives to enhance their students’ understanding of Australian and other cultures.</td>
</tr>
<tr>
<td>40 indicative hours</td>
</tr>
</tbody>
</table>

Area(s) of Study and texts ARE NOT prescribed for the Preliminary course.

**HSC English (ESL) course (120 indicative hours)**

In the HSC English (ESL) course, students reinforce and extend their language skills and develop and apply skills in synthesis. The course requires study of at least THREE different types of text drawn from the categories of: prose fiction; drama; poetry; nonfiction; film or media or multimedia.

<table>
<thead>
<tr>
<th>Language Study Within an Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>The HSC Language Study within an Area of Study provides students with the opportunity to explore, analyse and question the ways perceptions of a concept are shaped in and through a variety of texts.</td>
</tr>
<tr>
<td>60 indicative hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students choose 1 elective from each of the 2 modules.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module A: Experience Through Language</th>
<th>Module B: Texts and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language of texts — perceptions and relationships with others and the world.</td>
<td>Texts particular to specific areas of society.</td>
</tr>
<tr>
<td>60 indicative hours</td>
<td></td>
</tr>
</tbody>
</table>

Texts, the Area of Study and Module electives ARE prescribed for the HSC.
<table>
<thead>
<tr>
<th>FOOD TECHNOLOGY (code – 11FT)</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 Units for each of Preliminary and HSC</td>
<td>Exclusions: NIL</td>
</tr>
<tr>
<td>• Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

**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%) or
  - Contemporary Food Issues in the Marketplace (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.
GEOGRAPHY (code – 11GE)  Category A

- 2 Units for each of Preliminary and HSC
- Board Developed Course  Exclusions: NIL

COURSE DESCRIPTION
The Preliminary course draws on contemporary developments in biophysical and human geography and refines students’ knowledge and understanding about the elements of geography. It investigates the unique characteristics of our world through excursions to carry out fieldwork, the development 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 specific studies about biophysical and human processes, interactions and trends. The course applies enquiry methodologies through fieldwork and a variety of case studies and demonstrates the relevance of geographical study.

MAIN TOPICS COVERED
Preliminary Course

- Biophysical Interactions (45%) - how biophysical processes contribute to sustainable management; includes field study of a selected biophysical environment.
- Global Challenges (45%) – geographical study of major issues facing the world.
- Senior Geography Project (10%) – a research assignment on a geographical issue of student’s own choosing.

HSC Course

- Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection; includes a field study of a selected ecosystem at risk.
- Urban Places (33%) – study of world cities, mega cities and urban dynamics.
- People and Resource Use (33%) – geographic study of one economic activity at a local and global context, including a local case study.

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.
# INFORMATION PROCESSES & TECHNOLOGY (code – 11IP)

<table>
<thead>
<tr>
<th>Category A</th>
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</thead>
<tbody>
<tr>
<td>2 Units for each of Preliminary and HSC</td>
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</tbody>
</table>

## COURSE DESCRIPTION

The field of Information Technology (also referred to as 'IT') is one of ever increasing significance in our society. In recent years IT has proved a major area of jobs growth for both women and men. Moreover, fields which have not traditionally been associated with computers - but in which processing information is a vital function - are emerging as exciting new areas of employment. These include music, the arts, science and defence, as well as new and fast growing industries like multimedia.

The course, Information Processes and Technology, teaches students about information-based systems. It covers the processes of collecting, organising, communicating and managing information, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

Through this course, students will gain good working knowledge of:

- the key concepts of data, information and systems
- the interactive nature of effective information-based systems
- available and emerging technologies
- the communication, personal and team skills necessary to ensure that an IT solution is appropriate for the needs of the users
- related issues such as project management, documentation and user interfaces
- the social and ethical issues associated with IT, such as equity and access, privacy, freedom of information and copyright.

On successful completion of this course, students will be able to: select the most appropriate technology for a given situation design and implement an information-based system using a creative and methodical approach, using existing software (Spreadsheets, Databases, Desktop Publishing, Communications, Graphics, Presentation and Web Page design SW) as appropriate.

## MAIN TOPICS COVERED

### Preliminary Course:

**Introduction to Information skills and Systems (20%)**
- Information Systems in Context
- Information Processes
- Digital Representation of Data
- Classification of Information Systems
- Social and Ethical Issues

**Tools for Information processes (40%)**
- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying

**Planning, Design and Implementation**

### HSC Course

**Project(s) (20%)**
- Understanding the Problem
- Making Decisions
- Designing Solutions
- Project Management
- Social and Ethical Design
- Implementing
- Testing, Evaluating and Maintaining

**Information Systems and Databases (20%)**
- Information systems
- Examples of Database Information Systems
- Organisation Methods
- Storage and Retrieval
- Other Information Processes
- Issues related to Information Systems
<table>
<thead>
<tr>
<th>(20%)</th>
<th>Communication Systems (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understanding the Problem to be Solved</td>
<td>- Characteristics of Communication Systems</td>
</tr>
<tr>
<td>- Making Decisions</td>
<td>- Examples of Communication Systems</td>
</tr>
<tr>
<td>- Designing Solutions</td>
<td>- Transmitting and Receiving in Communication Systems</td>
</tr>
<tr>
<td>- Implementing</td>
<td>- Other Information Processes in Communication Systems</td>
</tr>
<tr>
<td>- Testing, Evaluating and Maintaining</td>
<td>- Issues Related to Communication Systems</td>
</tr>
<tr>
<td>- Social and Ethical Issues</td>
<td><strong>Option Strands (40%)</strong></td>
</tr>
<tr>
<td><strong>Personal and Groups Systems and Projects (20%)</strong></td>
<td>Students will select two of the following options:</td>
</tr>
<tr>
<td>- Personal Information Systems</td>
<td>- Transaction Processing Systems</td>
</tr>
<tr>
<td>Group Information Systems</td>
<td>- Decision Support Systems</td>
</tr>
<tr>
<td></td>
<td>- Automated Manufacturing Systems</td>
</tr>
<tr>
<td></td>
<td>- Multimedia Systems</td>
</tr>
</tbody>
</table>

**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. This course has a contribution of $20.
**INDUSTRIAL TECHNOLOGY**  
**FURNITURE & TIMBER PRODUCTS INDUSTRIES (code – 11IDF)**  
Category A  

- 2 Units for each of Preliminary and HSC Board Developed Course  
- Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses  

**Special Requirements:** Protective apron and leather shoes with firm soles.  
**Contribution:** $50 for materials for preliminary projects (including timber, nails, screws, sandpaper, glue, etc.)

**COURSE DESCRIPTION**  
Students learn carpentry and woodworking skills, using both hand and power tools. Students construct a range of small timber projects in the Preliminary Course and then construct a major project in the HSC Course. The major project is of the student’s own choice. The students are required to provide their own plans and timber for the major project.

**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 minimum of two 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.

**Note:** Students may only study one focus area in Industrial Technology i.e if you choose Furniture and Timber products you may not select Graphic Industries.
### MAIN TOPICS COVERED

**Main Topics Covered:**

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

Throughout all sections, case studies are used to highlight how the law is applied, in the 2nd & 3rd sections, these can be:

- Aboriginal and Torres Strait Islanders
- People who have a mental illness or intellectual or physical disability
- Migrants
- People who are socio-economically disadvantaged
- Women

**HSC Course** – There are 2 compulsory topics which are:
- Crime: 30% of the course time
- Human Rights: 20% of the course time

The other 50% of the study time is devoted to 2 optional studies from the list below

The students will select 2 Options from

- Consumers
- Global Environmental Protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order
**GENERAL MATHEMATICS**  
*(code – 11MG)*

<table>
<thead>
<tr>
<th>Category A</th>
</tr>
</thead>
</table>

- 2 Units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with General Mathematics.

The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.1 Mathematics course for the School Certificate, along with the recommended options: *Trigonometry* and *Further Algebra*.

**COURSE DESCRIPTION**

General Mathematics focuses on mathematical skills and techniques, which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These 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**
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling
- Financial Maths

**HSC Course**
- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling
<table>
<thead>
<tr>
<th>MATHEMATICS (code – 11MA)</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 Units for each of Preliminary and HSC</td>
<td></td>
</tr>
<tr>
<td>• Board Developed Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exclusions: General Mathematics, Applied Mathematics</td>
</tr>
</tbody>
</table>

The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.2 Mathematics course for the School Certificate, along with the recommended options.

**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 Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

**MAIN TOPICS COVERED**

Main Topics Covered:

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

**HSC Course**
- Coordinate methods in geometry
- Applications of geometric properties
- Geometrical applications of differentiation
- Integration
- Trigonometric Functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications
# MATHS EXTENSION 1

**Category A**

- 1 Unit for each of Preliminary and HSC
- Board Developed Course

**Exclusions:** General Mathematics, Applied Maths

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 Mathematics course for the School Certificate, along with the recommended options.

