THE HIGHER SCHOOL CERTIFICATE

An Information Package for Students

Preliminary Course 2012

HSC Course 2013
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What Types of Courses Can I Select?

There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses

These courses are developed by the Board of Studies. For each course the following information is available:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

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

NB. English Studies is the only exception and is also a CEC, which means that students studying this course are NOT eligible for an ATAR.

Board Endorsed Courses

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

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

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

Some Board Endorsed Courses are one-year only courses.

There is no external examination for any Content Endorsed Course or Locally Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.
Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

Further information about VET courses is available on pages 12 & 13.

Definition of Units / Extension Courses / 1 Unit Courses

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (approximately 120 hours per year)
= 100 marks

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

2 Unit Course

This is the basic structure for all courses. It has a value of 100 marks when a Board Developed Course.

Extension Course

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Students are required to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, Music, some Languages and VET.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

If a VET Extension Course is studied it does not count towards the ATAR.

1 Unit Course

1 unit equals approximately 2 hours of class time each week or 60 hours per year.
It has a value of 50 marks when a Board Developed Course.

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR, e.g. SLR, Computer Applications.
Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects

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

- you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the required Higher School Certificate examinations.
- you must complete the mandatory hours of work placement for a VET framework/Board Developed Course.

Additional information:

- If you wish to receive the Australia Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.

- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
University Admission and the HSC

Entry to university is usually based on a student's **Australian Tertiary Admission Rank (ATAR)** which is one particular measure of a student's overall HSC performance, but it may also be related to completion of particular HSC subjects and/or a satisfactory audition, interview or portfolio of work (creative arts).

**To be eligible for an ATAR a student must complete at least 10 units of Board Developed courses including at least 2 units of English.** These courses must include at least three courses of 2 units or greater, and at least four subjects.

Calculation of a student’s ATAR will be based on an **aggregate of scaled marks in ten units of Board Developed Courses** comprising:

* the best two units of English and
* the best eight units from the remaining units, **except that no more than two units of "Category B" courses may be included**. Category B courses are the VET courses listed on page 11, the TVET courses. Accountancy is also a Category B course.

Universities designate some HSC subjects/courses as

* **prerequisite** - meaning students must gain acceptable results in this subject/course for entry to particular university courses. Most universities do not have course pre-requisites, only subject pre-requisites. Students may have to undertake further courses at university before they may study certain subjects. This may lengthen the time taken to obtain a degree.
* **assumed knowledge** - meaning that the university will assume a student has studied this subject/course prior to entering a particular university/course but this will not be checked. They will start at a level of a person completing the HSC. Students may undertake bridging courses or extra courses at university in 1st year university to bring them up to the required standard.
* **recommended studies** - meaning that the university suggests that these subjects/courses will assist you in a particular university/course.

The most recent ATAR required for University admission, and HSC subjects/courses recommended for entry to particular university courses are detailed in the "**UAC GUIDE**" (for Year 12) and "**UNIVERSITY ENTRY REQUIREMENTS** (for Year 10), published each year and available for students from the Careers Adviser from July/August. Visit: [www.uac.edu.au](http://www.uac.edu.au) access schoolink as a starting point for information.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Extension Courses (1 Unit)</th>
<th>HSC Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Agriculture</td>
<td></td>
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<tr>
<td>Ancient History</td>
<td>Ancient History</td>
<td></td>
<td>HSC History Extension¹</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology²</td>
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<tr>
<td>Business Studies</td>
<td>Business Studies</td>
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<tr>
<td>Chemistry</td>
<td>Chemistry²</td>
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<tr>
<td>Community and Family Studies</td>
<td>Community and Family Studies</td>
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<td>Design and Technology</td>
<td>Design and Technology</td>
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<td>Drama</td>
<td>Drama</td>
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<tr>
<td>Dance</td>
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<td>Economics</td>
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<tr>
<td>Engineering Studies</td>
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<tr>
<td>English</td>
<td># English Standard English Advanced</td>
<td>Preliminary English Extension</td>
<td>HSC English Extension 1  HSC English Extension 2</td>
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<tr>
<td></td>
<td>Fundamentals of English (Preliminary only)</td>
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<tr>
<td>Food Technology</td>
<td>Food Technology</td>
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<td>French</td>
<td>French Beginners</td>
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<td>Geography</td>
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<td>Industrial Technology</td>
<td>Industrial Technology</td>
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<tr>
<td>Information Processes and Technology</td>
<td>Information Processes and Technology</td>
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<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
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</tr>
<tr>
<td>Mathematics</td>
<td># General Mathematics</td>
<td>Preliminary Mathematics Extension</td>
<td>HSC Mathematics Extension 1  HSC Mathematics Extension 2</td>
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<tr>
<td></td>
<td>Mathematics</td>
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<tr>
<td>Modern History</td>
<td>Modern History</td>
<td></td>
<td>HSC History Extension¹</td>
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<tr>
<td>Music</td>
<td># Music ¹  Music 2</td>
<td></td>
<td>HSC Music Extension</td>
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<tr>
<td>PD/Health/PE</td>
<td>PD/Health/PE</td>
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<tr>
<td>Physics</td>
<td>Physics²</td>
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<td>Senior Science</td>
<td>Senior Science²</td>
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<td>Society and Culture</td>
<td>Society and Culture</td>
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<td>Software Design and Development</td>
<td>Software Design and Development</td>
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<tr>
<td>Textiles and Design</td>
<td>Textiles and Design</td>
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<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
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### HSC Course Notes

These notes and footnotes (1 – 4) refer to the list of courses

# You may select one course only from each of these subject groups.

- Fundamentals of English is a Preliminary course and must be studied in conjunction with English Standard.
- 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 and others. 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 Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.

1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.

2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units and 6 HSC units of Science can be included. The course Senior Science may not be taken as a Preliminary course with any of the following Science courses: Biology, Chemistry and Physics. At the end of the Preliminary course, students can replace Biology, Chemistry or Physics with Senior Science.

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

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)
Vocational Education and Training (VET)

VET Curriculum Frameworks

The Board has developed curriculum frameworks for eleven industry areas. Within each framework there are a number of courses. **You must undertake a work placement to complete these courses successfully.** Work placements are similar to work experience where students spend one week (each year) at a work site.

The eleven frameworks are:

- Automotive – Available via TVET only
- Business Services (Administration) – Available via TVET only
- Construction - Available at Elderslie High School and via TVET
- Electrotechnology – Available via TVET only
- Entertainment Industry - Available at Elderslie High and TVET
- Hospitality - Available at Elderslie High School and via TVET
- Human Services – available via TVET or SWS Area Health
- Information Technology - Available via TVET only
- Metal and Engineering - Available via TVET
- Retail - Available via TVET only
- Tourism and Events - Available via TVET only

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses. 240-hour courses in each framework will have a written examination. The best mark from the courses will be included in the calculation of the ATAR. These courses are marked *.

These courses are category B subjects. Only one category B subject may be counted towards the calculation of the ATAR.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Curriculum Frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>Construction (240 hours)*</td>
<td>Construction Specialist Studies (60 hours)</td>
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<tr>
<td></td>
<td></td>
<td>Construction Specialist Studies (120 hours)</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology Support (240 hours)*</td>
<td>Information Technology Fundamentals Extension (60 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Technology Specialisation Studies (either 60 hours or 120 hours)</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>Primary Industries (240 hours)*</td>
<td>Primary Industries Extension (60 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary Industries Extension (120 hours)</td>
</tr>
<tr>
<td>Tourism and Hospitality</td>
<td>Hospitality Operations (240 hours)*</td>
<td>Hospitality Extension (60 hours)</td>
</tr>
</tbody>
</table>

TVET stands for TAFE delivered Vocational Education and Training. See Page 13.
Other HSC Vet Courses

VET courses are also available in other industry areas.

These are:
- Accounting (Board Developed Course delivered by TAFE)
- Electronics Technology (Board Developed Course delivered by TAFE)
- Electronics (Content Endorsed Course)
- Furnishing (Content Endorsed Course)
- A wide range of Content Endorsed and Board Endorsed VET Courses are available through TAFE. (You should check with your Careers Adviser on the TAFE delivered HSC VET courses available in your area.)

Note:
- 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.

Content Endorsed Courses (Other than Vocational CEC’s) in 2011 and 2012

COURSE
- Ceramics
- Computing Applications *
- Exploring Early Childhood *
- Photography *
- Sport, Lifestyle and Recreation Studies *
- Visual Design *

* Available at Elderslie High School

Exclusions applying to Content Endorsed Courses are listed in the course descriptions in part 2 of this booklet with the relevant CEC course description.

TAFE Delivered Vocational Education and Training (TVET)

As well as offering a variety of VET courses at school, TAFE offers a range of courses that can be studied for the HSC and many may also be included in the calculation of the Australian Tertiary Admissions Rank (ATAR). Some TVET courses can be taken as part of school based traineeships and apprenticeships with large companies like Toyota and Big W. These courses may lead to employment opportunities. TAFE also offers what are known as discrete courses for students with learning disabilities.

FRAMEWORK COURSES (CATEGORY B)

There are eleven Industry Curriculum Frameworks available in 2012. These courses are based on national training packages and provide students with credit towards an AQF (Australian Qualification Framework) qualification or may result in an AQF award such as Certificate I, II or III. The majority also allow students to articulate to a higher level TAFE course.

