

**Tweed** 



**PRELIMINARY HSC &  
HIGHER SCHOOL CERTIFICATE**

**COURSE INFORMATION HANDBOOK  
2016 - 2017**



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# INTRODUCTION

Dear Student,

Congratulations on your commitment to continuing your studies towards your Higher School Certificate. This commitment is an important one and requires a great deal of thought, preparation and research.

Students and parents/caregivers, **please read this booklet carefully before making your final course selections.** The information in this booklet should be used as the basis for making choices about subjects and courses for 2015/2016. This handbook gives you information on the courses available and where they could lead you. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

Where a decision has been made to return to school, course choice becomes extremely important. Your choice of courses will significantly impact upon your options after you leave school.

This handbook contains descriptions of all of the courses that are available for selection by students who enrol in the 2015 Preliminary Course (i.e. Year 11) Wollumbin High School.

## GENERAL INFORMATION FOR STUDENTS

Study in senior school requires a significant step-up in responsibility.

Successful senior school study requires:

- The ability to set sound goals for the future;
- Commitment to completing set tasks in given time frames, additional reading and research;
- Motivation to study;
- **A commitment to abide by school policies, including those regarding the wearing of the school uniform, school behaviour expectations and high levels of attendance.**

**Please note**  
it is recommended that students spend 18 hours per week  
on homework and study for Preliminary courses and  
up to 24 hours per week for HSC courses.

**Remember,**  
all courses in the senior school require considerable effort and commitment.  
**There are no easy courses.** The courses in this handbook have been selected  
to support the ambitions of a wide variety of students.

# SELECTING COURSES

A HSC education is not intended to be entirely vocational in orientation.

A broad education is an asset to any person. **Students are encouraged to participate in courses they find enjoyable and stimulating.**

A number of questions need to be considered by students when choosing courses:

- What are my likes and dislikes?
- Where do my abilities lie?
- What will motivate me?
- What are my realistic career options?
- Do I envisage pursuing tertiary study, and if so which path should I use to pursue it?

Students should think carefully about their course choices. The senior years should be academically challenging and enjoyable. Success will be based on individual performance, not simply on course choices. Students should NOT choose courses based on the assumption that some grant a mark advantage by virtue of the examination scaling process. This assumption is wrong. The scaling process is based on the student's performance and the quality of the candidature state wide. For students who do not achieve well in a course, scaling will not assist them. Individual students need to achieve at a high level to score a high HSC mark. Students should not select courses below or above their ability level in order to try and maximise marks, nor should they choose courses just because their friends do or because they like the teacher.

Discuss with and seek advice from a wide range of people including your parents/caregivers, head teachers, subject teachers, year advisor and career adviser before making your final course selections.

Additionally, students need to be absolutely sure which HSC courses, if any, are required for entry to the careers or further education pathways they are considering. This information is available from the careers adviser.

**Students should choose courses based on interest, ability and need for entry to further education or career.**

Links to other useful information sources:

<http://www.schooltoz.nsw.edu.au/homework-and-study/planning-for-the-future/year-10-subject-selection>

<http://www.schooltoz.nsw.edu.au/homework-and-study/planning-for-the-future/vocational-education-at-school>

Should circumstances dictate, Banora Point High School, Kingscliff High School, Murwillumbah High School, Tweed River High School and Wollumbin High School may work together to offer courses that may not have otherwise been offered in a single school.

The provision of shared mode courses may greatly increase the number of courses available to students. Shared mode classes will be offered on a needs basis.

**Shared mode courses** will be taught by a teacher to students from a number of schools. Shared mode courses may be delivered by a variety of methods including web based communication and collaboration strategies such as *Moodle* or having students from a number of schools travelling to a course (much like current TAFE VET course delivery.) The specific arrangements of the delivery of any shared mode class will be discussed with all affected students prior to the student's final selection of that course.

**It is important to note that the T5 program may still not be able to provide for students selections in every instance. Student numbers and ensuring the quality of delivery will determine which courses will finally run in both normal and shared modes.**

## PLEASE NOTE

**The course information contained in the rest of this booklet has been supplied by the Board of Studies. The material included in the booklet has been reproduced for the information of students and parents. All details were correct at the time of printing. However, the Higher School Certificate regularly undergoes change. Students and parents should check with Head Teachers or on the NSW Board of Studies website in regard to all aspects of the courses they are considering**

## PATHWAYS TO THE HSC

There are a number of methods of gaining a HSC. To gain a HSC a student can:

- (a) **Complete two years of senior schooling** – satisfactorily complete courses at the Preliminary HSC level followed by the HSC level.
- (b) **Accumulate the HSC over a period of up to five years.** The five year period commences in the first year the student attempts a HSC course examination. By the end of the period of accumulation, students must have met all Preliminary and HSC patterns of study requirements. This would suit students interested in part-time study.
- (c) **Vocational Education & Training courses** where the skills (competencies) achieved are recognised by both the Board of Studies (for the HSC) and Australian Qualifications Framework (AQF). The AQF accreditation is nationally recognised by industry, employers and other training providers. These courses provide an invaluable start to a career where skills attained contribute directly to the requirements of the particular industry.
- (d) **School Tailored Programs.** Some schools offer a tailored program of study with a strong focus on vocational outcomes including the achievement of Certificate II qualifications and the development of employability skills. Contact your school's careers adviser to see if your school offers such a pathway.
- (e) **Repeating courses.** Students may repeat one or more HSC courses, but this must be done within the five year accumulation period. In the calculation of the ATAR, the most recent mark in the course will be used. It is not based on the best mark scored during the times the course was repeated.
- (f) **Recognition of Prior Learning.** Students may be granted credit transfer, that is, be able to count studies in educational institutions such as TAFE towards your HSC. Students may also be granted advanced standing; that is, be exempted from some components of the HSC courses if they can demonstrate achievement of syllabus outcomes in another way.
- (g) **School-based apprenticeships and traineeships.** School-based traineeships are contracts of part-time employment, which includes formal training. The formal training will be counted as units of study toward your HSC. Students will still be at school while working part-time. Participants will complete an average of 8-12 hours per week of on-the-job training. A training wage is paid while at work. There will be an opportunity to complete additional hours during the school holidays.