**COURSE DESCRIPTION**

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, 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. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**MAIN TOPICS COVERED**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other inequalities</td>
<td>Methods of integration</td>
</tr>
<tr>
<td>Further geometry</td>
<td>Primitive of $\sin^2 x$ and $\cos^2 x$</td>
</tr>
<tr>
<td>Further trigonometry</td>
<td>Equation $\frac{dN}{dt} = k(N - P)$</td>
</tr>
<tr>
<td>Angles between two lines</td>
<td>Velocity and acceleration as a function of $x$</td>
</tr>
<tr>
<td>Internal and external division of lines into given ratios</td>
<td>Projectile motion</td>
</tr>
<tr>
<td>Parametric representation</td>
<td>Simple harmonic motion</td>
</tr>
<tr>
<td>Permutations and combinations Polynomials</td>
<td>Inverse functions and inverse trigonometric functions</td>
</tr>
<tr>
<td>Harder applications of the Preliminary Mathematics course</td>
<td>Induction</td>
</tr>
<tr>
<td></td>
<td>Binomial theorem</td>
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<td></td>
<td>Further probability</td>
</tr>
<tr>
<td></td>
<td>Iterative methods for numerical estimation of the roots of a polynomial equation</td>
</tr>
<tr>
<td></td>
<td>Harder applications of HSC Mathematics topics</td>
</tr>
</tbody>
</table>
### MATHS EXTENSION 2

<table>
<thead>
<tr>
<th>Category A</th>
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</thead>
<tbody>
<tr>
<td><strong>1 Unit for HSC ONLY</strong></td>
</tr>
<tr>
<td><strong>Board Developed Course</strong></td>
</tr>
</tbody>
</table>

Exclusions: General Maths, Applied Mathematics

The course 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 - HSC COURSE

- Graphs
- Conics
- Volumes
- Polynomials
- Complex Numbers
- Integration
- Mechanics
- Harder Mathematics Extension 1 topics
### MODERN HISTORY (code – 11MH)

<table>
<thead>
<tr>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Units for each of Preliminary and HSC</td>
</tr>
<tr>
<td>Exclusions: NIL</td>
</tr>
</tbody>
</table>

There is an additional History Extension course available for study in the HSC year.

### COURSE DESCRIPTION

The Preliminary course is designed to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the 18th century 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 I. They also study key features and issues in the history of ONE country during the 20th century, 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 either 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 20th Century (30%)

#### HSC Course
- **Part I: Core Study**: World War I: 1914-1919: A source-based study (25%)

- **Part II**: ONE National Study (25%)

- **Part III**: ONE Personality in the 20th Century (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.
MUSIC 1 (code – 11MU)  

<table>
<thead>
<tr>
<th>Category A</th>
</tr>
</thead>
</table>
| 2 Units for each of Preliminary and HSC | Exclusions: Music 2  
| Board Developed Course |  

**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. The assumed knowledge for this course is years 7/8 Music.

Students are not required to have done Music in Year 9/10

**MAIN TOPICS COVERED**

Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

- An Instrument and its repertoire
- Baroque Music
- Medieval music
- Music and religion
- Music for Large Ensembles
- Music for Small Ensembles
- Music of a culture (preliminary)
- Music of the 18th Century
- Music of the 20th and 21st Centuries
- Renaissance music
- Technology and its influence on music
- Australian Music
- Jazz
- Methods of notating music
- Music and the related arts
- Music for Radio, Television and multimedia
- Music in Education
- Music of a culture (HSC)
- Music of the 19th Century
- Popular Music
- Rock Music
- Theatre Music

**PARTICULAR COURSE REQUIREMENTS:**

**HSC course**

In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

**PARTICULAR COURSE REQUIREMENTS:**

This course has a contribution of $20.
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 inequities. 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 improving sporting performance.

MAIN TOPICS COVERED
Preliminary Course
Core Topics (60%)
- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

Optional Components (40%)
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
### PHYSICS (code: 11PH)

<table>
<thead>
<tr>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Units for each of Preliminary and HSC Board Developed Course</td>
</tr>
<tr>
<td>Exclusions: Senior Science (Preliminary)</td>
</tr>
</tbody>
</table>

This course is particularly suited to students who have achieved substantial achievement in School Certificate Mathematics and Science.

#### COURSE DESCRIPTION

Physics investigates natural phenomena, identifies patterns and applies, in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

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

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

#### MAIN TOPICS COVERED

**Preliminary Course**

- Electrical Energy in the Home
- The World Communicates
- Moving About
- 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:

Practical experience should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.
<table>
<thead>
<tr>
<th>SENIOR SCIENCE (code – 11SC)</th>
<th>Category A</th>
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</thead>
<tbody>
<tr>
<td>• 2 Units for each of Preliminary and HSC</td>
<td>Exclusions: Preliminary Courses in Biology, Chemistry, and Physics</td>
</tr>
<tr>
<td>• Board Developed Course</td>
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</tbody>
</table>

Suitable for students with a competent understanding of scientific concepts and an ability to apply and use these in new situations. The course places a heavy emphasis on investigation and analysis of information.

**COURSE DESCRIPTION**

The Preliminary course incorporates study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.

The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on increased information and understanding provided by improved technology to examine a variety of interest areas.

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern students who have completed the Preliminary course in Biology, Chemistry, Earth and Environment Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics (conditional to school timetable restrictions).

**MAIN TOPICS COVERED**

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

**HSC Course**

Core Topics
- Lifestyle Chemistry
- Medical Technology/Bionics
- Information Systems

One option from the following:
- Polymers
- Preservatives & Additives
- Disasters
- Pharmaceuticals
- Space Science

**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 with no less than 35 hours in the HSC course.
<table>
<thead>
<tr>
<th>SOCIETY &amp; CULTURE (code – 11SO)</th>
<th>Category A</th>
</tr>
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<tbody>
<tr>
<td>• 2 Units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: NIL</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

Society and Culture is the study of human behaviour: how we operate as individuals, how we function in groups, in Australia and in other cultures. Society and Culture is a learning experience which allows for the integration of the student’s personal experience with the public knowledge available through all kinds of research, writing and media. We combine the micro world with the macro world to become socially and culturally literate.

**MAIN TOPICS COVERED**

**Preliminary Course:**
- **The Social and Cultural World** – interactions between persons, societies, cultures and environments, both in contemporary societies and societies across time.
- **Personal and Social Identity** – the process of socialization and the development and coming of age of individuals in a variety of social and cultural settings.
- **Intercultural Communication** – how people in different social, cultural and environmental settings can better understand each other and their world.

**HSC Course**
- **Personal Interest Project (PIP):** You choose a topic that you are passionate about, then research and write up what you have learnt. This is enormously beneficial in future study, in work, and in understanding the human actions, attitudes and relationships that emerge during the research process.
- **Social and Cultural Continuity and Change:** The study of the forces responsible for change and continuity in a selected country. This knowledge is applied to a specific country.

**Depth Studies**
Two to be chosen from the following:
- **Popular Culture** – the study of the amazing variety of interests that fill up our lives and are our delights. Why are some films so inspiring? Why is music so moving?
- **Belief Systems** – understanding the contrasting ways people make sense of their world: from Buddhism to Feminism … and beyond.
- **Equality and Difference** – why prejudice and discrimination are such a common occurrence in the world, and how to combat them!
- **Work and Leisure** – our way of life in how we work and how we have fun is changing constantly. Why? … and where to next?

**PARTICULAR COURSE REQUIREMENTS:**
Completion of Personal Interest Project
SOFTWARE DESIGN & DEVELOPMENT (code – 11SD) Category A

- 2 Units for each of Preliminary and HSC
- Board Developed Course

Exclusions: NIL

This course has a contribution of $20.

COURSE DESCRIPTION

Software design and development refers to the creativity, knowledge, values and communication skills required to develop computer programs. The subject exists because it provides those who study it with a systematic approach to problem solving, an opportunity to be creative, excellent career prospects and interesting content. Software development is a distinctive field within the Computing discipline. Students who wish to move into this field are at an advantage if they understand the field.

There are many different approaches that can be taken to develop software. An understanding of these and the situations in which they are applied is essential in software development. So too is an understanding of how hardware and software are interrelated and need each other to function. In order to develop solutions that meet the needs of those who will use them, communication, personal and team skills are required by the developers. Together, these form the theoretical underpinnings for this course.

Computing is an area of rapid growth and change. While a variety of computer applications are used in this subject, they are not the primary focus. The focus of this subject is the development of computer-based solutions that require the design of computer software.

Students interested in the fields of software development and computer science will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of software design and development. Students with software development skills wishing to acquire team and communication skills will find this subject useful.

The subject is intended for both genders. The computing field, particularly in the area of software design and development, offers opportunities for creativity and problem solving and a collaborative work environment where working with people and exploring issues is an integral part of the job. It is critical that students of either gender have the knowledge, understanding and skills necessary to pursue the many new, exciting and highly paid employment opportunities that exist in the field.