If a student studies the same framework course for 2 years and undertakes the optional Board of Studies exam, the mark may be used in the calculation of their UAI score. If a student studies more than one of these courses/subjects, it is their best mark in the HSC exam which counts towards the ATAR. Work Placement is a mandatory component of framework courses.

NON-FRAMEWORK COURSES

Both years 11 and 12 students can study non-framework courses. These courses count as 2 units of study. If successfully completed, students will gain recognition into further TAFE courses in similar areas. All of these courses have been approved by the Board of Studies and are dual accredited vocational courses.
TAFE-DELIVERED VET ALTERNATIVE (TVET)
TVET option provides an alternative choice for those students who desire to:

- Experience an adult learning environment
- Access classrooms, workshops, computer laboratories, and facilities that are well equipped and meet industry standards
- Be taught by industry trained and experienced specialists
- Select from a wide range of courses

BENEFITS OF STUDYING AT TAFE
TVET courses are based on TAFE mainstream courses and will provide you with recognition of prior learning and advanced standing into these courses. Many courses also provide continuing student status that may allow you, within a two-year period, to be given priority for enrolment in the same course from which you successfully completed modules as a TVET student.

TVET COURSES:
- Have been developed or endorsed by the Board of Studies.
- Provide credit towards an AQF qualification, which is nationally recognised.
- May contribute to the ATAR.
- Assist you to acquire new skills and capabilities.
- Are appropriate to any ability level, including those who plan to proceed to university study.
- Prepare you for lifelong learning.
- Are taught by teachers who have direct industry experience.
- Are offered at no cost to Government students.
- Provide equipment, materials, protective clothing and texts at no cost to students.

TAFE - WHERE
Campbelltown College of TAFE Narellan Road, Campbelltown
OR
other TAFE colleges if private transport is available

HOW TO GET THERE
Students are responsible for their own transport to and from TAFE.
Campbelltown: Buses pick students up on Harrington St, Elderslie and drop off just outside the TAFE on Narellan Road. (Most students go to Macarthur Square and walk back along a connecting footpath.)
Other: There is not enough time for students to make their way to other TAFE colleges using public transport. Students must be taken by car to arrive in class on time.

TAFE CLASS TIMES
Generally class times are 2.00pm - 6.00pm depending on TAFE facilities and course coverage. Courses are being offered on one of two days: Tuesday or Wednesday. As TAFE-delivered Vocational courses operate once per week for a set number of course hours, it is essential that students attend ALL classes. Any absences should be covered with a doctor’s certificate.

STUDENT RESPONSIBILITIES
As a student attending one of these courses, you have both the rights and responsibilities of a college student. You are bound by the by-laws of TAFE. As a school student you are also bound by the regulations placed on you by your school. The drinking of alcohol or smoking while traveling to and from TAFE premises will result in your withdrawal from the TAFE course, as will offensive language and unacceptable behaviour. REMEMBER that TAFE is an ‘adult learning environment’ and you are expected to respond accordingly. If you are given Protective Equipment – you must wear it if in a workshop or doing a practical lesson. You will not be permitted to access these areas or participate in lessons without it. It is your responsibility to bring all equipment to all lessons.
ELIGIBILITY
To be eligible you must be able to demonstrate:
• that you have a good attendance record
• a strong commitment to study
• that you are academically capable of satisfactorily completing the course
• that your behaviour at school is of an acceptable standard.

TO APPLY
• See your school TVET co-ordinator (Careers Adviser) for an Expression of Interest Form.
• Complete all sections of the form in detail including relevant work experience and career plans.
• Provide a photocopy of your latest report.
• Return to your school co-ordinator by the due date Friday 27 August 2010.

SBATS (School Based Apprenticeships and traineeships)
There are information sessions for students and parents held by DET about SBATS (refer to school newsletters for dates).
Applications for School Based Apprenticeships (SBATs) require an EOI to be lodged and a TVET application form.
(see your Careers Adviser for an EOI)

NB. Not all students who submit EOI’s for TAFE courses will be successful.
TVET Courses offered at **Campbelltown College**:

- Aboriginal or Torres Strait Islander Cultural Arts 120 hr
- Accounting 240 hr
- Animal Care Introduction 120 hr
- Animal Care Extension 120 hr
- Automotive - Airbrushing 240 hr
- Automotive - Mechanical 120 hr
- Automotive – Mechanical 240 hr
- Automotive - Panel Beating 120 hr
- Automotive - Vehicle Painting 120 hr
- Automotive - Vehicle Painting 240 hr
- Aviation – Aircraft Operation (Theory) 120 hr
- Business Services 240 hr
- Children’s Services 120 hr
- Children’s Services 240 hr
- Computer Aided Drafting (CAD) 120 hr
- Construction (Carpentry) 240 hr
- Construction (Carpentry) Specialisation 120 hr
- Design Fundamentals 120 hr
- Design Fundamentals 240 hr
- Floristry 120hr/240hr
- Hospitality (Food and Beverage Strand) 240 hr
- Hospitality (Kitchen Operations Strand) 240 hr
- Information Technology 240 hr
- Information Technology (Web Design Specialisation) 120 hr (commencing 11 January 2010)
- Laboratory Skills (Forensic Science) 120 hr
- Marketing 120 hr
- Media Journalism 120 hr
- Metals & Engineering 240 hr
- Property Services (Real Estate) 120 hr
- Retail Services 120 hr
- Retail Services 240 hr
- Tourism 120 hr
- Tourism 240 hr
- Transport & Logistics 240 hr
- Visual Art & Contemporary Crafts 120 hr
Assessment and Reporting

- The HSC report will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year’s School Certificate for the tests in English-literate, Mathematics, Science, Australian History, Geography, Civics and Citizenship and Computing Studies.

- School-based assessment tasks will contribute to at least 50% of your HSC mark. Your school assessment mark will be based on your performance in the assessment tasks you have undertaken during the course.

- The other 50% will come from the HSC examination, except for Board Endorsed courses for which assessment contributes 100% of the mark and board developed VET courses where the HSC examination contributes 100% of your mark.

- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement, a band 6.

- On satisfactory completion of your HSC you will receive a portfolio containing:
  - The HSC Testamur
    
    *(The official certificate confirming your achievement of all requirements for the award.)*
  
  - The Record of Achievement
    
    *(This document lists the courses you have studied and reports the marks and bands you have achieved.)*
  
  - Course Reports
    
    *For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)*
BOARD DEVELOPED COURSES

Agriculture

<table>
<thead>
<tr>
<th>Course: Agriculture</th>
<th>Course Cost: $30.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**Course Description:**
The Preliminary course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

**Main Topics Covered:**

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

**HSC Course**
Core Topics (80%)
Plant/Animal Production (50%)
Farm Product Study (30%)
Optional components (20%)
1 Elective (30% each)
The Electives include:
Agri-food, Fibre and Fuel Technologies
Climate Challenge
Farming for the 21st Century

**Particular Course Requirements:**
Practical experiences occupy a minimum of 30% of both Preliminary and HSC course time.

**Assessment: HSC course only**

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

| | 100 | 100 |
Ancient History

Course: Ancient History
2 units for each of Preliminary and HSC
Board Developed Course Exclusions: Nil

Course Description:
Ancient History involves acquiring knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the ancient world. It seeks to develop interest and enthusiasm for ancient history and prepare students for active and informed citizenship in the contemporary world.

Main Topics Covered
PRELIMINARY COURSE
The Preliminary Course is structured to provide students with opportunities to investigate past peoples, events, groups and societies through archaeological and written evidence.

Part I
- Investigating the Past: History, Archaeology and Science: (25%)
  Students will learn about the methods used by historians and archaeologists to investigate the past by looking at a range of historical and written sources. The role of sources and evidence in reconstructing the past, ethical issues related to history and archaeology and the role of science in unlocking the past will also be covered.
- Case Study (25%)
  One case study will be undertaken and will involve an inquiry based investigation into past societies, events and people. The chosen case study is the Tomb of Tutankhamen and this will allow an investigation into the society of New Kingdom Egypt through the discovery and excavation of the tomb by Howard Carter in 1922. A study of the tomb and its contents will reveal aspects of life in Egypt including death, mummification, burial, the afterlife, religion and the position of pharaoh.

Part II
- Ancient Society: Celtic and Roman Britain and Resistance to Roman Rule – Boudicca (25%)
  Students will look at how Celtic people lived in Britain prior to the Roman invasion and how Roman occupation impacted upon their lives. The revolt of the Celtic queen Boudicca against Roman rule will be a major focus of this topic. Through a study of the archaeological and written evidence available students will be able to understand the key developments and forces that shaped this society.

Part III
- Historical Investigation (25%)
  The historical investigation is designed to give students an opportunity to develop investigative, research and presentation skills through the selection of a topic that reflects individual student interest. This investigation allows students the option of choosing a topic, which reflects a personal interest.

HSC COURSE
Part I
Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)
Students will investigate the range and nature of archaeological and written evidence available for the study of the cities of Pompeii and Herculaneum, preserved by the volcanic eruption of Mt Vesuvius in 79 AD.

Part II
Ancient Society (25%)
Students will investigate the key features of the chosen society through a range of archaeological and written sources. The chosen society is the Greek city-state of Sparta, unique amongst other ancient societies for its devotion to a rigorous military lifestyle.