Students must be committed to maintaining a sound level of achievement in all HSC subjects. Working part-time whilst studying presents some students a time management challenge.

School-based traineeships are explained in more detail later in this handbook.

## RECORD of SCHOOL ACHIEVEMENT (RoSA)

This new credential has been introduced and will be issued by the NSW Board of Studies to provide recognition for those students who complete Stage 5 (year 10), and then leave school prior to completing a HSC. This cumulative credential summarises academic results and Stage 6 course participation up to the point that the student leaves school. An up to date **transcript** or **Student e-Record** can be generated from the BOS website at any point in time. It will include a grade for those courses satisfactorily completed and list those courses the student is currently participating in. In addition, students may sit for separate Literacy and Numeracy Tests which will be helpful when seeking employment. **This credential is only available at the time a student exits from the school system between the end of Year 10 and the end of Year 12.** Students completing the HSC will receive the complete academic transcript in their HSC documentation.



# REQUIREMENTS FOR THE AWARD OF THE “HSC”

To be awarded the HSC a student must:

- Satisfactorily complete courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- Sit for, and make a serious attempt at, the Higher School Certificate examinations.
- **Study a minimum of 12 units for the Preliminary Higher School Certificate and a minimum of 10 units for the Higher School Certificate.** The pattern of study for the Preliminary HSC and the HSC must include the following:
  - **An English course** (min 2U value); either English Standard, English Advanced or English Studies
  - **At least two other Board Developed Courses** of 2 unit value or greater
  - **At least four subject areas**

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

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements for the HSC. See your year adviser for a copy
- For students seeking an **Australian Tertiary Admission Rank (ATAR)**, the pattern of study must include a **minimum of 10 Board Developed units in the HSC year**, including at least **2 units of an English Board Developed course**. The booklet, *University Entry Requirements 2013 Year 10 Booklet* contains important information about entry to university courses (mainly NSW Universities), course prerequisites and other information to assist in making appropriate selections of HSC courses for study in Year 11 and 12 in preparation for university entry. Copies are available in the Careers Office or they can be purchased from UAC. See your Year Advisor for more details.
- For those **not wishing to receive an ATAR**, once the **six units of Board Developed Courses** are selected, the **rest of the courses may be made up from Board Endorsed Courses**.

## WHAT ARE “UNITS”?

The following is a guideline to help explain the pattern of courses. All courses offered for the Higher School Certificate have a unit value. Most courses are 2 units courses however, some have a value of 1 unit or 3 units.

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

**The majority of courses are offered as 2 unit courses.** However, Extension 1 courses are available in a number of courses. Extension 1 courses require students to work beyond the standard of the content of the 2 unit course.

**2 units = 4 hours each week / 120 hours each year = 100 marks**

### Extension Courses

Extension 1 courses carry a value of 1 unit and a mark value of 50.

Extension 1 courses are available at the Preliminary stage in English and Mathematics only.

Extension 2 courses are available in English and Mathematics as well as Extension 1 courses in History, Music, some Languages and VET at the HSC stage.

Some Board Developed VET courses have extension courses called “specialisation studies” at a value of 1, 2, 3 and 4 units.

Satisfactory completion of the Preliminary Extension 1 course is required before enrolment in any Extension 2

HSC course. Extension 2 courses require students to work beyond the standard of the content of the Extension 1 course. Extension 2 courses must be taken concurrently with the corresponding Extension 1 course. Extension 2 courses have a mark value of 50 marks.

## **TYPES OF COURSES**

There are four different types of courses offered in Years 11 and 12.

### **Board Developed Courses**

These courses are developed by the Board of Studies (BOS). There is a syllabus for each course, which contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow the same course syllabus.

**Board Developed Courses** are examined externally at the end of the HSC course and **can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).**

#### **Category A and Category B Courses:**

Board Developed Courses are categorised as either Category A or Category B for the purposes of calculating the **ATAR**. In most cases other than VET board Developed Courses are Category A.

**NOTE: For students seeking an ATAR only ONE Category B - Board Developed course can contribute towards the ATAR score.**

### **Board Endorsed Courses**

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

- **Content Endorsed Courses (CEC)** have a syllabus endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- **Schools Design Courses** are special courses designed by individual schools to meet student needs. The Board of Studies must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

**Note: Some Board Endorsed Courses are one-year courses.**

There is **no external examination for any Content Endorsed Course or School 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 contribute to the calculation of an ATAR.**

## Vocational Education & Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. **VET courses are either Board Developed or Board Endorsed courses.** They enable students to study courses which are industry specific 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 workplace component specifying a minimum number of hours that students must spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others.

All VET courses count towards the Higher School Certificate and appear on your Record of Achievement. However, **only Board Developed VET courses contribute to the calculation of an ATAR.** These are generally classed as Category B - Board Developed Courses and as such only ONE can count towards the ATAR score.

**For more information on VET courses refer to the VOCATIONAL EDUCATION AND TRAINING (VET) COURSES section of this booklet.**

Some common characteristics apply to these courses:

- Learning occurs both in structured workplace training (on the job) and the classroom.
- Successful completion of a full 240 hour VET course within a Board Developed VET Framework provides students with an opportunity to achieve an AQF qualification at Certificate II or III level. Students successfully completing less than the full requirements for a qualification level i.e. 120 hour course or exiting a course early will receive a Statement of Attainment outlining the competencies achieved.