Software Design and Development promotes intellectual, social and ethical growth in students. On completion, the subject provides students with options in the workforce, TAFE and university study.
Main Topics Covered:

**Preliminary Course**
- Concepts and issues in the Design and Development of Software
  - Social and ethical issues
  - Hardware and software
  - Software development approaches
- Introduction to software development
  - Defining the problem and planning software solutions
  - Building software solutions
  - Checking software solutions
  - Modifying software solutions
  - Developing software solutions

**HSC Course**
- Development and impact of Software Solutions
  - Social and ethical issues
  - Application of software development approaches
- Software Development cycle
  - Defining and understanding the problem
  - Planning and design of software solutions
  - Implementation of software solutions
  - Testing and evaluation of software solutions
  - Maintenance of software solutions
- Developing a Solution Package Option
  - Evolution of programming language or
  - The software developer's view of the hardware

**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. This course has a contribution of $20.
<table>
<thead>
<tr>
<th>TEXTILES &amp; DESIGN (code – 11TX)</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 Units for each of Preliminary and HSC</td>
<td>Exclusions: NIL</td>
</tr>
<tr>
<td>• Board Developed Course</td>
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</tbody>
</table>

**COURSE DESCRIPTION**

The Preliminary course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course integrates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

**Main Topics Covered:**

**Preliminary Course**
- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

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

**Particular Course Requirements:**

In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work. In the HSC course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.
<table>
<thead>
<tr>
<th>VISUAL ARTS (code – 11VA)</th>
<th>Category A</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 2 Units for each of Preliminary and HSC</td>
<td>Exclusions: NIL</td>
</tr>
<tr>
<td>● Board Developed Course</td>
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</table>

There is a course contribution of $50 each year.

The Visual Arts course provides for students with an interest in the Visual Arts who may or may not have had experience in the subject in Years 7–10 (Stages 4-5)

### COURSE DESCRIPTION

- Visual Arts involves students in the practices of art making, art criticism and art history
- The Preliminary course provides a broad range of experiences while the HSC course involves deeper, more independent investigations
- Studies of practices and the exploration of media in the fields of drawing, painting, graphics, digital art, photography and film making, sculpture, ceramics or architectural design could be undertaken.
- Students develop their own artworks culminating in a ‘body of work’ in the HSC
- Students sit for a written paper which involves one essay and a series of shorter answers.

### Main Topics Covered:

#### Preliminary Course
- Artworks in at least 2 forms and use of a Visual Arts 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
Murray High School is offering a range of BECs. These courses do not contribute to a ATAR. These courses are usually offered for one year (Year 11) only and will not run if there are not sufficient numbers to form a class.

<table>
<thead>
<tr>
<th>COURSE</th>
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<td>Applied Maths</td>
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<tr>
<td>Ceramics</td>
<td>52</td>
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<tr>
<td>Computing Applications</td>
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<tr>
<td>English Studies</td>
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<tr>
<td>Exploring Early Childhood</td>
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<td>Photography and Digital Media</td>
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<td>Sport Lifestyle and Recreation</td>
<td>57</td>
</tr>
<tr>
<td>Work Studies</td>
<td>58</td>
</tr>
</tbody>
</table>
Applied Mathematics (11MAA) 2 Unit

2 Units in each of Preliminary and HSC courses  
Board Endorsed Course  
Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Applied Mathematics

This course is constructed on the assumption that students have achieved the outcomes of the 5.1 course in Mathematics for the School Certificate.

Course Description:
Applied Mathematics focuses on Mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with six modules designed to prepare students for the workplace and independent living.

It provides an appropriate mathematical background for students who are seeking to move into the workforce with applications to employment and everyday life.

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Financial Mathematics</td>
<td>- Financial Mathematics</td>
</tr>
<tr>
<td>- Data and Statistics</td>
<td>- Data and Statistics</td>
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<tr>
<td>- Measurement</td>
<td>- Measurement</td>
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<tr>
<td>- Probability</td>
<td>- Algebra and Modelling</td>
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<tr>
<td>- Algebra and Modelling</td>
<td>- Mathematics and Design</td>
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<tr>
<td>- Mathematics and Technology</td>
<td>- Maths &amp; Household Finance</td>
</tr>
<tr>
<td>- Mathematics and Travel</td>
<td>- Maths and Human Body</td>
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<tr>
<td></td>
<td>- Maths &amp; Communication</td>
</tr>
</tbody>
</table>
### CERAMICS  (CODE 11CE)  2 Unit

#### Board Endorsed Course

Ceramics offers students the chance to extend their study of Visual Arts as well as develop specialist skills in a specific medium, i.e., clay.

There is a course contribution of $60.00.

#### Course Description:

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Students will cover topics from the following list:

- Functional containers
- Sculptural forms
- Handbuilt work – coil, slab
- Wheel thrown work
- Casting techniques – press moulds, 2 piece moulds, slip casting
- Technologies associated with ceramics – properties of glazes, health and safety
- Kilns and firing processes
- Surface treatments – oxides, wax resist, burnishing, incising
- An appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms

#### Note:

Course requirement. Students are required to keep a visual diary.
Board Endorsed Course  Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

Course Description:

- Computers and related information technology permeate all aspects of contemporary live. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

- Computing and related information is a ‘hands-on’ skills based course aimed at developing the student’s abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

- It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

Modules are selected from:

1. Hardware and Software Skills
2. Graphics I
3. Graphics II
4. Spreadsheets I
5. Spreadsheets II
6. Desktop Publishing I
7. Desktop Publishing II
8. Databases
9. Communications I
10. Communications II
11. Multimedia I
12. Multimedia II
English Studies (CODE - 11ENGS) | 2 units
---|---
2 units for each of Preliminary and HSC Content Endorsed Course | Exclusions: English (Standard); English (Adv); English (ESL); English (Ext)

Course Entry Guidelines
This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.

Students considering choosing the course should be advised that:
- *English Studies* is a Stage 6 Content Endorsed Course with no HSC examination.
- Satisfactory completion of *English Studies* as part of the pilot program will fulfil English pattern-of-study requirements for the Higher School Certificate. *English Studies* will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.
- Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).

Course Description
In the *English Studies* course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Main Topics Covered

Preliminary Course (120 indicative hours):
- The module ‘Achieving through English – English and the worlds of education, careers and community’ is mandatory in the Preliminary course.
- Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module.

HSC Course (120 indicative hours):
- The module ‘We are Australians – English in citizenship, community and cultural identity’ is mandatory in the HSC course.
- Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module.

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

Schools may develop and offer one 20-hour module of their own design for the Preliminary year.

Particular Course Requirements
In each of the Preliminary and HSC courses students are required to:
- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.
### EXPLORING EARLY CHILDHOOD  (CODE - 11EEC)

<table>
<thead>
<tr>
<th>Board Endorsed Course</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
</table>

**Course Description:**

Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, developing and learning of young children and the importance of the early childhood years;
- recognise the uniqueness of all children, including those who have special needs;
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;
- identify the range of services developed and provided for young children and their families.
- consider the role of family and community in the growth, development and learning of young children;
- reflect upon potential implications for themselves as adults, in relation to young children;
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families;
- become aware of the work opportunities available in the area of children’s services.
PHOTOGRAPHY and DIGITAL MEDIA (CODE – 11PDM)  2 Unit

Board Endorsed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

There is a course contribution of $40.00

Special Requirements: Protective apron and leather shoes with firm sole.

Course Description:
Photography offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered
Modules may be selected in any of the three broad fields of:
- Wet Photography
- Video
- Digital Imaging

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

Particular Course Requirements
Students are required to keep a diary throughout the course.
SPORT LIFESTYLE AND RECREATION (CODE – 11SR) 2 unit

Board Endorsed Course
Students studying this course cannot study the 2 unit PD Health PE course.
This course will be offered as a 2 unit subject over 2 years. This will require 120 hours of study in both the Preliminary and HSC courses.

Course Description:
Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

This course caters for a wide range of student needs. It can assist students in developing:

- The qualities of a discerning consumer and an intelligent critic of physical activity and sport
- High levels of performance skill in particular sports.
- The capacity to adopt administrative roles in community sport and recreation
- The skills of coach, trainer, first aid officer, referee and fitness leader

In the context of this course it may be possible for students to acquire recognized qualifications in these areas.

The modules in Sport, Lifestyle and Recreation are:

Aquatics
Athletics
Dance
Hymnastics
Fitness
First Aid and Sports Injuries
Games and Sports Applications I
Games and Sports Applications II
Healthy Lifestyle
Outdoor Recreation
Resistance Training
Sports Administration
Social Coaching and Training
Individual Games and Sports Applications
**Course Description:**

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist. This course in Work Studies will assist students: • to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities • to develop an understanding of the changing nature of work organisation and the implications for individuals and society • to undertake an extended work placement to allow for the development of specific job-related skills • to acquire general work-related knowledge, skills and attitudes, 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.

The course has two core studies, and elective course modules.

**Core 1 – Work and change**

**Core 2 – Experiencing work**

**Modules** There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours
VOCATIONAL EDUCATION & TRAINING (VET)
VOCATIONAL EDUCATION AND TRAINING (VET)

VET Curriculum Frameworks
Board Developed Courses
The Board has developed curriculum frameworks for nine industries. Within each framework there are a number of courses. One designated 240 hour course in each framework could contribute towards the ATAR provided you sit for the optional HSC exam in that course. You must undertake a work placement to complete these courses successfully.

Five courses from these frameworks will be offered for delivery at Murray High School by trained and accredited Murray High School staff. Information on these courses is included in this section of this booklet.

There are additional VET courses not included in the nine frameworks (both Board Developed and Board Endorsed) which may be offered for delivery at TAFE – these courses appear later in this booklet.