Part III
Personalities in Their Times (25%)
Students will study one ancient personality, gaining an understanding of the personality in the context of his/her time. The chosen personality is an extremely influential Roman female, the mother of the emperor Nero, Agrippina the Younger.

Part IV
Historical Period (25%)
Students learn about significant developments and issues that shaped the chosen period through archaeological and written evidence. The chosen period is the Early Roman Empire under the rule of the Julio-Claudian emperors, Tiberius, Caligula, Claudius and Nero.

Particular Course Requirements:
The Preliminary Course is a pre-requisite for the HSC course

Assessment: HSC course only

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<th>External Assessment</th>
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</table>
| A three hour written examination in four parts, including short answer and extended response questions | 100 | The four parts of the course are assessed in the following areas:  
- Knowledge and understanding of course content  
- Source based skills  
- Historical inquiry and research  
- Communication of historical understanding in appropriate forms | 100 |

N.B.: At the end of the Preliminary Course in this subject, students may apply to join the History Extension Course. This is a 1 Unit Board Developed Course which must be studied with Ancient or Modern History, or both.
Biology

Course: Biology

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions:

Course Description:
Biology is the study of life. The Preliminary course incorporates the study of the systems that living things use to obtain, transport and use materials for their own growth and repair; the 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 plants and animals 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 the inheritance of characteristics are transmitted from generation to generation. The impact of pathogens on multicellular organisms is also examined. The options cover a wide variety of interest topics and draw on the development in technology to examine areas of current research.

Main Topics Covered:
PRELIMINARY COURSE
- A Local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

HSC COURSE
Core Topics
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health
One Option from the following:
- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

Particular Course Requirements:
The Preliminary course includes one field study costing about $24 each. All students are required to attend. 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. Practical reports (written) are a Board of Studies requirement.

Other Comments: Students attempting Biology will need to be able to efficiently and adequately grasp scientific concepts.

Content ranges through the knowledge of formulated theories, the ability to express an opinion on scientific issues, the understanding of some areas of biotechnology and the ability to explain biological concepts.

Assessment: HSC course only

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three hour written examination Core</td>
<td>75</td>
<td>Core</td>
<td>75</td>
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<tr>
<td>Option</td>
<td>25</td>
<td>Option</td>
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</table>
Business Studies

Course: Business Studies

2 units for each of Preliminary and HSC
Board Developed Course

Course Description:
Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

PRELIMINARY COURSE
• Nature of business (20%) – the role and nature of business
• Business management (40%) – the nature and responsibilities of management
• Business planning (40%) – establishing and planning a small to medium enterprise

HSC COURSE
• Operations (25%) - strategies for effective operations management
• Marketing (25%) – development and implementation of successful marketing strategies
• Finance (25%) – financial information in the planning and management of business
• Human resources (25%) – human resource management and business performance

Particular Course Requirements:
No special requirements

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A 3 hour Written Examination</td>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section I – Objective Response</td>
<td>20</td>
<td>Stimulus based skills</td>
<td>20</td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section II – Short Answer</td>
<td>40</td>
<td>Communication of business information, ideas and issues in appropriate forms</td>
<td>20</td>
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<tr>
<td>Section III – Extended Response</td>
<td>20</td>
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<td>20</td>
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<tr>
<td>Section IV – Extended Response</td>
<td>20</td>
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<td>20</td>
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Chemistry

Course: Chemistry

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions:

Course Description:
Chemistry is the study of matter, 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 wide 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
- Resources and Materials
- The Acidic Environment
- Chemical Monitoring and Management

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

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course. Written practical reports are a Board of Studies requirement.

Other Comments: Students attempting Chemistry will need to be able to efficiently and adequately grasp scientific concepts.
This is an interesting and academic subject.

Assessment: HSC course only

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A 3 hour written examination</td>
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<td>Core</td>
<td>75</td>
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<td>Core</td>
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<td>Option</td>
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<td>Option</td>
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Community and Family Studies

Course: Community and Family Studies  
Course Cost: $10.00

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, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively. This course is helpful for many units studied at TAFE and university. (e.g. psychology, teaching, nursing and social work units.)

Main Topics Covered:

Preliminary Course
Resource Management
- Basic concepts of the resource management process (approximately 20% of course time).

Individuals and Groups
- The individual’s roles, relationships and tasks within groups (Approximately 40% of course time).

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 of 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
- Social Impact of Technology
- Individuals and Work

Particular Course Requirements:
As part of the HSC, students are required to complete an Independent Research Project (IRP). 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. (The IRP is incorporated with internal school assessment for the HSC course and is not externally marked.)

Assessment: HSC course only

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<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three hour written examination:</td>
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<tr>
<td><strong>Section I – Core</strong></td>
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<tr>
<td>This section will consist of two parts.</td>
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<tr>
<td>Part A – multiple choice</td>
<td>20</td>
<td>Core</td>
<td>75</td>
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<tr>
<td>Part B – short answer questions</td>
<td>55</td>
<td>Research Methodology</td>
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<tr>
<td><strong>Section II - Options</strong></td>
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<tr>
<td>There will be three questions, one from each option. Candidates attempt one question.</td>
<td>25</td>
<td>Groups in Context</td>
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<td></td>
<td></td>
<td>Parenting and Caring</td>
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<td></td>
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<td>Options</td>
<td>25</td>
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<tr>
<td></td>
<td></td>
<td>Family and Societal Interactions</td>
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<td></td>
<td>Social Impact of Technology</td>
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<td></td>
<td></td>
<td>Individuals and Work</td>
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<td></td>
<td></td>
<td>Assess modules using a variety of task types. Note that examinations to a maximum 40% weighting may be used</td>
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<tr>
<td>Candidates attempt one question</td>
<td>100</td>
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</table>
Course: Dance  
Course Cost: $25.00

Prerequisites: Completion of Year 8, 9, 10 Dance at a High School or two years formal training

Course Description:
The study of dance as an artform in Preliminary and HSC courses is based on three interrelated components: Performance, Composition and Appreciation.

Preliminary Course Content involves exploring the components of Performance (performing dance) Composition (creating dance) and Appreciation (understanding dance). Dancers will develop skills in these three areas that they will build upon during HSC Dance.

HSC Course Content allows dancers to put the skills developed in the preliminary course into practice. Students will learn and perform a core performance dance work. They will compose their own dance work using the composition process learnt in the preliminary course. Dancers will thoroughly research two dance works and the associated choreographers. Students must complete a major work and have the option of choosing from Performance, Composition, Appreciation or Dance and Technology.

Main Topics Covered:

Preliminary Course
- Performance (physiology of the human body, safe dance, performance of combination, sequences and dance works)
- Composition (elements of dance, compositional process, compositional structure, movement in relation to a stimulus)
- Appreciation (understanding the sociohistoric context in which dance exists, critical appraisal, gathering, classifying and recording information about dance)

HSC Course
- Performance (performance quality, interpretation and style, dancing with confidence, commitment, focus, consistency, the diversity of dance performance)
- Composition (selecting appropriate elements of composition in relation to intent, use of elements of composition in a personal style, role of dance in achieving personal expression)
- Appreciation (recognises, analyses and evaluates distinguishing features of major dance works, the ability to analyse and synthesise information when making judgments about dance)

Particular Course Requirements:
In addition to core studies in Performance, Composition and Appreciation. Students must elect a major study in Performance, Composition, Appreciation or Dance and Technology. A Process Diary including observation, research and practice of safe dance must be maintained. The diary can be requested by the Board of Studies to validate ownership of the submitted work.

Course Costs: Fees $25.00 plus Costume Fees $40-$50

HSC Assessment:

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<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>Core Performance Interview</td>
<td>20</td>
<td>Development of Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>Core Composition Written Rationale</td>
<td>20</td>
<td>Development of Core Composition</td>
<td>20</td>
</tr>
<tr>
<td>Core Appreciation Major Performance OR Composition OR Appreciation OR Dance and Technology</td>
<td>20</td>
<td>Development of Core Appreciation</td>
<td>20</td>
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<td>Development of Major Work</td>
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<td>Development of Major Work</td>
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100 100
Design and Technology

<table>
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<tr>
<th>Course: Design and Technology</th>
<th>Course Cost: $50.00</th>
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<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
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</table>

Course Description:
Students study design processes, design theory and factors in relation to design projects.
In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects.

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

Main Topics Covered:

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

HSC Course
Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements:
In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

- Course fees of $50 apply and students need to pay for their own major projects in Year 11 and 12.

Assessment HSC course only

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

**Course:** Drama  
**Course Cost:** $30.00

2 units for each of Preliminary and HSC  
Board Developed Course  
Prerequisites: Drama additional study (or equivalent)  
Exclusions: Nil

**Course Description:**  
Students study the concepts of drama through Making, Performing and Critically Studying in Drama. Students engage with these components through collaboration and exploration.

**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. A log book is required to validate the work.

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

**Main Topics Covered:**

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

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

**Particular Course Requirements:**
The Preliminary course 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 two or 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.