Study of VET Board Developed Courses involves spending a mandatory minimum number of hours (often 35hrs/yr) in a structured work placement in an actual workplace setting where learning certain prescribed skills and knowledge occurs. **Work placement is an HSC requirement. Failure to complete a structured work placement will jeopardise the course result and may jeopardise the HSC.**

**All VET Frameworks are Category B courses** and may contribute up to 2 units towards an ATAR. Students have the option to sit for a HSC examination in all the courses listed above to have them **count towards an ATAR.**

Some of these courses can be studied in schools while others can be studied at TAFE Institutes or with other training providers. It could be a combination of learning experiences.

### School Delivered VET Courses

The **T5** group of schools will be offering students the opportunity to study the following VET Board Developed Industry Framework courses in our schools:

- Construction
- Entertainment Industry
- Skills for Work & Vocational training
- Hospitality

Aquaculture is also offered as a VET course. This course is an **endorsed course** so does not contribute towards an ATAR.

## TAFE Delivered VET Courses – TVET

Alternatively, the North Coast Institute of TAFE will offer TVET courses specifically designed to meet local needs. It is important to note that TAFE may not be able to provide student selections in every instance. Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

The North Coast Institute of TAFE campuses at Kingscliff and Murwillumbah also offer a wide variety of VET Board Endorsed Courses which count towards your HSC. **These courses will NOT count towards an ATAR.** Refer to the *VET Courses TAFE Delivered* section of this booklet for a list of available courses.

Students need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week. The majority of courses conclude after school hours and students make their own way home. Due to extended class time, attendance is critical to the successful completion of course requirements.

See your careers adviser or the TVET Guide for a full list of VET courses available.

### Life Skills Courses (as part of a special program of study)

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Preliminary and HSC years.

Stage 6 (Years 11 & 12) Life Skills Courses will be available for students following a Special Program of Study for the Higher School Certificate.

Life Skills courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

The Board expects that most students meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over a total of 240 indicative hours. That is, 120 indicative hours of study will occur in each level of the course.

There is **no external examination for any Life Skills courses** but all Life Skills courses count towards the Higher School Certificate and appear on your Record of Achievement. **Life Skills courses do not count in the calculation of an ATAR.**

For more information on Life Skills courses see the careers adviser in your school.

# SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SbATs)

School Based Apprenticeships/Traineeships aim to make Years 11 & 12 work for you by combining employment, qualifications and the HSC. Satisfactory completion of the traineeship provides a minimum of 4 units towards the HSC. The 4 units generally come from 2 units of the appropriate TVET course and 2 units from workplace training and experience.

**School Based Traineeships suit any student who is keen to get a head start in an apprenticeship in their preferred industry area. At the end of Year 12 students will not only receive their Higher School Certificate but will have valuable experiences and a qualification.**

All successfully completed School Based Traineeships in NSW gain a *Certificate of Proficiency* and *nationally recognised qualification*. The qualification will be recognised by industry under the Australian Qualifications Framework (AQF). **Completing Certificate II means students will have completed a minimum of 240 hrs of formal training in the work place or simulated work place.**

## Getting Started

Gaining a School Based Apprenticeship/Traineeship follows the same process as securing a part-time job:

- Students and their families need to approach their potential employers with their resume.
- If an employer is interested in employing the young person in a SbAT, the employers contact details should be presented to the careers adviser who will liaise with the DET School Based Apprentice / Traineeship Coordinator and the prospective employer.

School Based Apprenticeship/Traineeships are also available to currently employed school students, who have been employed for less than 12 months on a casual basis.

## Commitments

- Students must commit to completing a part-time apprenticeship during Years 11 and 12 then full time after completion of the HSC for the remaining term of the apprenticeship.
- Students must attend TAFE to complete Stage 1 of their trade course. This counts as part of the HSC. Students must also complete a minimum of 7 hours work each week which may have to be undertaken on a school day.
- Students must also be prepared to work some days, evenings, weekends and holidays to accumulate the required work placement hours needed for satisfactory completion of the School Based Apprenticeship / Traineeship.
- At the end of Year 12 students commence full time with their employer for the remaining term of your apprenticeship.

**Please note:** Students are required to attend class and keep up to date with the course work and assessment tasks in all their other courses.