The nine frameworks are:

- Business Services
- Construction
- Entertainment
- Hospitality
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail
- Tourism

The courses below marked * will include an optional written examination in the Higher School Certificate in addition to the other requirements of the course. These courses are Board Developed Category B. (A maximum of one of these courses can be included in the ATAR).

The courses marked + are offered at Murray High School.
All other courses may be offered by Albury TAFE.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Services</strong></td>
<td>Business Services (120 Hrs)</td>
<td>Business Services Extension (60 hrs)</td>
</tr>
<tr>
<td>(Administration)</td>
<td>Business Services (240 Hrs)</td>
<td>Business Services Extension (120 hrs)</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td>Construction (120 hrs)</td>
<td>Construction Specialist Studies (60 hrs)</td>
</tr>
<tr>
<td></td>
<td>Construction (240 hrs)*</td>
<td>Construction Specialist Studies (120 hrs)</td>
</tr>
<tr>
<td><strong>Entertainment</strong></td>
<td><strong>Entertainment (240 hours)</strong>*</td>
<td></td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td>Information Technology (120 hrs)</td>
<td>Information Technology Specialisation Studies (60 hrs)</td>
</tr>
<tr>
<td></td>
<td>Information Technology (240 hrs)*</td>
<td>Information Technology + Specialisation Studies (120 hrs)</td>
</tr>
<tr>
<td><strong>Metal and Engineering</strong></td>
<td>Metal and Engineering (120 hrs)</td>
<td>Metal and Engineering Specialist Studies (60 hrs)</td>
</tr>
<tr>
<td></td>
<td>Metal and Engineering (240 hrs)*+</td>
<td>Metal and Engineering Specialist Studies (120 hrs)</td>
</tr>
<tr>
<td><strong>Primary Industries</strong></td>
<td>Primary Industries (120 hrs)</td>
<td>Primary Industries Extension (60 hrs)</td>
</tr>
<tr>
<td></td>
<td>Primary Industries (240 hrs)*</td>
<td>Primary Industries Extension (120 hrs)</td>
</tr>
<tr>
<td><strong>Retail</strong></td>
<td>Retail Operations (120 hrs)</td>
<td>Retail Operations – General Selling (60 hrs)</td>
</tr>
<tr>
<td></td>
<td>Retail Operations (240 hrs)*</td>
<td>Retail Operations – Fresh Food Selling (60 hrs)</td>
</tr>
<tr>
<td><strong>Hospitality</strong></td>
<td>Hospitality (120 hrs)</td>
<td>Hospitality Extension (60 hrs) – Subject to confirmation</td>
</tr>
<tr>
<td></td>
<td>Hospitality (240 hrs)*+</td>
<td></td>
</tr>
<tr>
<td><strong>Tourism</strong></td>
<td>Tourism (120 hrs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tourism (240 hrs)*</td>
<td></td>
</tr>
</tbody>
</table>

**RECOGNITION OF PRIOR LEARNING (RPL) FOR STUDENTS STUDYING VET COURSES IN HSC**

**Background**
Students can have formal or informal study and/or relevant life experience as a contribution to the award of the HSC. The Board of Studies (BOS) uses the term Recognition of Prior Learning (RPL) by two processes:

**Credit Transfer**
A student may gain a minimum of 2 units credit transfer for a course. Students can gain a maximum of 6 units of credit in the Preliminary study pattern and/or 4 units in the HSC study pattern.

**Advanced Standing**
Students may be exempted from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes through prior formal learning or informal learning.

Further information on RPL can be found on the BOS website [www.boardofstudies.nsw.edu.au/docs/docs.html](http://www.boardofstudies.nsw.edu.au/docs/docs.html)

For further information refer to the Murray High School Policy on RPL. This information and appropriate forms are available from:

- The Deputy Principal Curriculum
- The VET Coordinator
- The VET Teachers
HSC Course Details:
Course: Business Services (240 indicative hours) (11BSS) Category B status for Australian Tertiary Admission Rank (ATAR)

This course is from the national Business Services Training Package (BSB07). The Business Services Industry Curriculum Framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Units of Competencies

Compulsory
- BSBCCMM201A Communicate in the workplace
- BSBCUS201A Deliver a service to customers
- BSBIND201A Work effectively in a business environment
- BSBINM201A Process and maintain workplace information
- BSBSUS201A Participate in environmentally sustainable work practices
- BSBWOR201A Organise and complete daily work activities

Electives
- BSBIMN202A Handle mail
- BSBITU102A Develop keyboard skills
- BSBITU201A Produce simple word processed documents
- BSBITU202A Create and use spreadsheets
- BSBITU203A Communicate electronically
- BSBDIV301A Work effectively with diversity

Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Qualifications
Students who are assessed as competent in the above units will be eligible for Certificate II in Business BSB20107.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

Pathways to Industry
Skills gained in this industry transfer to other occupations. Working in the business services industry involves:
- customer (client) service
- organising information and records in both paper and electronic forms
- teamwork
- using technologies
- creating documents

Examples of occupations in the business services industry:
- office manager
- personnel clerk
- project manager
- sales clerk/officer
- secretary
- manager/owner of a small business
- payroll clerk/officer personal assistant

Mandatory Course Requirements
Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies.

Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

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

External Assessment (optional HSC examination)
The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a VET qualification or HSC units but may be used in the calculation of the Australian Tertiary Admission Rank (ATAR)

Course Costs: To be advised Refund Arrangements on a pro-rata basis

Delivery Arrangements: Integrated into timetable

Exclusions
- Students may not undertake the same or equivalent unit of competency in more than one VET course.
- The Business Services Curriculum Framework contains some common units with the Construction, Entertainment and Tourism Curriculum Framework.

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

For further information on possible outcomes please visit the NSW Board of Studies website: http://www.boardofstudies.nsw.edu.au
This course is from the national Construction, Plumbing & Services Integrated Framework Training Package CPC08. The Construction Industry Curriculum Framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

### Units of Competencies: Compulsory

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1002A</td>
<td>Work effectively &amp; sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1003A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1004A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM1005A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies &amp; procedures in the construction industry</td>
</tr>
<tr>
<td>CPCCCM2005A</td>
<td>Use construction tools and equipment</td>
</tr>
</tbody>
</table>

### Electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCA2002A</td>
<td>Use carpentry tools and equipment</td>
</tr>
<tr>
<td>CPCCCA2001A</td>
<td>Handle carpentry materials</td>
</tr>
<tr>
<td>CPCCCA2003A</td>
<td>Erect &amp; dismantle formwork for footings &amp; slabs on the ground</td>
</tr>
<tr>
<td>CPCCCM2006A</td>
<td>Apply basic levelling procedures</td>
</tr>
<tr>
<td>CPCCCM2004A</td>
<td>Handle construction materials</td>
</tr>
<tr>
<td>CPCCSP2003A</td>
<td>Prepare surfaces for plastering</td>
</tr>
</tbody>
</table>

### Qualifications

Students who are assessed as competent in the above units will be eligible for the Certificate II in Construction Pathways CPC20208. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

### Pathways to Industry:

Skills gained in this industry transfer to other occupations. Working in the construction industry involves:

- constructing buildings
- designing buildings
- communicating with clients
- modifying buildings
- measuring materials and sites
- managing personnel and sites
- contracting
- erecting & dismantling formwork
- carrying out work safely
- working in accordance with plans
- planning and organisation of work
- working effectively in the construction industry
- using construction tools and equipment
- using construction materials
- applying basic levelling procedures
- preparing surfaces for plastering
- applying basic electrical principles
- using basic building materials
- using basic materials
- using basic concrete

### Examples of occupations in the construction industry.

- building
- concreting
- glazing
- structural
- sign writing
- bricklaying
- consulting
- joinery
- engineering
- roofing
- carpentry
- contracting
- plastering
- shop fitting
- steel reinforcing

### Mandatory Course Requirements.

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies. Students must gain the mandatory WorkCover Construction Induction Certificate, (the white card) as well as general OHS training and site-specific OHS induction before being allowed onto a work site.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a VET qualification or HSC units but may be used in the calculation of the ATAR.

### Course Costs:

- $50 Refund Arrangements on a pro-rata basis

### Delivery Arrangements:

- Integrated into timetable

### Exclusions

- Students may not undertake the same or equivalent unit of competency in more than one VET course.
- The Construction Curriculum Framework contains some common units with the Business Services, Entertainment Industry and Primary Industries Curriculum Frameworks.
- Industrial Technology (Building and Construction Industries).

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

A school based apprenticeship is also available in this field but a Certificate III enrolment is necessary with another RTO.