**Course Costs:** Fees $30.00

**Assessment HSC course only:**

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Making</td>
<td>40</td>
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<tr>
<td>Plus Viva Voce</td>
<td>30</td>
<td>Performing</td>
<td>30</td>
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<tr>
<td>Individual Project</td>
<td>30</td>
<td>Critically Studying</td>
<td>30</td>
</tr>
<tr>
<td>A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre(Core) Studies in Drama and Theatre</td>
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Economics

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<tr>
<th>Course:</th>
<th>Economics</th>
<th>Course No:</th>
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<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
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**Course Description:**
Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

**Main Topics Covered:**

**Preliminary Course**
- Introduction to Economics (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

**Assessment: HSC course only**

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A three hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
<td>Stimulus-based skills</td>
<td>20</td>
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<td></td>
<td></td>
<td>Inquiry and research</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Communication of economic information, ideas and issues in appropriate forms</td>
<td>20</td>
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</table>
Course: English Standard

Course No:

2 units for each of Preliminary and HSC Exclusions: English (Advanced); English (ESL); 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 units of work called Areas 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 three Modules A, B or C.

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 or film or media or multimedia
- a wide range of additional related texts and textual forms

Assessment: HSC course only

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

2 units for each of Preliminary and HSC

Exclusions: English (Standard); Fundamentals of Board Developed Course

English; English (ESL); Mass Media Studies

Course Description:

- In the Preliminary English (Advanced) course, students explore the ways that 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 that 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 units of work called Areas 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 of 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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study (Common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
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<td>100</td>
</tr>
<tr>
<td>Paper 2 (2 Hours)</td>
<td>60</td>
<td>Assessment across the language modes:</td>
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</tr>
<tr>
<td>Module A</td>
<td></td>
<td>• Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>• Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td>• Reading</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Viewing &amp; representing</td>
<td>15</td>
</tr>
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<td></td>
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<td></td>
<td>100</td>
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</tbody>
</table>

| | | 100 |
Course: English Studies

2 units for each of Preliminary and HSC Content endorsed course

Course Description:
- In the Preliminary English Studies course, students develop their proficiency in English to enhance their personal, social and vocational lives.
- In the HSC 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.

Main Topics Covered:

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

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

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

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

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and values of texts and how language and other techniques are used to convey meaning</td>
<td>30%</td>
</tr>
<tr>
<td>Skills in reading, listening and viewing and in writing, speaking</td>
<td>30%</td>
</tr>
<tr>
<td>Using language accurately, effectively and appropriately for a range of purposes, audiences and contexts</td>
<td>25%</td>
</tr>
<tr>
<td>Develop skills in planning and working individually and collaboratively</td>
<td>15%</td>
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<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

NO EXTERNAL EXAMINATION. RESULTS IN THE COURSE ARE NOT ELIGIBLE FOR INCLUSION IN THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR).
### Preliminary English Extension

| Courses: | Preliminary English Extension  
| HSC English Extension 1  
| HSC English Extension 2 |
|----------|--------------------------------------------------------------|

1 unit of study for each of Preliminary and HSC

| Prerequisites: | (a) English (Advanced) course  
| Preliminary English Extension Course is prerequisite for Extension Course 1  
| Extension Course 1 is prerequisite for Extension Course 2 |
|----------------|----------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Exclusions:</th>
<th>English (Standard); Fundamentals of English; English (ESL)</th>
</tr>
</thead>
</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) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

#### Main Topics Covered:

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

**HSC Extension Course 1**
The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

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

#### Particular Course Requirements:

**Preliminary English (Extension) Course** requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

**The HSC English (Extension) Course 1** requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009 and 2012 Electives and Prescribed Texts).

**The HSC English (Extension) Course 2** requires completion of a Major Work and a statement of reflection.

#### Assessment: HSC Extension Course 1

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

#### Assessment: HSC Extension Course 2

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Major Work Including a 1000–1500 word (maximum) reflection statement</td>
<td>50</td>
<td>Viva Voce: Interview and discussion/exploration of the work in progress</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>Report: The impact of independent investigation on the development of the Major Work</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report: The impact of independent investigation on the development of the Major Work</td>
<td>25</td>
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</table>
Engineering Studies

**Course:** Engineering Studies

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

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

**Main Topics Covered:**

**Preliminary Course**
Students undertake the study 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.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td>100</td>
<td>Tasks relating to module content exclusive of the Engineering reports</td>
<td>100</td>
</tr>
<tr>
<td>Section I – Multiple-choice</td>
<td>10</td>
<td>Engineering reports</td>
<td>65</td>
</tr>
<tr>
<td>– Application Modules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II – Short structured responses</td>
<td>70</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>– Historical and societal Influence</td>
<td></td>
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<tr>
<td>– Scope of the Profession, – Application and Focus Modules</td>
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<tr>
<td>Section III –</td>
<td>20</td>
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<tr>
<td>– short structured responses</td>
<td></td>
<td></td>
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<tr>
<td>– all modules</td>
<td></td>
<td></td>
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<tr>
<td>– Engineering reports</td>
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</tbody>
</table>

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Food Technology

Course: Food Technology
Course Cost: $40.00

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description:
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Main Topics Covered:

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

HSC Course
• The Australian Food Industry (25%)
• Food Manufacture (25%)
• Food Product Development (25%)
• Contemporary Nutrition Issues (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 nutrition issues.

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

Other Comments: During the course students will be involved in practical learning experiences. Therefore a contribution of $40 per year is necessary to cover costs of food purchased. Students must wear covered leather shoes in practical lessons, and wear a hat and apron.

Assessment:

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment Preliminary and HSC Course</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>20</td>
<td>Knowledge and understanding of Food Technology</td>
<td>20</td>
</tr>
<tr>
<td>Section 1 – Multiple Choice</td>
<td>50</td>
<td>Research, analysis and communication</td>
<td>30</td>
</tr>
<tr>
<td>Section 2 – 6 short answers</td>
<td>15</td>
<td>Experimentation and preparation</td>
<td>30</td>
</tr>
<tr>
<td>Section 3 – 1 extended response</td>
<td>15</td>
<td>Design, implementation and evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Section 4 – 1 extended response</td>
<td>15</td>
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</tbody>
</table>
Course: Geography

2 units for each of Preliminary and HSC Board Developed Course  
Exclusions: Nil

Course Description:

- The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

- The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

Main Topics Covered:

**Preliminary Course**
- Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management
- Global Challenges (45%) – geographical study of issues at a global scale.
- Senior Geography Project (15%) – a geographical study of student’s own choosing

**HSC Course**
- Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection
- Urban Places (33%) – study of cities and urban dynamics
- People and Economic Activity (33%) – geographic study of economic activity at a local and global context

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

Particular Course Requirements:

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Component</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Multiple-choice</td>
<td>15</td>
<td>Geographical tools and skills</td>
<td>20</td>
</tr>
<tr>
<td>Short answers</td>
<td>25</td>
<td>Geographical inquiry and research, including fieldwork</td>
<td>20</td>
</tr>
<tr>
<td>Extended responses</td>
<td>60</td>
<td>Communication of geographical information, ideas and issues in appropriate forms</td>
<td>20</td>
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<td>100</td>
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</table>
History Extension

**Course:** History Extension

1 Unit HSC Course (Year 12 only)

Board Developed Course

**Exclusions:** Nil

**Course Description:**

History Extension is designed for students capable and interested in History to build on their experiences in Ancient and/or Modern History by extending their learning in 2 key areas – historiography and historical inquiry. Through an examination of historians and their writings, students will develop an understanding of what is History and how history has been constructed.

**The course is divided into two parts:**

**Part 1: What is History?**

Students examine readings from a variety of historians, and undertake a case study from a list of options. The readings examine the nature, purpose and approaches to history over time, and the case study provides a specific context from ancient, medieval, modern or Australian history through which to examine areas of historical debate.

**Part 2: The Project**

Students are given the opportunity to apply what they are learning in Part 1 to design and conduct their own investigation into an area of changing historical interpretation.

**Particular Course Requirements**

Students must successfully complete the Preliminary course in either Ancient or Modern History to a high standard.

**Assessment:**

<table>
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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hour examination in two parts – 2 essays</td>
<td>50</td>
<td>History Project</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
<td>Internal Presentations</td>
<td>2.5</td>
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<td>Trial Exam</td>
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<td></td>
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<td>Summative essays</td>
<td>2.5</td>
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</table>
Industrial Technology

<table>
<thead>
<tr>
<th>Course: Industrial Technology</th>
<th>Course Cost: $60.00</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</td>
<td></td>
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</tbody>
</table>

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

The Focus Areas includes: Timber Products and Furniture Industries OR Metals and Engineering Industries.
- Only ONE course may be selected.

**Main Topics Covered:**

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

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

**Particular Course Requirements:**
In the Preliminary course, students must design, develop and construct a number of projects. 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.
- Course fees of $60 apply and students need to pay for their own major projects in Year 11 and 12.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A one and a half hour written examination</td>
<td>40</td>
<td>Industry Study</td>
<td>20</td>
</tr>
<tr>
<td>Major Project and related management folio</td>
<td>60</td>
<td>Designing, planning and management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workplace communication</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industry specific content</td>
<td>50</td>
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<td>100</td>
</tr>
</tbody>
</table>

| | | | 100 |
Legal Studies

Course: Legal Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:
The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual’s rights and responsibilities, how disputes are resolved and examine a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analyzing and synthesizing legal information and investigating legal issues from a variety of perspectives.