## Apprenticeships Available

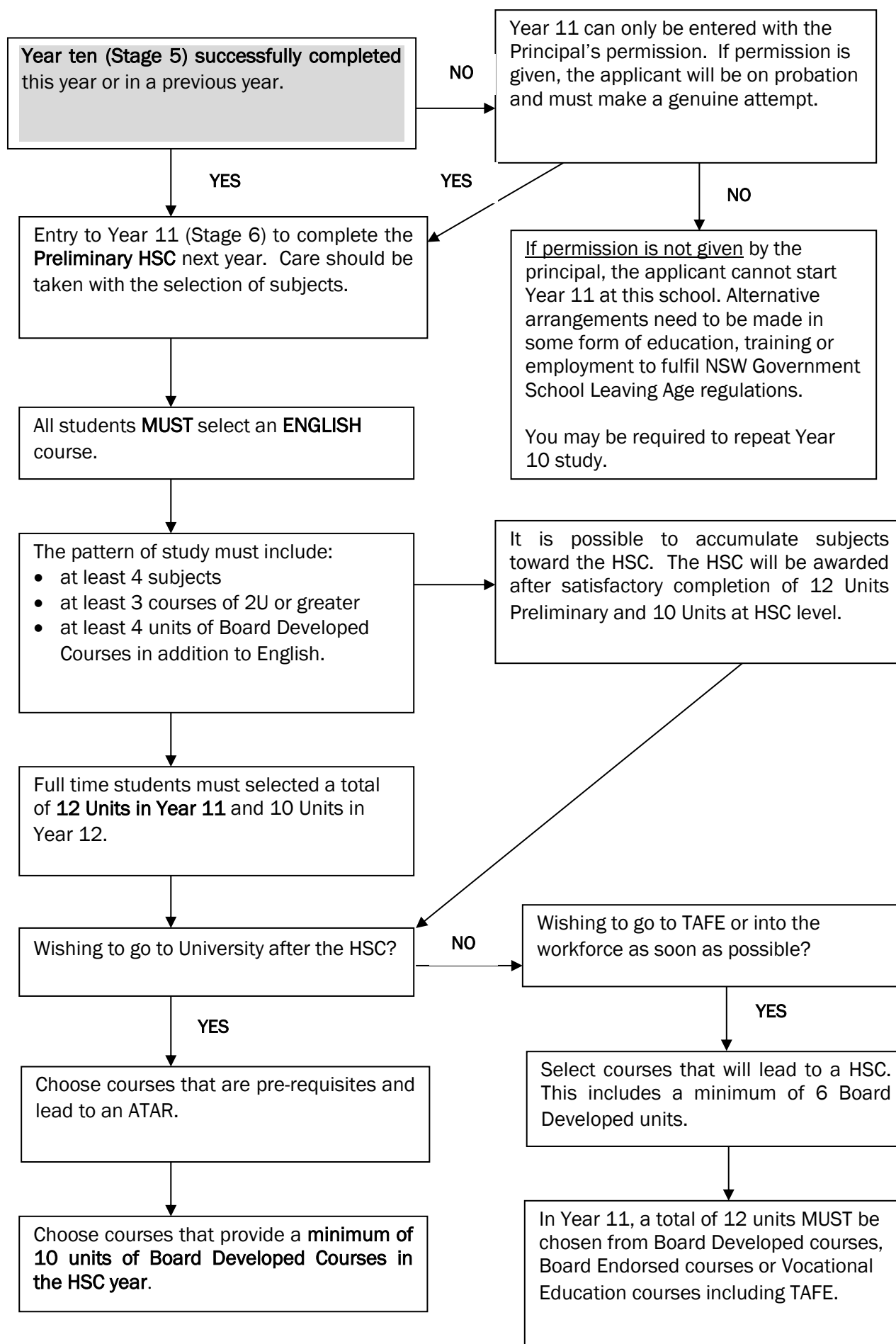
School Based Apprenticeships/Traineeships are available in a wide range of trade areas including:

- Automotive
- Hospitality
- Metals and
- Beauty / Hairdressing
- Electrotechnology
- Engineering
- Carpentry and Joinery
- Plumbing

For more information on School Based Apprenticeships see the careers adviser and visit the following website for information on apprenticeships available in NSW <http://www.sbatinnsw.info/index.php>

For further assistance contact Ms Ndegwa the Careers Adviser.

## PATHWAYS FLOW CHART - FROM YEAR 10 to a HSC



# ASSESSMENT & REPORTING

The HSC reports will provide students with detailed descriptions of the knowledge, skills and understanding needed to be attained in each course.

Teachers are provided with a syllabus package for each course. The packages include the Board of Studies syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

The syllabuses, along with assessment and examination information and a performance scale are used to describe each student's level of achievement and give a clear idea of the standards expected.

The HSC reports will provide a description of student achievement.

**School-based assessment tasks will contribute to 50% of the HSC mark.** The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The remaining 50% of the HSC mark will come from the HSC examination.

The HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student only achieves the minimum standard expected in a course they 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.

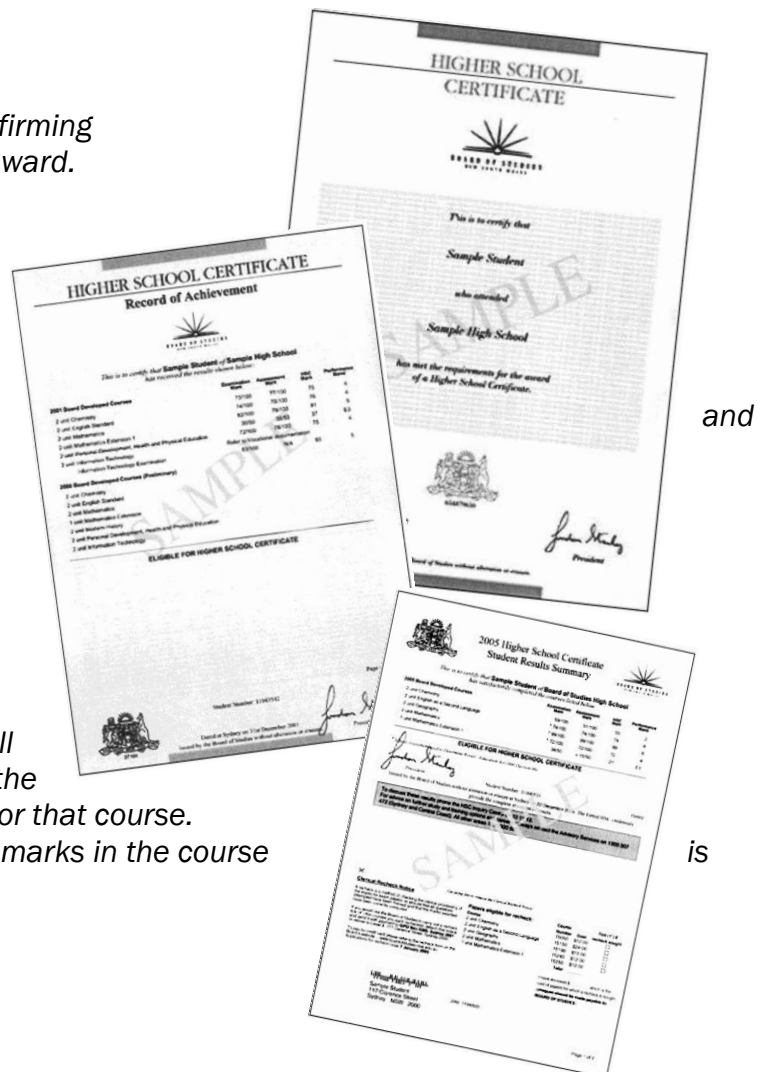
On satisfactory completion of the HSC students will receive a portfolio containing:

**The HSC Testamur.** *The official certificate confirming your achievement of all requirements for the award.*

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

## Course Reports.

*For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band description for that course. A graph showing the state-wide distribution of marks in the course also shown.*



# AUSTRALIAN TERTIARY ADMISSIONS RANK - ATAR

The AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) is calculated by the universities.