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

Course: Hospitality (240 indicative hours) Commercial Cookery stream (11HO) 4 Preliminary and/or HSC units in total
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)

This course is from the national Tourism, Hospitality and Events Training Package (SIT07). The Hospitality Industry Curriculum Framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Units of Competency

**Compulsory**
- SITHIND001A Develop and update hospitality industry knowledge
- SITXCOM001A Work with colleagues and customers
- SITXCOM002A Work in socially diverse environment
- SITXENV001A Participate in environmentally sustainable work practices
- SITXOHS001A Follow health, safety and security procedures
- SITXOHS002A Follow workplace hygiene procedures

**Commercial Cookery Stream**
- SITHCCC001A Organise and prepare food
- SITHCCC002A Present food
- SITHCCC004A Clean and maintain kitchen premises
- SITHCCC005A Use basic methods of cookery
- SITXFSAO01A Implement food safety procedures

**Elective**
- SITHCCC003A Receive and store kitchen supplies
- SITHCCC006A Prepare appetisers and salads
- SITHCCC008A Prepare stocks, soups and sauces
- SITHCCC007A Prepare sandwiches or SITXCOM004A Communicate on the Telephone

Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

**Qualifications**
Students who undertake the Commercial Cookery stream and are assessed as competent in the above units of competency will be eligible for a **Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations)** - SIT20307

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

**Pathways to Industry:** Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

**Examples of occupations in the hospitality industry:**
- breakfast cook
- trainee chef
- short order or fast food cook

**Mandatory Course Requirements**
Students must complete a minimum of 70 hours work placement.

Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

**Competency-Based Assessment**
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

**Appeals**
Students may lodge an appeal about assessment decisions through their VET teacher.

**External Assessment (optional HSC examination)**
The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a VET qualification or HSC units but may be used in the calculation of the ATAR.

**Course Costs:** $100.00 per year

Refund Arrangements on a pro-rata basis

**Delivery Arrangements:** Integrated into timetable

**Exclusions**
- Students may not undertake the same or equivalent unit of competency in more than one VET course. The Hospitality Curriculum Framework contains some common units with the Tourism and Entertainment Curriculum Frameworks.

A school-based traineeship is available in this course, which will require the completion of a full Certificate II.

For more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
### Units of Competencies

<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>ICAW2002B</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>ICAU1128B</td>
<td>Operate a personal computer</td>
<td>ICAU3021B</td>
<td>Connect internal hardware components</td>
</tr>
<tr>
<td>ICAD2012B</td>
<td>Design organisational documents using computing packages</td>
<td>ICAS3031B</td>
<td>Provide advice to clients</td>
</tr>
<tr>
<td>ICAU2005B</td>
<td>Operate computer hardware</td>
<td>ICAU2006B</td>
<td>Operate computing packages</td>
</tr>
<tr>
<td>ICAU2006B</td>
<td>Operate computing packages</td>
<td>ICAU2013B</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICAU2013B</td>
<td>Integrate commercial computing packages</td>
<td>ICAU2231B</td>
<td>Use computer operating system</td>
</tr>
<tr>
<td>ICAU2231B</td>
<td>Use computer operating system</td>
<td>ICAW2001B</td>
<td>Work effectively in an IT environment</td>
</tr>
<tr>
<td>ICAU30105</td>
<td></td>
<td>ICAW2002B</td>
<td>Communicate in the workplace</td>
</tr>
</tbody>
</table>

### Qualifications

Students who are assessed as competent in the above units will be eligible for a Statement of Attainment showing partial completion of Certificate III in Information Technology ICA30105.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

### Pathways to Industry:

- Designing web pages
- Supporting computer users
- Networking computers communicating with clients
- Finding solutions to software problems

### Examples of occupations in the information technology industry:

- Service technician
- e-business development manager
- Help desk office
- Internet specialist
- IT consultant
- IT project manager
- Multimedia developer
- Network administrator
- On-line service support officer
- Programmer
- Software developer
- Systems engineer
- IT teacher / trainer
- Technical support officer
- Web designer

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Information Technology (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a VET qualification or HSC units but may be used in the calculation of the Australian Tertiary Admission Rank (ATAR)

### Course Costs

To be advised

### Refund Arrangements on a pro-rata basis

### Exclusions

- Students may not undertake the same or equivalent unit of competency in more than one VET course.
- Computing Applications CEC.

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

For further information on possible outcomes please visit the NSW Board of Studies website: http://www.boardofstudies.nsw.edu.au
<table>
<thead>
<tr>
<th>INFORMATION TECHNOLOGY SPECIALISATION STUDIES (60 or 120 indicative hrs)</th>
<th>Category B (if optional exam is completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 or 3 or 4 Preliminary and/or HSC units in total Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>Co-requisite: Information Technology (240 indicative hours)</td>
<td></td>
</tr>
<tr>
<td>Achievement of the 9 core units of competency for Certificate II in Information technology.</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

This course is for students wishing to develop skills and knowledge to be competent in introductory ICT ‘technical’ functions, support information activities in the workplace and achieve a degree of self-sufficiency as an ICT ‘user.

Students are able to specialize in network administration, applications or support.

The course is based on units of competency which have been developed by the information technology industry to describe the competencies and skills and knowledge needed by workers in the information and communications technology industry.

**Main Topics Covered:**

- The topics covered in Information Technology Specialisation Studies can be determined in such a way as to meet specific needs of groups of students or to take advantage of available resources.

**Particular Course Requirements:**

Students may only elect to study a specialization study if they are enrolled in, or have completed the Technology (240 indicative hours) course.

Students are not able to commence a specialization study until they have achieved all prerequisite units of competency for Certificate II in Information Technology (ie the 9 core units of competency for Certificate II in Information Technology).

Students must complete a minimum of 14 additional hours of work placement if undertaking the 60 indicative hour course, 35 additional hours of work placement if undertaking the 120 indicative hour course, 49 additional hours of work placement if undertaking the 180 indicative hour course and 70 additional hours of work placement if undertaking the 240 indicative hour course.

**Assessment**

**Compentency-based Assessment**

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Competency-based assessment determines the vocational qualification that a student will receive.

**Qualifications**

Students who are assessed as competent in some or all units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate III in Information Technology.
HSC Course Details:
Course: Metal and Engineering (240 indicative hours)  (11ME)  4 Preliminary and/or HSC units in total
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)

This course is from the national Metal and Engineering Training Package MEM05. The Metal and Engineering Industry Curriculum Framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Units of Competencies
Compulsory

| N/A | Manufacturing, Engineering and related services Industries induction |
| MEM13014A | Apply principles of occupational health and safety in the work environment |
| MEM09002B | Interpret Technical Drawings |
| MEM14004A | Plan to undertake a routine task |
| MEM18001C | Use hand tools |
| MEM18002B | Use power tools/hand held operations |
| MEM16007A | Work with others in a manufacturing, engineering or related environment |
| MEM12024A | Perform computations |
| MEM12023A | Perform engineering measurements |
| MEM15002A | Apply quality systems |
| MEM15004A | Apply quality procedures |
| MEM05005B | Carry out mechanical cutting |
| MEM05004C | Perform routine Oxy Acetylene welding |
| MEM05012C | Perform routine manual arc welding |
| MEM03003B | Perform sheet and plate assembly |
| MEM05050B | Perform gas metal arc welding |

Electives

Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Qualifications

Students who are assessed as competent in the above units will be eligible for Certificate II in Engineering MEM 20105. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

Pathways to Industry: Working in the metal and engineering industry involves:

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

Examples of occupations in the metal and engineering industry:

- fitter
- engineer (automotive, fabrications, production, plastics, marine, mechanical)
- refrigeration and air conditioning mechanic
- structural steel and welding supervisor
- toolmaker
- maintenance fitter
- business manager/owner
- locksmith
- machinist
- plumber

Mandatory Course Requirements. Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

Competency-Based Assessment - Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals - Students may lodge an appeal about assessment decisions through their VET teacher.

External Assessment (optional HSC examination) - The Higher School Certificate examination for Metal and Engineering (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a VET qualification or HSC units but may be used in the calculation of the Australian Tertiary Admission Rank (ATAR)

Course Costs: $60 Refund Arrangements on a pro-rata basis

Delivery Arrangements: Integrated into timetable

Exclusions
- Students may not undertake the same or equivalent unit of competency in more than one VET course.
- Industrial Technology – Metals and Engineering Industries
- Works developed for assessment are not to be used either in full or in part for assessment in any other subject

A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/
A schools based apprenticeship is also available in this field but a Certificate III enrolment would be necessary with another RTO.

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

VOCATIONAL EDUCATION & TRAINING (TVET)
TAFE DELIVERED VOCATIONAL & TRAINING COURSES (TVET)

Murray High School offers a wide range of Board Developed and Board Endorsed Courses delivered by TAFE NSW Riverina Institute. Students can gain both their Higher School Certificate (HSC) and a Nationally Recognised qualification. VET (Vocational Education and Training) courses are designed to enable students to acquire a range of technical, personal and organizational skills valued both within and beyond the workplace. Students will acquire underpinning skills and knowledge related to functional areas within any industry context and can be used in making informed career choices. All courses provide 2 units for each year of study toward preliminary and HSC outcomes. The Board Developed courses may be used in the calculation of the Australian Tertiary Admission Rank (ATAR) and are classified as Category B subjects. Board Endorsed courses do not contribute to a ATAR. All courses are delivered at Albury Campus unless otherwise stated

Please note: TAFE TVET courses will only run subject to sufficient student numbers.

Times for the 2012 courses at Albury TAFE will be advised later in the year.