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

Main Topics Covered:

Preliminary Course
- Part I - The Legal System (40% of course time)
- Part II - The Individual and the Law (30% of course time)
- Part III - The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC Course
- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two Options (50% of course time)

Two options are chosen from:
- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Each topic’s themes and challenges should be integrated into the study of the topic.

Particular Course Requirements: No special requirements

Assessment HSC course only:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Knowledge and understanding of course content</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
<td>20</td>
</tr>
</tbody>
</table>

100  100
## General Mathematics

**Course**: General Mathematics

2 units for each of Preliminary and HSC  
Board Developed Course  

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

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

**Course Description**: General Mathematics focuses on mathematical skills and techniques, which have direct application to everyday activities. 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**
- Financial Mathematics  
- Data Analysis  
- Measurement  
- Probability  
- Algebraic Modelling

**HSC Course**
- Financial Mathematics  
- Data Analysis  
- Measurement  
- Probability  
- Algebraic Modelling

**Assessment**: Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. 20% of the assessment can be based on the Preliminary course.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single HSC examination of two and one half hours duration.</td>
<td>100</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
<td>100</td>
</tr>
</tbody>
</table>

25% of the examination will be based on the Preliminary course. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance.

- 100  
- 100
# Mathematics (2U)

<table>
<thead>
<tr>
<th>Course: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
</tr>
<tr>
<td>Board Developed Course</td>
</tr>
<tr>
<td>Prerequisites: At least Grade B7 in School Certificate Mathematics.</td>
</tr>
</tbody>
</table>

## 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. 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.

## Main Topics Covered:

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

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

## External Assessment
A single written examination paper of three hours duration, consisting of ten questions of equal value.

No more than the equivalent of two questions will be based on the Preliminary course. Questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

## Internal Assessment
The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities.

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.
## Mathematics Extension 1

**Course:** Mathematics Extension 1

3 units in each of Preliminary and HSC  
Board Developed Course  
**Prerequisites:** At least Grade B8 for the School Certificate.

**Course Description:** The content of this course, which includes the whole of the Mathematics 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 Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**Main Topics Covered:**

### Preliminary Course
- Other inequalities  
- Further geometry  
- Further trigonometry  
- Angles between two lines  
- Internal and external division of lines into given ratios  
- Parametric representation  
- Permutations and combinations  
- Polynomials  
- Harder applications of the Preliminary Mathematics course

### HSC Course
- Methods of integration  
- Primitive of $\sin^2 x$ and $\cos^2 x$  
- Equation $\frac{dN}{dt} = k(N - P)$  
- Velocity and acceleration as a function of $x$  
- Projectile motion  
- Simple harmonic motion  
- Inverse functions and inverse trigonometric functions  
- Induction  
- Binomial theorem  
- Further probability  
- Iterative methods for numerical estimation of the roots of a polynomial equation  
- Harder applications of HSC Mathematics topics

**External Assessment**

Two written examination papers. One paper is identical to the paper of three hours duration for the Mathematics course. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of seven questions of equal value.

The equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities.

School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
Mathematics Extension 2 (HSC only)

**Course:** Mathematics Extension 2

3 units in Preliminary
4 units in HSC
Board Developed Course

**Prerequisites:** Marks of over 80% in Preliminary Mathematics Extension 1.

**Course Description:** The content of this course, which includes the whole of the Mathematics 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. As well as studying the Mathematics Extension 2 Syllabus topics, Mathematics Extension 2 students study the entire Mathematics course, and the entire Mathematics Extension 1 Course. Only students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**Main Topics Covered:**

**HSC Course**
- Complex Numbers
- Graphs
- Conies
- Integration
- Volumes
- Mechanics
- Polynomials

**Harder Mathematics Extension/Syllabus Topics**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics course. The other paper, of three hours duration, is based on the Mathematics Extension 2 course and consists of eight questions of equal value, based on the topics prescribed for the course.</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. School assessment for the Mathematics Extension 2 course can be based on the whole of the course. Assessment for this course should not begin until the school program of HSC assessments for other subjects begins.</td>
</tr>
</tbody>
</table>
Modern History

Course: Modern History

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:
Modern History involves acquiring knowledge and understanding, skills of synthesis and analysis, and values and attitudes essential to an appreciation of the modern world. It seeks to develop interest and enthusiasm for history and prepare students for active and informed citizenship in the contemporary world. The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, events, groups and concepts in a range of historical contexts.

Preliminary Course
Part 1: Case Studies (50%)
Two case studies will be undertaken from a range of possible topics from the late 18th, 19th and 20th centuries. The case studies will enable students to apply historical inquiry methods to investigate key features, individuals, groups and concepts. Examples include an investigation of the mystery of the Romanov family, the last dynasty in Russia, and the Civil Rights movement in the US in the 50’s and 60’s.

Part 2: Core Study: The World at the Beginning of the Twentieth Century (30%)
Students will lay the foundations for their HSC topics by investigating the forces and ideas for change and continuity that shaped the early 20th century world using methods of historical inquiry. This topic focuses on the dramatic events of the early 20th century, which led to the outbreak of World War One.

Part 3: Historical Investigation (20%)
The historical investigation is designed to give students an opportunity to develop investigative, research and presentation skills through the selection of a topic that reflects individual student interest. This investigation allows students the option of choosing a topic, which reflects a personal interest.

HSC Course
Part 1: Core Study: World War 1 1914 – 1919: A Source Based Study (25%)
Students use varied sources and acquired knowledge to investigate key features, issues, individuals, groups and events in the study of World War 1, focusing on warfare on the Western front in France and the home fronts of Britain and Germany.

Part 2: National Studies (25%)
Students investigate key features and issues in the history of either Russia or Germany during the 20th century.

Part 3: Personalities in the Twentieth Century (25%)
Students will study one modern personality and gain an understanding of the role of the chosen individual in national and/or international history. Examples include Nelson Mandela, Leon Trotsky, Albert Speer, Mikhail Gorbachev and Ho Chi Minh.

Part 4: International Studies in Peace and Conflict (25%)
Students will investigate key features and issues in the history of one international study of peace and conflict in the period from 1945. Examples include the Cold War, Conflict in Europe 1935 – 45 and Conflict in the Pacific 1937 – 1951.

Particular Course Requirements:
The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination in four parts, including short answer and extended response questions</td>
<td>100</td>
<td>Core, national and inter-national studies are assessed in the following areas: • Knowledge and understanding of course content • Source based skills • Historical inquiry and research Communication of historical understanding in appropriate forms</td>
<td>100</td>
</tr>
</tbody>
</table>

N.B.: At the end of the Preliminary Course in this subject, students may apply to join the History Extension Course. This is a 1 Unit Board Developed Course which must be studied with Ancient or Modern History, or both.
Music 1

**Course: Music 1**

<table>
<thead>
<tr>
<th>Course Cost: $25.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
</tr>
<tr>
<td>Board Developed Course</td>
</tr>
</tbody>
</table>

**Prerequisites:** Music mandatory course (or equivalent)

**Exclusions:** Music 2

**Course Description:** In both the Preliminary and HSC courses, students will study the concepts of music through a wide range of learning experiences. This will be achieved through the areas of performance, composition, musicology and aural (listening) within the context of a wide range of styles, periods and genres.

**Main Topics Studied:** Students study three topics in each year of the course. Topics are chosen from the following list of 21 topics below. Students may choose to revisit a topic studied during the Preliminary course in their HSC year.

- An Instrument and its Repertoire
- Australian Music
- Baroque Music
- Jazz
- Medieval Music
- Methods of Notating Music
- Music and the Related Arts
- Music and Religion
- Music for Large Ensembles
- Music for Radio, Film, Television and Multimedia
- Music for Small Ensembles
- Music in Education
- Music of the 18th Century
- Music of the 19th Century
- Music of the 20th and 21st Century
- Music of a Culture
- Popular Music
- Renaissance Music
- Rock Music
- Technology and its Influence on Music
- Theatre Music

**HSC Course:** Students study three topics and complete core tasks in the areas of performance, composition, musicology and listening. In addition to the core studies, students select **three** electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the HSC 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:**

**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.

**Course Costs:** Fees $25.00

**Assessment: HSC course only**

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

Course: Music 2  

<table>
<thead>
<tr>
<th>Course Cost: $25.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
</tr>
<tr>
<td>Board Developed Course</td>
</tr>
<tr>
<td>Prerequisites: Music Additional Study course (or equivalent)</td>
</tr>
<tr>
<td>Exclusions: Music 1</td>
</tr>
</tbody>
</table>

Course Description:
In the Preliminary and HSC courses, students will study:
The concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Studied:
Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.
In the Preliminary course, the Mandatory Topic is **Music 1600 – 1900**
In the HSC course, the Mandatory Topic is **Music of the Last 25 Years** *(Australian Focus)*
The Additional Topic for each year is taken from the list of 8 topics below:

- Music of a Culture  
- Medieval Music  
- Renaissance Music  
- Baroque Music  
- Classical Music  
- Nineteenth Century Music  
- Music 1900-1945  
- Music 1945 to Music 25 Years Ago

Preliminary Course:
Students complete core studies in performance, composition, musicology and aural. All students are required to compile a composition portfolio.

HSC Course:
Students complete core studies in performance, composition, musicology and aural. Students also select one elective study in either performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to compile a composition portfolio for the core composition.