It is likely students will need an ATAR if they are considering applying for a university, Qld TAFE Diploma courses, ADFA or the Police Force after leaving school.

## Eligibility for an ATAR.

To be eligible for an ATAR a student must satisfactorily complete at least ten Board Developed units, including at least two units of English. Please note that the course **English Studies does not meet ATAR requirements**.

At least eight units must be **Category A** courses.

Courses completed must include at least three Board Developed courses of two units or greater and at least four subjects: see (a) below.

## Calculation of the ATAR.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- your best two units of English; and
- your best eight units from the remaining units.

**Note:** No more than two units of Category B courses will be included.

## Important Notes.

(a) **Subject** is the general name given to an area of study. A **Course** is a branch of study within a subject. A subject may have different courses, for example, with the subject English, the courses will include English Standard, English Studies, English Advanced and English Extension.

(b) **Courses are categorised as either Category A or Category B.** Only one Category B course can be included in the calculation of an ATAR.

(c) **Board Endorsed Courses either at school or TAFE are not considered in the calculation of an ATAR.**

(d) Students may accumulate courses over a period of no more than five years.

(e) If a student repeats a course only the last satisfactory attempt is used in the calculation of the ATAR.

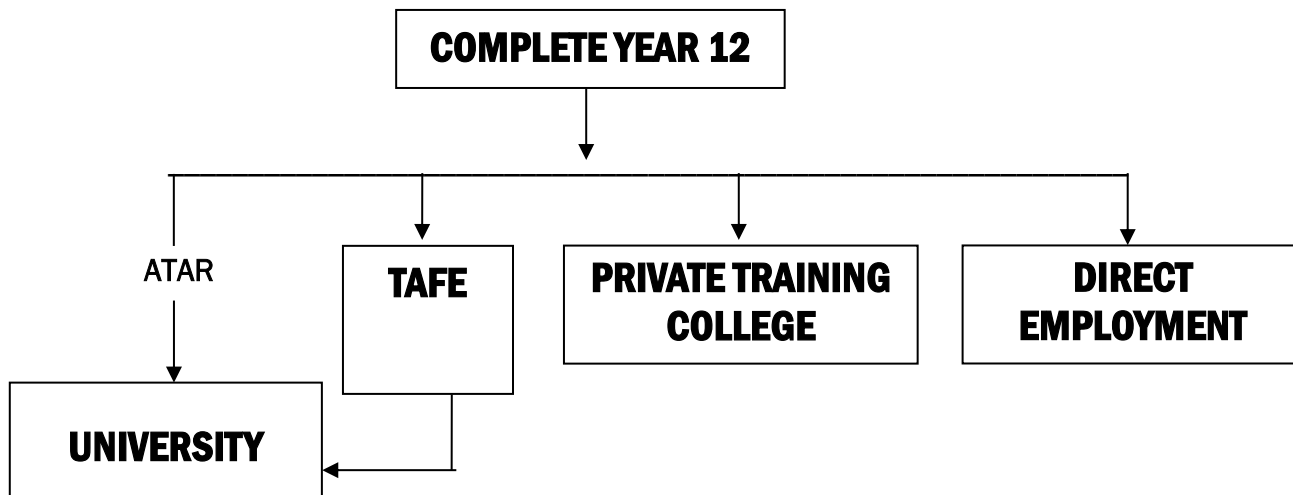


# **CAREER PLANNING**

# HSC COURSE SELECTION – Relevance to Career Planning

Students need to choose combinations of courses, which will best prepare them for entry to their preferred pathways after Year 12.

The main pathways after Year 12 are shown in the diagram below.



A student's future pathway depends largely on his/her interests, abilities and career aspirations. This should be reflected in his/her choice of subjects.

## Going to a University

Students who intend to pursue this option need to be fully aware of university course entrance requirements. The following information needs to be researched:

- the broad range of courses offered at university.
- what the Australian Tertiary Admission Rank (ATAR) is and how it is calculated.
- specific information regarding pre-requisites, assumed knowledge and recommended studies for courses.
- additional selection criteria for certain courses eg. audition, portfolio, supporting statements, questionnaires, tests and interviews.

Sources of information on university requirements:

1. The Australian Tertiary Admissions Rank 2015 Booklet for Year 10 Students.
2. [www.myfuture.edu.au](http://www.myfuture.edu.au)
3. NSW UAC Guide and QLD QTAC Guide.
4. Job Guide [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)
5. Resources in careers office
6. University web sites

[www.qtac.edu.au](http://www.qtac.edu.au) → schools and institutions → Years 10 and 11 → Tertiary prerequisites → for Year 10 students → 2014

[www.uac.edu.au](http://www.uac.edu.au) → undergraduate → publications → undergraduate publications → university entry requirements 2014 → Year 10 Booklets (for 2011 Year 10 students).

## Going to a TAFE College

TAFE offers vocational (job skills *training*) courses at Certificate I, II, III, & IV, Diploma and Advanced Diploma levels.

Diploma, Advanced Diploma and some Certificate courses require the HSC and in some cases have specified pre-requisites.