PLEASE NOTE: Some courses may run during MHS sport afternoons, but many may run during other afternoons from 2pm. Students who miss timetabled classes due to TAFE commitments must ensure that they catch up on missed work. It is up the student to fulfill all class responsibilities, not the teacher to chase the student to ensure work is caught up.

TAFE DELIVERED BOARD DEVELOPED COURSES:

- Automotive
- Business Services
- Hospitality
- Construction
- Metals and Engineering
- Tourism
- Accounting
- Electrotechnology
- Information Technology

TAFE DELIVERED BOARD ENDORSED COURSES:

- AeroSkills (Block Delivery only)
- Animal Care
- Aviation (Block Delivery only)
- Beauty (Make-Up Services) (also as Block Delivery)
- Children’s Services
- Hairdressing
- Multimedia
- Nursing
- Plumbing
- Visual Arts & Contemporary Crafts

Block Delivered Courses: This range of courses are designed to offer a broader range of options to students. Courses are delivered through 6 X 1 week blocks during the school holidays at various locations within the Riverina. An information session will be held covering course outline, special requirements, and transport and accommodation issues. Date to be advised.

School-Based Apprenticeships or Traineeships: Many of the courses listed above can be completed as part of a school based apprenticeship/traineeship. Enjoy the benefits of part-time work and training as part of your HSC. To find out more and view the variety of traineeships available, check out the website: [http://apprenticeship.det.nsw.edu.au/html/schparttime.htm](http://apprenticeship.det.nsw.edu.au/html/schparttime.htm)

Further information and application forms are available from Mr Greg Smith at the school or the TAFE/School Liaison Officer –Albury, Thурgoona and Corowa TAFE Campus’ – Alison Smith ……Telephone: (02) 60 582 821
**ACCOUNTING**

**Category B**

This course is for students who want to get some early accounting qualifications. The course is designed to provide entry level training for financial clerical occupational areas such as accounts clerk, accounts receivable, accounts payable or payroll clerk. Students sit the HSC exam for Accounting at the end of Year 11, whilst Year 12 modules will also contribute to the final HSC result.

Students will acquire skills and knowledge to:-

- Record transactions and other financial
- Compile financial accounting reports
- Use computer accounting systems

<table>
<thead>
<tr>
<th>How will student be assessed?</th>
<th>Written tests, a centrally set exam, project work and practical tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Credentials</td>
<td>Certificate II in Accounting Procedures</td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in Cert IV in Financial Services and Advanced Diploma in Accounting. Maximum credit transfer is available to students also studying 2 units of Economics</td>
</tr>
<tr>
<td>Unit Value</td>
<td>2 Units per year – Year 11 and 12</td>
</tr>
<tr>
<td>Contribute to ATAR</td>
<td>Yes – if optional exam is completed</td>
</tr>
<tr>
<td>Work Placement</td>
<td>No</td>
</tr>
</tbody>
</table>
### BUSINESS SERVICES
**Category B**

The Business Services industry provides clerical and administrative support to commerce, industry, government and the professions. Occupations within the business services industry include office manager, payroll clerk/officer, personal assistant, project manager, sales clerk/officer, secretary, manager/owner of a small business. The course provides skills that are transferable across a range of occupations and further study.

Students will acquire skills and knowledge to:-

- Provide high level customer/client service
- Organize information and records in both paper and electronic forms
- Work within a team to achieve organizational goals
- Select, use and maintain business technology

How will student be assessed? Written tests, a centrally set exam, project work and practical tasks

Possible Credentials Certificate II in Business

Pathways in TAFE NSW Advanced standing in Cert III and higher level courses in Business Administration

Unit Value 2 Units per year – Year 11 and 12

Contribute to ATAR Yes – if optional exam is completed

Work Placement Mandatory – 35 hours per year (total = 70 hours)

---

### AUTOMOTIVE
**Category B**

This course is for students seeking to gain knowledge and skills to assist in gaining employment as a mechanic trainee or a motor mechanic apprentice in the automotive service and repair industry.

Students will acquire skills and knowledge to:-

- Learn safe working practices in the Automotive Retail Service and Repair Industry
- Identify, select, use and maintain tools and equipment
- Locate, identify and state the basic function and operation of major systems and components in automotive vehicles eg. Engines, petrol and diesel fuel, electrical, suspension and steering, exhaust and transmission and drivelines.

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

Possible Credentials Certificate I in Automotive

Pathways in TAFE NSW Advanced standing in automotive and vehicle trades traineeship or apprenticeship courses at Cert II and Cert III levels.

Unit Value 2 Units per year – Year 11 and 12

Contribute to ATAR Yes – if optional exam is completed

Work Placement Mandatory – 35 hours per year (total = 70 hours)
### CONSTRUCTION Category B

The construction course offers students the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further studies. Students could expect to find employment in any of the following areas—building, bricklaying, carpentry, concreting, building consultant, glazing, plastering, roofing, shop fitting, structural engineering.

Students will acquire skills and knowledge to:
- Measure materials and sites
- Use small plant and equipment
- Read and interpret plans
- Operate hand and power tools
- Use leveling devices

**How will student be assessed?**
- Written tests, a centrally set exam, project work and practical tasks

**Possible Credentials**
- Statement of Attainment in General Construction (TVET)

**Pathways in TAFE NSW**
- Advanced standing in Cert III in Carpentry, Bricklaying and related courses

**Unit Value**
- 2 Units per year – Year 11 and 12

**Contribute to ATAR**
- Yes – if optional exam is completed

**Work Placement**
- Mandatory – 35 hours per year (total = 70 hours)

### ELECTROTECHNOLOGY Category B

This course is for students seeking to gain knowledge and skills within the Electrical industry. The course enables students to learn how to identify and use a range of components, accessories, materials, tools, equipment and technologies in the carrying out of work in the Electrical industry.

Students will acquire skills and knowledge to complete a broad range of film and television tasks such as:
- Acquire skills and knowledge of electrical principles
- Develop knowledge on sustainable energy reductions in domestic premises environment
- Acquire skills to be able to apply sustainable energy practices
- Develop knowledge to promote sustainable energy practices in the community

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

**Possible Credentials**
- Certificate I in Electrotechnology

**Pathways in TAFE NSW**

**Unit Value**
- 2 Units per year – Year 11 and 12

**Contribute to ATAR**
- Yes– if optional exam is completed

**Work Placement**
- Mandatory – 35 hours per year (total = 70 hours)
**HOSPITALITY - FOOD AND BEVERAGE STRAND**

The hospitality industry 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 organizations and resorts. Occupations within the industry include – bar assistant or manager, guest service coordinator, events coordinator, food and beverage manager, front of house receptionist, hotel/motel manager, housekeeper and chef. The hospitality framework consists of core competencies and a choice of 3 strands: commercial cookery, food and beverage and accommodation services.

Students will acquire skills and knowledge to:-

- Support and work with colleagues to meet goals and provide high level customer service
- Work efficiently following hygiene procedures
- Work with colleagues and customers from diverse backgrounds

Depending on electives chosen:

- Develop menus, manage resources, prepare, cook and serve a range of dishes
- Provide food and beverage service in a range of settings
- Provide housekeeping and front office services in hotels, motels, resorts and other hospitality establishments

<table>
<thead>
<tr>
<th>How will student be assessed?</th>
<th>Written tests, a centrally set exam, project work and practical tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Credentials</td>
<td>Certificate II in Hospitality</td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in Cert III in a range of hospitality strands</td>
</tr>
<tr>
<td>Unit Value</td>
<td>2 Units per year – Year 11 and 12</td>
</tr>
<tr>
<td>Contribute to ATAR</td>
<td>Yes – if optional exam is completed</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Mandatory – 35 hours per year (total = 70 hours)</td>
</tr>
</tbody>
</table>

**INFORMATION TECHNOLOGY**

The Information Technology course 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

Students will acquire skills and knowledge:-

- Designing web page
- Networking computers
- Supporting computer users
- Communicating with clients
- Finding solutions to software problems

<table>
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<th>How will student be assessed?</th>
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<tbody>
<tr>
<td>Possible Credentials</td>
<td>Certificate II in Information Technology</td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in Cert III in Information Technology in a range of specific areas such as Software applications, Network Administration, Client Support &amp; Systems Analysis &amp; Design</td>
</tr>
<tr>
<td>Unit Value</td>
<td>2 Units per year – Year 11 and 12</td>
</tr>
<tr>
<td>Contribute to ATAR</td>
<td>Yes – if optional exam is completed</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Yes – 35 hours per year (total = 70 hours)</td>
</tr>
</tbody>
</table>
**INFORMATION TECHNOLOGY – Specialisation Study**  

This course allows students to gain a further 1 Unit of credit toward their HSC. Students must be undertaking Information Technology – 2 Units x 2 years (240 hours). It is envisaged that students in Year 11 would not undertake the Specialisation Study, but rather would do so as part of their Year 12 studies, due to the prerequisite modules required before commencing the Specialisation Study.