Particular Course Requirements:
In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

Course Costs: Fees $25.00

Assessment: HSC course only

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

100 100

Extension Course:
Students who participate in the extension course are assumed to have a very high level of music literacy and aural ability as well as advanced performance and musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the student, Senior Music Teacher and the Principal.

Component | Weighting |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance or Composition or Musicology</td>
<td></td>
</tr>
<tr>
<td>2 assessment tasks in area of choice</td>
<td></td>
</tr>
<tr>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Task 2</td>
<td>25</td>
</tr>
</tbody>
</table>
## Personal Development, Health and Physical Education

**Course:** Personal Development, Health and Physical Education

2 units for each of Preliminary and HSC

**Board Developed Course**

**Exclusions:** Nil

**Candidates:** This course is open to ANY student. There are no formal prerequisites for this course and it will provide students with an opportunity to extend and refine the understanding and skills they have developed in Personal Development, Health and Physical Education over Years 7-10 as well as elective courses of study in Years 8 to 10. (P.A.S.S.)

The Personal Development, Health and Physical Education syllabus offers learning opportunities which will enable students to make better informed choices about health matters, leading to individual action and participation in community initiatives. It is concerned with improving the health of both the individual and community through the involvement of students in the processes of investigation, communication, analysis, decision-making and the formation of values.

This course will also provide a foundation for those students with a special or vocational interest in human movement and individual and community health issues such as sports medicine, physiotherapy and nursing.

### Course Description:

The Preliminary course consists of two core modules representing 60% of the course time. An options’ component representing 40% of the course time includes four options of which students are to study two. 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, composition and performing and fitness choices.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes 5 options of which students study two.

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 sport and physical activity in Australian society.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Strands (60% total)</strong></td>
<td><strong>Core Strands (60% total)</strong></td>
</tr>
<tr>
<td>• Better Health for Individuals (30%)</td>
<td>• Health Priorities in Australia (30%)</td>
</tr>
<tr>
<td>• The Body in Motion (30%)</td>
<td>• Factors Affecting Performance (30%)</td>
</tr>
<tr>
<td><strong>Options (40% total)</strong></td>
<td><strong>Options (40% total)</strong></td>
</tr>
<tr>
<td>Select two of the following options:</td>
<td>• The Health of Young People (20%)</td>
</tr>
<tr>
<td>• First Aid (20%)</td>
<td>• Sport and Physical Activity in Australian Society (20%)</td>
</tr>
<tr>
<td>• Composition and Performance (20%)</td>
<td>• Sports Medicine (20%)</td>
</tr>
<tr>
<td>• Fitness Choices (20%)</td>
<td>• Improving Performance (20%)</td>
</tr>
<tr>
<td>• Outdoor Recreation (20%)</td>
<td>• Equity and Health (20%)</td>
</tr>
</tbody>
</table>

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written paper</td>
<td>100</td>
<td>Core</td>
<td>60</td>
</tr>
<tr>
<td>Options</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
**Physics**

**Course: Physics**
2 units for each of Preliminary and HSC
Board Developed Course

**Exclusions:**

**Course Description:**
Physics is the study of the material world. It focuses on investigating natural phenomena and identifying patterns, applying models, principles and laws to explain their behaviour.

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

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

**Main Topics Covered:**

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

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

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

**Particular Course Requirements:**
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time. Written practical reports are a Board of Studies requirement.

**Other Comments:** Students attempting Physics will need to be able to efficiently and adequately grasp scientific concepts.
This is an interesting and academic subject.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>75</td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Core</td>
<td>25</td>
<td>Options</td>
<td>25</td>
</tr>
<tr>
<td>Options</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 100
Senior Science

Course: Senior Science

2 units for each of Preliminary and HSC Board Developed Course

Exclusions:

Course Description:
The Preliminary course incorporates the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and the study of some aspects of human anatomy. 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. The HSC course incorporates core topics dealing with common household chemicals, their function and effects on humans; the technological advances in the communication revolution and their repercussions on society; medical advances in biotics and materials used in the body.

The Senior Science course caters for students requiring a broad cover across all disciplines of science, 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.

Main Topics Covered:

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

HSC Course

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

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

Particular Course Requirements:
The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Option</td>
<td>25</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Subject: Society and Culture

**Course:** Society and Culture

2 units for each of Preliminary and HSC
Board Developed Course

**Exclusions:** Nil

**Course Description:**
Students develop an understanding of how individuals interact with their respective societies. One of the most valuable components of this course is the opportunity and training students receive in social research by learning how to design and conduct interviews, questionnaires, focus groups and observations. Students develop a clearer understanding of features of the society in which they live, and how the media, government, the law and popular culture affect individuals and societies as a whole.

**Main Topics Covered:**

**Preliminary Course**
- **The Social and Cultural World**
  Understanding the fundamental course concepts including power, authority, environment, continuity, change, gender.
- **Personal and Social Identity**
  Understanding how societies contribute to the development of the individual through the family, peers and institutions such as schools.
- **Intercultural Communication**
  Understanding the features of effective communication and how that contributes to improved understanding between different cultural groups.

**HSC Course**
- **Social and Cultural Continuity and Change**
  Understanding how continuity and change affect different aspects of a society such as Turkey, Vietnam or Sri Lanka.
- **Depth Studies**
  Students study two of popular culture, belief systems, equality and difference, work and leisure.

**Particular Course Requirements:** Completion of Personal Interest Project

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination: 60 marks</td>
<td>20</td>
<td>Knowledge and understanding of course content</td>
<td>50</td>
</tr>
<tr>
<td>Social and Cultural Continuity and Change</td>
<td>40</td>
<td>Application and evaluation of social and cultural research methodologies</td>
<td>30</td>
</tr>
<tr>
<td>2 questions on each of the Depth Studies</td>
<td>40</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>Personal Interest Project: 40 marks</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The Personal Interest Project requires students to apply appropriate social and cultural research methodologies to investigate a topic related to the course. The completed project will be a substantial piece of research containing a number of components, including a log that outlines the development of the project and the procedures undertaken in researching the topic. Topics cover issues such as body image, tattooing, gender roles in society, racism in sport and refugees.
Software Design and Development

Course: Software Design and Development  
Course Cost: $40.00

2 units for each of Preliminary and HSC  
Exclusions: Nil

Course Description:
The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

Main Topics Covered:

Preliminary Course
Concepts and Issues in the Design and Development of Software
- 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 developers view of the hardware

Particular Course Requirements:
Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 20% of the HSC course. There are software and course specifications. There is a subject charge of $30.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Knowledge and understanding about development and impact of software solutions and the software development cycle</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design and development of software solutions</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project management techniques, including documentation, teamwork and communication.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project(s)</td>
<td>25</td>
</tr>
</tbody>
</table>

100  100
**Textiles and Design**

<table>
<thead>
<tr>
<th>Course: Textiles and Design</th>
<th>Course Cost: $50.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**Course Description:**
The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the 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 culminates 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 (ATCFAI) (10%)

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

**Particular Course Requirements:**
In the Preliminary course, practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or 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 ATCFAI developed in the Preliminary course.

**Other Comments**: A contribution of $50 is to be paid to cover minor costs involved in practical work.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of one and a half hours</td>
<td>50</td>
<td>Knowledge &amp; Understanding</td>
<td>50</td>
</tr>
<tr>
<td>Major Textiles Project</td>
<td>50</td>
<td>Skills</td>
<td>50</td>
</tr>
</tbody>
</table>

100 100
Visual Arts

Course: Visual Arts  
Course Cost: $70.00

2 units for each of Preliminary and HSC  
Board Developed 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 eg. Photography and Visual Arts

Course Description:
Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered:

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

HSC Course learning opportunities focus on:
- How students may develop their practice in artmaking, art criticism, and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- How students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course
- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½ hour written paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
### HSC COURSE DESCRIPTIONS 2012

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

This course comes from the CPC08 Training Package that will be delivered from 2010. The 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

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS2001A Apply OHS requirement, policies and procedures in the construction industry</td>
<td>CPCCA2002A Use carpentry tools and equipment</td>
</tr>
<tr>
<td>CPCCM1002A Work effectively in the General Construction Industry</td>
<td>CPCCA2003A Erect and dismantle formwork for footings and slabs on the ground</td>
</tr>
<tr>
<td>CPCCM1003A Plan and organise work</td>
<td>CPCCS2003A Prepare surfaces for plastering</td>
</tr>
<tr>
<td>CPCCM1004A Conduct workplace communication</td>
<td>CPCCWF2002A Use wall and floor tilings equipment</td>
</tr>
<tr>
<td>CPCCM1005A Carry out measurements and calculations</td>
<td>CPCCM2006A Apply basic levelling procedures</td>
</tr>
<tr>
<td>CPOHS1001A Work safely in the Construction Industry</td>
<td>CPCCM2004A Handle construction materials</td>
</tr>
</tbody>
</table>

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

#### Qualifications

Students who are assessed as competent in the 8 core and 7 elective units of corently will be eligible for a **Certificate II in Construction Pathways CPC20208**. Students who gain achievement in some of the above units will be eligible for a **Statement of Attainment towards Certificate II in Construction Pathways**.