For a number of Certificate courses the minimum level of school education required is the Year 10 Record of School Achievement. However many HSC students apply for these courses and often have a competitive edge in gaining entry if particular HSC courses have been studied. So make your HSC count by planning a HSC pattern of study around your preferred TAFE area of study.

Undertaking a School Based Apprenticeship or Traineeship will greatly enhance your TAFE studies and employment opportunities after leaving school.

### HSC/TAFE advanced standing & credit transfer

Students completing some HSC courses at a satisfactory level may count these towards a TAFE award. They will then not have to study certain courses or modules in TAFE courses.

Following are examples of clusters of HSC courses that will give students maximum advanced standing in various TAFE courses.

1. Economics + Business Studies = students gains advanced standing for approximately 50% of the Banking Certificate III
2. Business Studies + Computing = advanced standing for 66% of the Small Business Enterprise Certificate
3. Hospitality + PD/H/PE + Computing + Maths = advanced standing for 57% of the Accommodation Services, Level 2 Certificate
4. Computing + Engineering Studies + Physics + Maths 2U = advanced standing for 36% of the Mechanical Engineering Associate Diploma.

For further information about clusters of subjects or Credit Transfer generally, students should contact their school careers adviser.

### Going to TAFE then a University

Students should also know that on successfully completing a TAFE qualification they can progress to higher level courses at TAFE and ultimately into a university course if they so desire. At each new level of study, Advanced Standing can be granted on the basis of courses already completed eg. The TAFE *Diploma in Child Studies* is usually an acceptable qualification for entry to a Bachelor of Education course at university with advanced standing given in some subjects. This pathway of progression to higher levels of qualification is useful for students who miss out on getting into a higher level course directly from school, yet wish to improve their career prospects with higher levels of study.

Sources of information on the TAFE requirements:

1. TAFE Handbooks provide information on all courses offered at TAFE together with admission requirements. See your careers adviser.
2. HSC/TAFE Credit Transfer Guide.
3. Credit Transfer from TAFE to Higher Education Handbook gives details of advanced standing possibilities from TAFE Associate Diplomas to university courses See your careers adviser
4. Job Guides
5. Resources in the Careers Advisers office such as university handbooks and guides.
6. [www.tafensw.edu.au](http://www.tafensw.edu.au) (NSW TAFE) or [www.nci.tafensw.edu.au](http://www.nci.tafensw.edu.au) (North coast Institute of TAFE)

## Going to study with Private Providers

Students who complete their HSC studies can elect to undertake vocational training in courses offered by private providers. It is important for students to check directly with these institutions for entrance requirements.

Information on local private providers including *TURSA Employment & Training Inc, On Q Group Training, Tweed Recruitment* and *Mission Employment* is available from the Careers Adviser.

## Going to Direct Employment

Some students return to school with the intention of gaining employment on completion of their HSC or possibly before they complete their HSC.

Certain employers such as the *Australian Armed Forces* have HSC requirements.

Other forms of employment may not require specific HSC subjects or even the HSC itself (eg. Apprenticeships, Traineeships). However a student's chance of gaining employment in many fields will be considerably enhanced if they perform well in related courses at HSC level.

Sources of Information:

1. The Job Guide or [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au) is an excellent initial source of information for researching specific forms of employment and related HSC requirements.
2. [www.myfuture.edu.au](http://www.myfuture.edu.au) is an Australian career information and exploration service.
3. [www.schooltowork.com.au](http://www.schooltowork.com.au) provides updated information on career planning, study choices and jobs.
4. Resources in careers adviser's office.
5. Websites of private providers.
6. University/TAFE Open Days which are listed in regular School Newsletters.

## ADDITIONAL INFORMATION - LINKS

Additional information can be found at the following websites:

Board of Studies	<a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a>
North Coast Institute of TAFE	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>
TAFE Queensland	<a href="http://www.tafe.net">www.tafe.net</a>
Information on credit transfer into TAFE courses	<a href="http://www.det.nsw.edu/hsctafe">www.det.nsw.edu/hsctafe</a>
HSC on line at Charles Stuart University	<a href="http://hsc.scu.edu.au">http://hsc.scu.edu.au</a>
Job Guide on line	<a href="http://www.jobguide.deewr.gov.au">www.jobguide.deewr.gov.au</a>
My Future – <i>Australia's career information and exploration service</i>	<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a>
Exploring Career Options	<a href="http://www.realgame.gov.au">www.realgame.gov.au</a>
New Higher Education Reforms	<a href="http://www.backingaustraliasfuture.gov.au">www.backingaustraliasfuture.gov.au</a>
University Admissions Centre NSW	<a href="http://www.uac.edu.au">www.uac.edu.au</a>
University Admissions Centre QLD	<a href="http://www.qtac.edu.au">www.qtac.edu.au</a>
Griffith University	<a href="http://www.griffith.edu.au">www.griffith.edu.au</a>
Macquarie University	<a href="http://www.mq.edu.au">www.mq.edu.au</a>
Queensland University of Technology	<a href="http://www.qut.edu.au">www.qut.edu.au</a>
Southern Cross University	<a href="http://www.scu.edu.au">www.scu.edu.au</a>
University of New South Wales	<a href="http://www.unsw.edu.au">www.unsw.edu.au</a>
University of Queensland	<a href="http://www.uq.edu.au">www.uq.edu.au</a>
University of Sydney	<a href="http://www.usyd.edu.au">www.usyd.edu.au</a>
University of Technology (Sydney)	<a href="http://www.uts.edu.au">www.uts.edu.au</a>
University of New England	<a href="http://www.une.edu.au">www.une.edu.au</a>
Bond University	<a href="http://www.bond.edu.au">www.bond.edu.au</a>
University of Southern Queensland	<a href="http://www.usq.edu.au">www.usq.edu.au</a>
WIRL Career (password needed)	<a href="http://www.wirl.com.au">www.wirl.com.au</a>
Job Jump (password needed)	<a href="https://jobjump.com.au/">https://jobjump.com.au/</a>

# **CHOOSE YOUR COURSES**

## COURSE RESTRICTIONS

### Specific HSC Course Notes

These notes (1–5) refer to the list of courses

1. To elect Extension History in Year 12 students needs to study Ancient History, Modern History or both in Year 11. Students may then elect an additional 1 unit Extension History course in Year 12.
2. Students may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units. The course Senior Science may not be taken as a Preliminary course with any of the above Science courses.
3. HSC Extension Music is only available to students who study Music Course 2.
4. The Studies of Religion I and Studies of Religion II courses cannot be studied together.
5. Only ONE Industrial Technology option can be studied.