Students will acquire skills and knowledge:

- Operate computer hardware using appropriate office peripheral equipment
- Work effectively in an IT environment
- Connect hardware, maintain equipment and consumables
- Install software to client specifications
- Use commercial computing packages

<table>
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</thead>
<tbody>
<tr>
<td>Possible Credentials</td>
<td>Certificate II in Information Technology</td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in Cert III in Information Technology in a range of specific areas such as Software applications, Network Administration, Client Support &amp; Systems Analysis &amp; Design</td>
</tr>
<tr>
<td>Unit Value</td>
<td>1 Unit – Year 12</td>
</tr>
<tr>
<td>Contribute to ATAR</td>
<td>Yes – if optional exam is completed</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Yes – 14 hours minimum</td>
</tr>
</tbody>
</table>

**METALS AND ENGINEERING**  

This course allows students to develop a broad range of skills and knowledge appropriate to entry level workers in any of the sectors within the metal, engineering and related service industries. Occupations within the Metals and Engineering industries include – metal fabrication, metal manufacturing, aero skills, metal machining, transport/electrical/appliance and industrial machinery equipment manufacturing.

Students will acquire skills and knowledge to:

- Construct, assemble, install, modify, repair & maintain machinery
- Assemble, make parts, equipment, machines, instruments & tools
- Design machinery parts, computer hardware & electronic circuits, using 3D graphics and drafting skills
- Manage clients and staff, oversee quotas and information, lead projects

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Possible Credentials</td>
<td>Certificate I in Engineering</td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in Cert III in Engineering – Mechanical, Fabrication or Electrical Trades</td>
</tr>
<tr>
<td>Unit Value</td>
<td>2 Units per year – Year 11 and 12</td>
</tr>
<tr>
<td>Contribute to ATAR</td>
<td>Yes – if optional exam is completed</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Mandatory – 35 hours per year (total = 70 hours)</td>
</tr>
</tbody>
</table>
### TOURISM - EVENTS MANAGEMENT STRAND

The tourism course aims to provide the students with the opportunity to gain a range of skills suitable for employment in the tourism – events management industry and also provide a pathway for further study. The course focuses on meetings, conferences, exhibitions and events industries which manage a range of services including management of domestic and international conferences and special event management eg. Sporting, cultural, historical, performing arts, agricultural, horticultural and community development events. Examples of occupations include event assistant, event administrative assistant, event operations assistant, conference assistant, exhibition assistant and event operative.

Students will acquire skills and knowledge to:
- Co-ordinate and process event registrations
- Operate online information system
- Develop event industry knowledge
- Work with colleagues and customers from a diverse range of backgrounds
- Promote tourism products and services

<table>
<thead>
<tr>
<th>How will student be assessed?</th>
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</thead>
<tbody>
<tr>
<td>Possible Credentials</td>
<td>Certificate II in Tourism</td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in Cert III and Diploma level tourism courses</td>
</tr>
<tr>
<td>Unit Value</td>
<td>2 Units per year – Year 11 and 12</td>
</tr>
<tr>
<td>Contribute to ATAR</td>
<td>Yes – if optional exam is completed</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Mandatory – 35 hours per year (total = 70 hours)</td>
</tr>
</tbody>
</table>
# ANIMAL CARE

This course is for students who are interested in working with a range of companion animals, as animal care and welfare officers or as animal attendants.

Students will acquire skills and knowledge to:-

- Feed and handle animals
- Maintain animal housing and equipment and perform routine daily care duties
- Assist in maintaining safety in an animal holding facility
- Prepare a first aid kit for the treatment of animals
- Fulfill responsibilities for the welfare of sick or injured animals
- Perform basic grooming procedures
- Use standard record systems and apply stock control procedures

<table>
<thead>
<tr>
<th>How will student be assessed?</th>
<th>Written tests, project work and practical tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Credentials</td>
<td>Certificate II in Animal Care</td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Certificate III in Animal Care or Animal Studies</td>
</tr>
<tr>
<td></td>
<td>Certificate IV in Vet Nursing</td>
</tr>
<tr>
<td>Unit Value</td>
<td>2 Units per year – Year 11 and 12</td>
</tr>
<tr>
<td>Contribute to ATAR</td>
<td>No</td>
</tr>
<tr>
<td>Work Placement</td>
<td>No</td>
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</tbody>
</table>

# BEAUTY SERVICES – Make-up Services

This course structure allows students to develop skills in make-up artistry and beauty knowledge, which will assist students in gaining employment as a make-up artist, nail technician, beauty therapist, beautician, salon assistant or beauty receptionist.

Students will engage in:-

- Interacting with customers
- Cleansing skin and demonstrate the application of skin care products for the purpose of retail cosmetic sales
- Design and apply make-up for a range of occasions according to individual client needs
- Following basic safety procedures and identifying OH&S requirements necessary for a safe environment
- Provide manicure and pedicure services

<table>
<thead>
<tr>
<th>How will student be assessed?</th>
<th>Written tests, project work and practical tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Credentials</td>
<td>Statement of Attainment in Make-Up Services (TVET)</td>
</tr>
<tr>
<td>Pathways in TAFE NSW</td>
<td>Advanced standing in Certificate II in Make-Up Services, Nail Technology and Make-Up Artistry or Certificate III in Nail Technology or Beauty</td>
</tr>
<tr>
<td>Unit Value</td>
<td>2 Units for 1 year only</td>
</tr>
<tr>
<td>Contribute to ATAR</td>
<td>No</td>
</tr>
<tr>
<td>Work Placement</td>
<td>No</td>
</tr>
</tbody>
</table>
HAIRDRESSING

This course will provide students with hairdressing knowledge and skills in preparation to begin work as an apprentice in a hairdressing salon. Students will develop appropriate techniques and attitudes to work in a salon on hairdressing tasks.

Students will acquire skills and knowledge to:

- Perform various hairdressing tasks
- Interact with customers
- To follow work place safety procedures and routines
- Maintaining and organizing work areas
- Drying hair to shape
- Perform head, neck and shoulder massages

How will student be assessed?

Written tests, project work and practical tasks

Possible Credentials

Statement of Attainment in Hairdressing (TVET)

Pathways in TAFE NSW

Advanced standing in Cert II and Cert III in Hairdressing and Beauty

Unit Value

2 Units for 1 year only

Contribute to ATAR

No

Work Placement

No

CHILDREN SERVICES

This course provides students with an introduction to child care and includes skills suited to employment as assistants in centre-based care facilities for children.

Students will acquire skills and knowledge to:

- Care for children
- Ensure children’s health and safety
- Respond to illness, accidents and emergencies
- Support the language and creative development of children
- Plan for the nutritional needs of children

How will student be assessed?

Written tests, project work and practical tasks

Possible Credentials

Statement of Attainment toward Certificate III in Children’s Services

Pathways in TAFE NSW

Advanced standing in Cert III in Children’s Services and Diploma of Children’s Services and Cert IV in Out of School Hours Care

Unit Value

2 Units per year – Year 11 and 12

Contribute to ATAR

No

Work Placement

No
<table>
<thead>
<tr>
<th>MULTIMEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>**This course provides students with entry-level skills, knowledge and</td>
</tr>
<tr>
<td>attitudes required for the Digital Arts and Media sub-sector of the</td>
</tr>
<tr>
<td>multimedia industry. It will prepare students to articulate into the</td>
</tr>
<tr>
<td>current Certificate IV in Digital Arts and Media.**</td>
</tr>
<tr>
<td><strong>Students will learn to:</strong></td>
</tr>
<tr>
<td>➢ Design skills for a range of Digital Arts products</td>
</tr>
<tr>
<td>➢ Understand the digital arts industry and its products</td>
</tr>
<tr>
<td>➢ Work in a team to ensure a safe &amp; efficient workplace</td>
</tr>
<tr>
<td>➢ Develop technical skills in areas of resource creation &amp; manipulation</td>
</tr>
<tr>
<td>for text, drawings, photographs, video and audio</td>
</tr>
<tr>
<td><strong>How will student be assessed?</strong></td>
</tr>
<tr>
<td>Written tests, project work and practical tasks</td>
</tr>
<tr>
<td><strong>Possible Credentials</strong></td>
</tr>
<tr>
<td>Statement of Attainment toward TAFE Certificate III in Media</td>
</tr>
<tr>
<td><strong>Pathways in TAFE NSW</strong></td>
</tr>
<tr>
<td>Certificate IV (AQF) in Digital Arts &amp; Media</td>
</tr>
<tr>
<td><strong>Unit Value</strong></td>
</tr>
<tr>
<td>2 Units per year – Year 11 and 12</td>
</tr>
<tr>
<td><strong>Contribute to ATAR</strong></td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td><strong>Work Placement</strong></td>
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<tr>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NURSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>**This is an exciting course being ‘piloted’ by Riverina Institute of</td>
</tr>
<tr>
<td>TAFE – Albury Campus in partnership with LaTrobe University. Students</td>
</tr>
<tr>
<td>will gain generic skills and knowledge appropriate to the health</td>
</tr>
<tr>
<td>industry. There is a substantial practical component during the</td>
</tr>
<tr>
<td>practicum where students will use their knowledge through clinical</td>
</tr>
<tr>
<td>work experience in an acute care setting.**</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
</tr>
<tr>
<td>➢ Partake in theoretical competencies</td>
</tr>
<tr>
<td>➢ Complete clinical placements in hospital environment</td>
</tr>
<tr>
<td>➢ Study at La Trobe University</td>
</tr>
<tr>
<td>➢ Gain credit for 2 x 1&lt;sup&gt;st&lt;/sup&gt; yr Bachelor of Nursing modules</td>
</tr>
<tr>
<td><strong>How will student be assessed?</strong></td>
</tr>
<tr>
<td>Written tests, project work and practical tasks</td>
</tr>
<tr>
<td><strong>Possible Credentials</strong></td>
</tr>
<tr>
<td>Transcript of Academic Record</td>
</tr>
<tr>
<td><strong>Pathways in TAFE NSW</strong></td>
</tr>
<tr>
<td>Advanced standing into Cert IV in Nursing (Enrolled Nurse/Division 2)</td>
</tr>
<tr>
<td><strong>Unit Value</strong></td>
</tr>
<tr>
<td>3 Units in Year 11 and</td>
</tr>
<tr>
<td>2 Units in Year 12</td>
</tr>
<tr>
<td><strong>Contribute to ATAR</strong></td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td><strong>Work Placement</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>
### PLUMBING

This course is for students who want to acquire basic skills and knowledge for the plumbing trade. The modules studied articulate directly into the plumbing trade qualification.