Successful completion of the unit, CPCCOHS1001A, will lead to the award of a **Construction Induction Card from WorkCover NSW**, which allows the student access to construction sites across Australia for work purposes.

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
- contracting
- modifying buildings
- measuring materials and sites
- communicating with clients
- managing personnel and sites

#### Examples of occupations in the construction industry:

- building
- bricklaying
- carpentry
- concrete
- consulting
- contracting
- glazing
- joinery
- plastering
- structural
- engineering
- shop fitting
- sign writing
- roofing
- 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 who achieve competency in **CPCOHS1001A – Work Safely in the Construction Industry**, will be issued with a **WorkCover NSW Construction Induction Card** (The Whitecard). This is a requirement before commencing work placement.

#### 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 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 the compulsory 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 vocational qualification but may be used in the calculation of the ATAR.

#### Course Costs

$60

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

HSC COURSE DESCRIPTIONS 2012

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

This Curriculum Framework includes courses that are 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
BSBCMN201A Communicate in the workplace
BSBOSH201A Participate in OHS processes
CUEAUD06B Apply a general knowledge of vision systems to work activities
CUECOR01C Manage own work and learning
CUECOR02C Work with others
CUECOR03C Provide quality service to customers
CUECOR04B Deal with conflict and resolve complaints
CUEIND01C Source and apply entertainment industry knowledge
CUESOU07B Apply a general knowledge of audio to work activities
CUESTA05C Apply a general knowledge of staging to work activities
CUELTGT101A Apply a general knowledge of lighting to work activities

Delivery of these electives listed below will require additional teacher qualifications. Please check with the RTO

Audio
CUESOU09B Manage and compile audio replay material

Lighting
CUFLGT302A Record and operate standard lighting cues
CUFLGT303A Install and operate follow spots

Technical General
MEM18002B Use power tools/hand held operations

Front of House
CUEFOH03C Provide seating and ticketing advice
CUEFOH04C Usher patrons
CUEFOH07B Process financial transactions
CUEFOH09B Provide venue information and assistance
CUEFOH10B Monitor entry to a venue
SIRXSLS001A Sell products and services

Units of Competencies – Electives
BSBDIV301A Work effectively with diversity

Staging
CUESTA02C Operate staging elements

Technical General
CUETGE05C Maintain physical production elements
CUETGE15B Handle physical elements safely during bump in / bump out
MEM18001C Use hand tools

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

Qualifications
Students who are assessed as competent in the above units will be eligible for Certificate III in Live Production, Theatre and Events (Technical Operations) CUE30203.

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
Entertainment offers training opportunities to students who are interested in performance and events: dance and drama, lighting and sound, staging and set operations

Examples of occupations in the entertainment industry:
- lighting and sound operations
- audiovisual operations
- scenic art activities
- set and props manufacture
- front of house

Mandatory Course Requirements
Students must undertake a minimum of 70 hours of 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 a level of competency that they can effectively carry out tasks at 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 HSC examination for Entertainment Industry (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 vocational qualification but may be used in the calculation of theATAR.

Course costs $70
Refund Arrangements on a pro-rata basis

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

HSC COURSE DESCRIPTIONS 2012

This course will be delivered 12.30pm to 4.00pm at Elizabeth Macarthur High School as part of the Macarthur Trade Training Centre. Please note that construction of the MTTC facilities should be completed by the end of Semester 1 2012.

Course: Furnishing (240 indicative hours) 4 Preliminary and/or HSC units in total
Board Endorsed Course

This 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

<table>
<thead>
<tr>
<th>Possible Electives (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMFCR0003B</td>
</tr>
<tr>
<td>LMFFM2002B</td>
</tr>
<tr>
<td>LMFFM2001B</td>
</tr>
<tr>
<td>LMFFM3002B</td>
</tr>
<tr>
<td>LMFFM2005B</td>
</tr>
<tr>
<td>LMFFM2007B</td>
</tr>
<tr>
<td>LMFFM2003B</td>
</tr>
<tr>
<td>LMFFF2004B</td>
</tr>
<tr>
<td>LMFFF2008B</td>
</tr>
<tr>
<td>LMFFM2011B</td>
</tr>
</tbody>
</table>

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

Qualifications

Students who are assessed as competent in the above units will eligible for Certificate II in Furniture Making (LMF20309)
Successful completion of the unit, CPCCOHS1001A, will lead to the award of a Construction Induction Card from WorkCover NSW, which allows the student access to construction sites across Australia for work purposes.

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 furnishing industry involves

- Glazing Stained Glass
- Floor Finishing
- Blinds and Awning
- Coopering
- Covering Interior Decorating
- Lead Lighting
- Security Screens and Grills
- Musical Instrument Making and Repair
- Piano Tuning and Repair
- Picture Framing

Examples of occupations in the furnishing industry:

- Upholster
- Cabinet Maker

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.

Course Costs:  $60.00 (to be confirmed)  Refund Arrangements on a pro-rata basis

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

HSC COURSE DESCRIPTIONS 2012

Course: Hospitality (240 indicative hours) Commercial Cookery stream
Board Developed Course
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are 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 |
| SITXOH5001B | Follow health, safety and security procedures |
| SITXOH5002A | 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 |
| SITXFS001A | Implement food safety procedures |

Electives

| SITHCCC003A | Receive and store kitchen supplies |
| SITHCCC006A | Prepare appetisers and salads |
| SITHCCC007A | Prepare sandwiches |
| SITHCCC009A | Prepare vegetables, fruit, eggs and farinaceous dishes |

Students may apply for Recognition of Prior Learning provided suitable evidence 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).

Students who successfully complete a 60hr or 120hr Specialisation Study in addition to the 240hr course, will gain the full qualification of 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 competency. 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 vocational qualification but may be used in the calculation of the ATAR.

Course costs $110

Refund Arrangements on a pro-rata basis

A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/
Hospitality – Multi-skilling

HSC COURSE DESCRIPTIONS 2012

Course: Hospitality (240 indicative hours) Multi-skilling
Board Developed Course

This curriculum framework includes courses which are 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
- SITXOH5001B Follow health, safety and security procedures
- SITXOH5002A Follow workplace hygiene procedures

Food and Beverage Stream
- SITHACS006A Clean premises and equipment
- SITHFAB003A Serve food and beverage to customers
- SITHFAB010B Prepare and serve non-alcoholic beverages
- SITXFS001A Implement food safety procedures
- SITHFAB012A Prepare and serve espresso coffee
- SITXCOM004A Communicate on the telephone
- SITXIND002A Apply hospitality skills in the workplace

Elective
- SITHCCC001A Organise and prepare food
- SITHCCC007A Prepare sandwiches
- SITHFAB012A Prepare and serve espresso coffee
- SITXCOM004A Communicate on the telephone
- SITXIND002A Apply hospitality skills in the workplace

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

Qualifications
- Students who are assessed as competency in all of the above units of competency will be eligible for the Certificate II in Hospitality (SIT20207).
- Students who gain achievement in some of the above units will be eligible for a Statement of Attainment showing partial completion of Certificate II in Hospitality (SIT20207).
- 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
- Barista
- Trainee chef
- Café assistant
- Short order cook
- 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 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 vocational qualification.

Course costs $80
Refund Arrangements on a pro-rata basis

A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/
Primary Industries

The relevant Training Package is currently under review and may result in changes to this course. Information will be forthcoming.

HSC COURSE DESCRIPTIONS 2012

Course: Primary Industries (240 indicative hours)  
Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are 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

<table>
<thead>
<tr>
<th>Mandatory</th>
<th>Elective General (Teachers will advise additional elective choices. List below is options only.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTC2209A</td>
<td>RTC2301A Undertake Operational Maintenance of Machinery</td>
</tr>
<tr>
<td>RTC2401A</td>
<td>RTC2307A Operate Machinery and Equipment</td>
</tr>
<tr>
<td>RTC2701A</td>
<td>RTC2308A Operate ride-on vehicles</td>
</tr>
<tr>
<td>RTC2702A</td>
<td>RTC2309A Operate Tractors</td>
</tr>
<tr>
<td>RTC2704A</td>
<td>RTC2706A Apply chemicals under supervision</td>
</tr>
<tr>
<td>RTC2705A</td>
<td>RTE2115A Muster and move livestock</td>
</tr>
<tr>
<td>RTC2706A</td>
<td>RTE2118A Handle livestock using basic techniques</td>
</tr>
<tr>
<td>RTC2801A</td>
<td>RTE2128A Provide Feed for Livestock</td>
</tr>
<tr>
<td>RTE2503A</td>
<td>RTE3133A Prepare livestock for competition</td>
</tr>
<tr>
<td></td>
<td>RTE2010A Establish Horticulture Crops</td>
</tr>
<tr>
<td></td>
<td>RTE2021A Support Horticulture Crop Harvesting</td>
</tr>
</tbody>
</table>

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

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a Certificate II Agriculture RTE20103.

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 primary industries involves:

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

Examples of occupations in primary industries:

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

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 standards. 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 Primary Industries (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 vocational qualification but may be used in the calculation of the ATAR.