### GENERAL NOTES

- Only ONE course from each of the following subject groups can be selected:
  - English - [English Standard or English Advanced]
  - Japanese - [Japanese Beginners or Japanese Continuers]
  - Mathematics - [General Mathematics or Mathematics]
- 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, Dance, Community and Family Studies, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Students studying Industrial Technology (Electronics Industries; Graphics Industries; Metal and Engineering Industries) are NOT permitted to study courses relating to the Metal and Engineering Curriculum Framework (TVET).
- Students studying Industrial Technology (Electronics Industries) are NOT permitted to study courses relating to the TVET Electrotechnology course.
- Students studying Visual Design may NOT study Design Foundation Studies (TVET) concurrently.
- Students studying Exploring Early Childhood may NOT study Children's Services – Introduction.

**Additional information about courses and the HSC is available on the Board of Studies Website: <http://www.boardofstudies.nsw.edu.au>**



## **BOARD DEVELOPED COURSES CATEGORY A**

THESE COURSES COUNT TOWARDS AN ATAR  
LISTING BY SUBJECT AREA

ENGLISH – mandatory HSC Requirement

MATHEMATICS

SCIENCE

HUMAN SOCIETY AND IT'S ENVIRONMENT

CREATIVE AND PERFORMING ARTS

TECHNOLOGY

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL ED.

<b>English Standard</b>	<b>Course No:</b> 15130
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> English (Advanced); English (ESL); English (Extension) English Studies
<p><b>Course Description</b></p> <p>In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.</p> <p>In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</li> <li><input type="checkbox"/> Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.</li> </ul> <p><b>HSC Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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 and C.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English (Standard) Course</b> students are required to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> study Australian and other texts</li> <li><input type="checkbox"/> explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts</li> <li><input type="checkbox"/> undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</li> <li><input type="checkbox"/> integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</li> <li><input type="checkbox"/> engage in the integrated study of language and text.</li> </ul> <p><b>HSC English (Standard) Course requires the close study of:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> at least four types of prescribed text, one drawn from <b>each</b> of the following categories: prose fiction; drama; poetry; nonfiction <b>or</b> film <b>or</b> media <b>or</b> multimedia texts</li> <li><input type="checkbox"/> a wide range of additional related texts and textual forms.</li> </ul>	



<b>English Advanced</b>	<b>Course No:</b> 15140
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> English (Standard); Fundamentals of English; English (ESL) English Studies
<p><b>Course Description</b></p> <p>In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</li> <li><input type="checkbox"/> Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.</li> </ul> <p><b>HSC Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules A, B and C.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English (Advanced) Course</b> students are required to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> study Australian and other texts</li> <li><input type="checkbox"/> explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts</li> <li><input type="checkbox"/> undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</li> <li><input type="checkbox"/> integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</li> <li><input type="checkbox"/> engage in the integrated study of language and text.</li> </ul> <p><b>HSC English (Advanced) Course</b> requires the close study of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> at least <b>five</b> types of prescribed text, one drawn from <b>each</b> of the following categories: Shakespearean drama; prose fiction; drama <b>or</b> film; poetry; nonfiction <b>or</b> media <b>or</b> multimedia texts</li> <li><input type="checkbox"/> a wide range of additional related texts and textual forms.</li> </ul>	

<b>Preliminary English Extension</b> <b>HSC English Extension 1</b> <b>HSC English Extension 2</b>	<b>Course No:</b> TBA <b>Course No:</b> 15160 <b>Course No:</b> 15170
1 unit of study for each of Preliminary and HSC <b>Prerequisites:</b> (a) English (Advanced) (b) Preliminary English (Extension) is a prerequisite for English Extension Course 1 (c) English Ext Course 1 is a prerequisite for English Ext Course 2	<b>Exclusions:</b> English (Standard); Fundamentals of English; English (ESL); English Studies
<b>Course Description</b> 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 HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.	
<b>Main Topics Covered</b> <b>Preliminary English (Extension) Course</b> The course has one mandatory section: Module: Texts, Culture and Value. <b>HSC English Extension Course 1</b> The course has one section. Students must complete one elective chosen from one of the three modules offered for study: <input type="checkbox"/> Module A: Genre <input type="checkbox"/> Module B: Texts and Ways of Thinking <input type="checkbox"/> Module C: Language and Values. <b>HSC English Extension Course 2</b> The course requires students to complete a Major Work.	
<b>Particular Course Requirements</b> In the <b>Preliminary English (Extension) Course</b> students are required 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. <b>HSC English Extension Course 1</b> requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts). <b>HSC English Extension Course 2</b> requires completion of a Major Work and a statement of reflection.	