Students will:-
- Receive an introduction to the plumbing trade
- Gain skills in setting out plumbing jobs
- Gain skills in handling, cutting and joining plumbing materials
- Learn about OH&S requirements and processes in the plumbing industry
- Learn about communication in the plumbing work place including interpreting plans

How will student be assessed?  | Written tests, project work and practical tasks
---|---
Possible Credentials | Transcript of Academic Record
Pathways in TAFE NSW | Advanced standing into Plumbing Basic Skills – Pre-Apprenticeship and Apprenticeships
Unit Value | 2 Units per year – Year 11 and 12
Contribute to ATAR | No
Work Placement | No

### VISUAL ARTS & CONTEMPORARY CRAFTS

This course will provide a basic understanding and skills for students wishing to produce drawings and prepare portfolios

Using a wide range of design and colour theories, principles and visual arts students will:-
- Identify, analyse and manipulate visual elements
- Use drawings to represent ideas and concepts
- Source, develop and articulate ideas
- Integrate colour theory and design processes in response to a brief
- Create portfolios of their works

How will student be assessed?  | Written tests, project work and practical tasks
---|---
Possible Credentials | Certificate I in Visual Arts and Contemporary Crafts (TVET)
Pathways in TAFE NSW | Advanced standing Certificate II & III in Visual Arts & Contemporary Crafts
Unit Value | 2 Units per year – Year 11 and 12
Contribute to ATAR | No
Work Placement | No
### BLOCK COURSES:

#### AVIATION – AIRCRAFT OPERATION (Theory)

This course introduces students to the aviation industry at an operational level. The course is of particular interest to those who would like to become a pilot, an air traffic controller or seek employment in other areas of aircraft operation.

Students will acquire skills and knowledge to:

- Calculate the take-off, landing and in-flight performance of an aircraft
- Determine the maximum payload/fuel that can be carried on a flight
- Ascertain the maintenance procedures that can be carried out by a commercial pilot
- Carry out pilot navigation techniques
- Carry out aspects of compiling single and multi-stage flight plans suitable for private, aerial work or charter flights
- Compile a load sheet for a multi-stage flight

**How will student be assessed?**

- Written tests, project work and practical tasks

**Possible Credentials**

- Course in Aviation – Aircraft Operation (Theory)

**Pathways in TAFE NSW**

- Advanced standing Certificate II & III in Visual Arts & Contemporary Crafts

**Unit Value**

- 2 Units per year – Year 11 and 12

**Contribute to ATAR**

- No

**Work Placement**

- No

Please note that Aviation is only taught as a Block course at Temora. Students wishing to pursue this course must make their own arrangements for transport and accommodation.
This course introduces students to the aviation industry at an operational level. The course is of particular interest to those who wish to pursue a career in the area of aircraft maintenance.

Students will:-

- Be introduced to the aviation industry and its regulatory framework
- Become familiar with aircraft structural design and manufacturing methods
- Be introduced to the design, maintenance and overhaul of aircraft power plants
- Become familiar with corrosion protection in aircrafts
- Gain fundamental knowledge associated with aircraft systems

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

Possible Credentials

Statement of Competencies Achieved

Pathways in TAFE NSW

Advanced standing Certificate IV in AeroSkills (Avionics), Certificate IV in AeroSkills (Mechanical) and Certificate IV in AeroSkills (Structures)

Unit Value

2 Units per year – Year 11 and 12

Contribute to ATAR

No

Work Placement

No

Please note that AeroSkills is only taught as a Block course at Forest Hill (Wagga). Students wishing to pursue this course must make their own arrangements for transport and accommodation.
HSC CHECKLIST

HSC Requirements

- At least six units of Board Developed courses
- At least two units of a Board Developed course in English
- At least three courses of two unit value or greater
- At least four subjects
- At least 12 units of study for the Preliminary course
- At least 10 units of study for the HSC course.

ATAR Requirements

HSC requirements above and:

- At least 2 units of English.

At least 8 other units of Board Developed courses which have an external exam.

(NOBE: All non-VET Board Developed courses have an exam. Most 2 unit VET Board Developed courses have an optional exam).

No more than 2 units of a Category B subject in the 10 units of Board Developed courses.

(NOBE: Board Developed VET courses are Category B).
These people can help you make decisions. Find out more about the subjects you wish to do from the personnel listed below.

**HEAD TEACHERS** can give advice on individual subjects and whether they might suit you.

- **Mr B. Janczuk** - Head Teacher English
  - English Standard (2U)
  - English Advanced (2U)
  - English Studies (2U)
  - English Extension 1 (1U)
  - English Extension 2 (Year 12 only) (1U)

- **Mr D. Brownlaw** - Head Teacher Mathematics
  - Mathematics Extension 2 (Year 12 only) (1U)
  - Mathematics Extension 1 (1U)
  - Mathematics (2U)
  - General Mathematics (2U)
  - Applied Maths (2U)
  - Information Processes and Technology (2U)
  - Software Design and Development (2U)
  - Information Technology VET (2U)
  - Computing Applications BEC (2U)

- **Mr J. Friesen** - Head Teacher History
  - Ancient History (2U)
  - Modern History (2U)
  - Chinese Continuers (2U)
  - Chinese Beginners (2U)
  - History Extension (1U)

- **Mrs N. Nicol** – Head Teacher Home Economics
  - Food Technology (2U)
  - Community and Family Studies (2U)
  - Textiles & Design (2U)
  - Hospitality VET (2U)
  - Exploring Early Childhood BEC (1U)

- **Mr R MacKenzie** – Head Teacher Social Sciences
  - Business Studies (2U)
  - Economics (2U)
  - Geography (2U)
  - Legal Studies (2U)
  - Society & Culture (2U)

- **Mr M. Doyle** - Head Teacher Science
  - Biology (2U)
  - Chemistry (2U)
  - Senior Science (2U)
  - Physics (2U)
  - Agriculture (2U)

- **Mr T. Kalend** - Head Teacher Administration
  - Visual Arts (2U)
  - Music 1 (2U)
  - Ceramics BEC (2U)
  - Drama (2U)
  - Photography BEC (2U)

- **Mr R. O’Connell** – Head Teacher PD Health PE
  - PD Health PE (2U)
  - Sport Lifestyle and Recreation BEC (1U)

- **Mr G Manwaring** – Head Teacher Industrial Arts
  - Construction VET (2U)
  - Industrial Technology (2U)
  - Engineering Studies (2U)
  - Metal and Engineering VET (2U)
  - TAFE Delivered VET Courses

**STUDENT ADVISER**

Mr Cuneo can point you in the right direction and will keep a record of subjects and progress.

**CAREERS ADVISER**

Mr G. Smith can provide you with information or requirements for entry to Tertiary institutions or the job that may interest you, also answer any questions about the TAFE Delivered VET Courses (Mr Manwaring also has information on these courses)

**COUNSELLOR**

Ms Dupé can help with stress management or other problems which may arise at home or at school.
MURRAY HIGH SCHOOL
PRELIMINARY COURSE - YEAR 2012

INITIAL COURSE SELECTIONS

Please complete the Course Selection form and return it to the box outside Mr Johnson’s office by Monday, 15th August, 2011

Complete the checklist below to ensure that your choices are within the requirements for the HSC.

PRELIMINARY COURSE HSC CHECKLIST

At least six units of Board Developed courses
At least two units of a Board Developed course in English
At least three courses of two unit value or greater
At least four subjects
At least twelve units
No more than six units of Science courses

ATAR REQUIREMENTS

At least 2 units of English

At least 8 other units of Board Developed courses which have an external examination.

(Note: All non-VET Board Developed courses have an external exam and all 2 unit VET Board Developed courses have an optional external exam).

No more than 2 units of a category B subject in the 10 units of Board Developed courses.

(Note: Board Developed VET courses and are Category B).

NOTE:

- Your initial choices will determine the curriculum lines for the year 2012 timetable
- Any courses which do not attract sufficient candidature will not be offered in year 2012.
- A final Course Selection Form with the courses in lines will be offered to all students as soon as possible.