Course costs: $30 plus the cost of a Senior First Aid Course (approx $70)  
Refund Arrangements on a pro – rata basis

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

This course will be presented at Camden High School.
Retail Services

HSC COURSE DESCRIPTIONS 2012

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

This curriculum framework includes courses which are 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
- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXCCS002A Interact with customers
- SIRXCLM001A Organise and maintain work areas
- SIRXCOM001A Communicate in the workplace
- SIRXICT001A Operate retail technology
- SIRXIND001A Work effectively in a retail environment
- SIRXINV001A Perform stock control procedures
- SIRXOHS001A Apply safe working practices
- SIRXRSK001A Minimise theft

General Selling Stream
- SIRXMER001A Merchandise products
- SIRXSL001A Sell products and services
- SIRXSL002A Advise on products and services

Electives
- SIRXFIN001A Balance point-of-sale terminal
- SIRXFIN002A Perform retail finance duties

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

Qualifications

Student who are assessed as competent in the above units of competency will be eligible for a Certificate II in Retail (SIR20207)

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 retail industry involves:

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

Example of occupations in the retail industry:

- buyer
- customer service assistant
- stock controller
- department manager
- human resource manager
- marketing manager
- visual merchandise
- merchandise
- sales manager
- small business owner/manager
- manager/owner of a small business
- sales person

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 standards. 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 Retail (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 vocational qualification but may be used in the calculation of the ATAR.

Course costs $50  
Refund Arrangements on a pro-rata basis

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

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

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

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

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

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

Content Endorsed Syllabuses state the unit value of the course. Some Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.
Applied Mathematics

**Course:** Applied Mathematics

2 Units for each of Preliminary and HSC

Board Endorsed Course

**Prerequisites:** The course has been developed to cater students who have achieved the outcomes for the Stage 5.1 Mathematics course for the School Certificate.

**Exclusions:** Students may not study any other Stage 6 Mathematics course with this course.

**Course Description:**
The aim of the course is to develop students' ability to apply mathematical skills to real life activities by studying course modules based on practical situations with a focus on the local community.

The benefits to students who complete the course include, being able to:
- Deal successfully with real life situations involving Mathematics.
- Develop a positive attitude towards Mathematics.
- Recognise when Mathematics is an appropriate tool with which to solve problems.
- Identify Mathematics as an essential part of adult life by solving 'real life' problems related to their present and future needs
- Communicate mathematical ideas.
- Use appropriate technology for solving mathematical problems

**Main Topics Covered:**

**Preliminary Course:**
- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modeling
- Mathematics & Communication
- Mathematics & Driving

**HSC Course:**
- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modeling
- Mathematics and Design
- Mathematics & Household Finance
- Mathematics & the Human Body
- Mathematics & Personal Resource Usage

**Assessment:**
The school based assessment will include between three to five tasks, with the results being submitted to the Board of Studies. One of the tasks will be an exam-style task. The tasks will be designed to assess Knowledge and Understanding (60%) and Skills (40%).

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is NO external assessment for this course.</td>
<td>0%</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
<td>100%</td>
</tr>
<tr>
<td>0</td>
<td></td>
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<td></td>
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</table>
## Computing Applications

<table>
<thead>
<tr>
<th>Course:</th>
<th>Computing Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Cost:</td>
<td>$30.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Exclusions: Board Developed Courses –</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information Processes and Technology;</td>
</tr>
<tr>
<td></td>
<td>Software Design and Development and courses within the Information Technology Curriculum Framework.</td>
</tr>
</tbody>
</table>

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and is prominent in our entertainment and recreation.

Computing Applications 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 relevant to their own interests. 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 and techniques that will enable them to produce assessment tasks in many other curriculum areas to maximise their marks in those subjects.

Students studying subjects such as English Extension, Society & Culture and subjects where personal folios are required would particularly benefit from Computing Applications.

It is a basic course requirement that individual and/or group project work must form part of the teaching and learning program.

Computing Applications will be studied as a 1 unit course in Years 11 and 12.
## Exploring Early Childhood

<table>
<thead>
<tr>
<th><strong>Course:</strong> Exploring Early Childhood</th>
<th>2 Unit Course / 1 Unit Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Cost:</strong> $40.00</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

This course provides students with an understanding of the importance of the early childhood years and the role of families and communities in providing a safe, nurturing and challenging environment for young children.

### Outline of Course:

**i)** Core: The Core Studies are compulsory

### (A) CORE TOPICS

These units must be studied over the two years:

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

### (B) OPTIONAL MODULES

A number of these optional units will be studied:

- Play and the Developing Child
- Starting School
- Child Health and Safety
- Young Children with Special Needs
- Food and Nutrition
- Learning Experiences for Young Children
- The Children’s Services Industry
- Young Children and the Media
- Historical and Cultural Contexts of Childhood

### Other Comments:

Throughout the course students will be involved in practical learning experiences. Therefore a contribution of $40 to cover costs of food, resources and equipment used is required.

### Assessment:

- Research Task
- Investigation Report
- Practical Project
- Examination
## Photography

<table>
<thead>
<tr>
<th>Course:</th>
<th>Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Cost:</td>
<td>$70.00</td>
</tr>
</tbody>
</table>

Content Endorsed Course

**Exclusions:** Visual Arts – Photography HSC submitted work

### Course Description:
Photography, Video and Digital Imaging offers the student the opportunity to investigate one or a combination of the above photographic fields. The course uses a “Hands On” approach to develop practical skills and includes the study of relevant photographers and processes. The course aims to increase the student’s confidence in the use of cameras, printing and manipulating skills.

The skills learnt in the Preliminary Course are used as building blocks to enable students to use a variety of photographic equipment in the HSC course. Students are encouraged to use these skills to develop their own interpretation and artistic style to produced photographic art works.

**Main Topics Covered**

A number of modules will be studied individually or simultaneously. These may include:

- a) Use of cameras
- b) Film Processing
- c) Printing/Enlarging
- d) Studio Work
- e) Print Manipulation and Special Effects
- f) Interpretation of photographic images and photographs
- g) Digital photography - use of cameras
- h) Digital photography - printing and manipulation techniques
- i) Occupational Health and Safety.

Board Developed modules may be included.

### HSC Assessment:
Assessment will involve set tasks beginning in September. Many tasks will be practically orientated but some academic research, writing and discussion will be used as part of the course, always integrated with the making of photographs. Process diaries and portfolios are also used for assessment purposes. Students do not have to sit for a formal HSC examination. Assessment is derived from an assessment outline, which begins at the start of the HSC course.

### Particular Course Requirements:
A 35 mm manual or automatic camera is recommended, a single lens reflex is preferred. Enthusiasm is a must as this course is orientated towards the practical side of photography, involving the use of time out of school hours to develop a portfolio and complete assessment tasks.

### Course Fees:
Equipment and Resource fees are $70.00. Students with an approved 35mm SLR are entitled to a $30 discount. Please see the Head Teacher of CAPA.
Sport (Coaching)

The relevant Training Package has been reviewed and may result in changes to this course. Information will be forthcoming.

<table>
<thead>
<tr>
<th>Course: Sport (Coaching) (240 indicative hours)</th>
<th>HSC COURSE DESCRIPTIONS 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Endorsed Course</td>
<td>4 Preliminary and/or HSC units in total</td>
</tr>
</tbody>
</table>

This course is accredited for the HSC students and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

### Units of Competencies

#### Compulsory
- BSBCM202A Organise and complete daily work activities
- SRXFAD001A Provide first aid
- SRXGCS002A Deal with client feedback
- SRXINU001A Develop knowledge of the sport and recreation industry
- SRXOHIS001B Follow defined Occupational Health and Safety policies and procedures

#### Stream
- SRSGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities
- SRSOGP002A Apply rules and regulations to conduct games and competitions
- SRXCAI001B Assist in preparing sport and recreation sessions for participants
- SRXCAI002B Assist in conducting sport and recreation sessions for participants
- SRXCAI003B Provide equipment for activities

- Total 115 hrs

#### Electives
- Select from the list in the Board Endorsed Course Board of Studies website link

- Certificate II in Sport (Coaching) (SRS20306) students must achieve:
  - a) 5 core units of competency
  - b) 5 stream units of competency
  - c) 1 specialisation strand, either Basketball, Netball Rugby League or Surf Life Saving
  - c) 6 elective units of competency

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

### Qualifications

Students who are assessed as competent in the above units will eligible for Certificate II in Sport (Coaching) (SRS20306)

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 sport industry involves

- following occupation and safety policies
- providing first aid
- coaching and administration of sport
- preparation for sports sessions
- application of sports and competition rules
- developing and teaching
- creating relationships
- dealing with client feedback
- organising and completing daily tasks
- developing a knowledge of the industry
- basic sports skills

### Examples of occupations in the sport industry:

- Facilities manager
- Sports trainer or coach
- Participant
- Development officer
- Sports Official
- Athletic support worker
- Administration officer

### 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.

### Course Costs

Nil

Refund Arrangements on a pro-rata basis

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

Course: Work Studies
Course Cost: Nil

Content Endorsed Course (240 hours)

Course Description:
Work Studies provides a framework within which students may explore several areas of vocational interest. The strongly practical orientation of the course is intended to give students useful experiences against which to test their emerging career and/or study preferences. It also allows for students to develop a range of skills and attitudes in actual workplace contexts.

The Core: Compulsory (30 hours)
Core 1: Work and Change
Core 2: Experiencing Work

Course Modules

Assessment Requirements:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>30</td>
</tr>
<tr>
<td>Skills</td>
<td>70</td>
</tr>
</tbody>
</table>