<b>English Studies</b> (Endorsed Course)	<b>Course No.:</b> 30100
<b>Content Endorsed Course (CEC) – 2U x 2yr</b> <b>Does fulfil English pattern of study requirements for a HSC</b> however it <b>does not</b> contribute to ATAR calculations	<b>Exclusions:</b> English (Standard); English (Advanced); English (ESL); English (Extension)
<p><b>Course Entry Guidelines</b></p> <p>This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and <b>who intend to proceed from school directly into employment or vocational training.</b></p> <p>Students considering choosing the course should be advised that:</p> <ul style="list-style-type: none"> <li>• English Studies is a Stage 6 Content Endorsed Course with no HSC examination.</li> <li>• Satisfactory completion of English Studies as part of the pilot program will fulfil English pattern-of-study requirements for the Higher School Certificate. English Studies will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.</li> <li>• Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).</li> </ul> <p><b>Course Description</b></p> <p>In the <i>English Studies</i> course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> (120 indicative hours):</p> <ul style="list-style-type: none"> <li>• The module 'Achieving through English – English and the worlds of education, careers and community' is mandatory in the Preliminary course.</li> <li>• Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module.</li> </ul> <p><b>HSC Course</b> (120 indicative hours):</p> <ul style="list-style-type: none"> <li>• The module 'We are Australians – English in citizenship, community and cultural identity' is mandatory in the HSC course.</li> <li>• Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module.</li> </ul> <p>The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.</p> <p>Schools may develop and offer one 20-hour module of their own design for the Preliminary year.</p>	
<p><b>Particular Course Requirements</b></p> <p>In each of the <b>Preliminary</b> and <b>HSC</b> courses students are required to:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts</li> <li>• undertake study of at least one substantial print text and at least one substantial multi-modal text</li> <li>• be involved in planning, research and presentation activities as part of one individual and/or one collaborative project</li> <li>• engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions</li> <li>• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.</li> </ul>	

<b>Preliminary Mathematics General</b>		<b>Course No:</b> 15230
2 units for each of Preliminary and HSC Board Developed Course <b>Prerequisites:</b> For students who intend to study the General Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i> , particularly the Patterns and Algebra topics and <i>Trigonometry</i> , if not all of the content		<b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with Mathematics General.
<p><b>Course Description</b></p> <p>General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>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.</p> <p>Upon satisfactory completion of the Preliminary Mathematics General Course in the HSC year students may elect to undertake one of two different pathways.</p> <ul style="list-style-type: none"> <li>- HSC Mathematics General 2 (BD course - ATAR)</li> <li>or</li> <li>- HSC Mathematics General 1 (CEC course – Non ATAR)</li> </ul> <p>(see the Content Endorsed Courses section of this booklet)</p>		
<b>Main Topics Covered</b>		
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Financial Mathematics</li> <li><input type="checkbox"/> Data Analysis</li> <li><input type="checkbox"/> Measurement</li> <li><input type="checkbox"/> Probability</li> <li><input type="checkbox"/> Algebraic Modelling</li> </ul> <p><b>Focus Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mathematics and Communication</li> <li><input type="checkbox"/> Mathematics and Driving</li> </ul>	<p><b>HSC General Mathematics 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Financial Mathematics</li> <li><input type="checkbox"/> Data Analysis</li> <li><input type="checkbox"/> Measurement</li> <li><input type="checkbox"/> Probability</li> <li><input type="checkbox"/> Algebraic Modelling</li> </ul> <p><b>Focus Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mathematics and Health</li> <li><input type="checkbox"/> Mathematics and Resources</li> </ul>	

<b>Mathematics</b>	<b>Course No:</b> 15240		
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Prerequisites:</b> For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Real Numbers</i>, <i>Algebraic Techniques</i> and <i>Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content</p>	<b>Exclusions:</b> General Mathematics		
<p><b>Course Description</b></p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5</p> <p>Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>			
<p><b>Main Topics Covered</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic arithmetic and algebra</li> <li><input type="checkbox"/> Real functions</li> <li><input type="checkbox"/> Trigonometric ratios</li> <li><input type="checkbox"/> Linear functions</li> <li><input type="checkbox"/> The quadratic polynomial and the parabola</li> <li><input type="checkbox"/> Plane geometry – geometrical properties</li> <li><input type="checkbox"/> Tangent to a curve and derivative of a function</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate methods in geometry</li> <li><input type="checkbox"/> Applications of geometrical properties</li> <li><input type="checkbox"/> Geometrical applications of differentiation</li> <li><input type="checkbox"/> Integration</li> <li><input type="checkbox"/> Trigonometric functions</li> <li><input type="checkbox"/> Logarithmic and exponential functions</li> <li><input type="checkbox"/> Applications of calculus to the physical world</li> <li><input type="checkbox"/> Probability</li> <li><input type="checkbox"/> Series and series applications</li> </ul> </td> </tr> </table>		<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic arithmetic and algebra</li> <li><input type="checkbox"/> Real functions</li> <li><input type="checkbox"/> Trigonometric ratios</li> <li><input type="checkbox"/> Linear functions</li> <li><input type="checkbox"/> The quadratic polynomial and the parabola</li> <li><input type="checkbox"/> Plane geometry – geometrical properties</li> <li><input type="checkbox"/> Tangent to a curve and derivative of a function</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate methods in geometry</li> <li><input type="checkbox"/> Applications of geometrical properties</li> <li><input type="checkbox"/> Geometrical applications of differentiation</li> <li><input type="checkbox"/> Integration</li> <li><input type="checkbox"/> Trigonometric functions</li> <li><input type="checkbox"/> Logarithmic and exponential functions</li> <li><input type="checkbox"/> Applications of calculus to the physical world</li> <li><input type="checkbox"/> Probability</li> <li><input type="checkbox"/> Series and series applications</li> </ul>
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<b>Mathematics Extension 1</b>		<b>Course No:</b> 15250
1 unit in each of Preliminary and HSC Board Developed Course <i>(Preliminary Syllabus Mathematics Extension)</i> <b>Prerequisites:</b> For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i> , and <i>Circle Geometry of Mathematics Years 7–10</i>		<b>Exclusions:</b> General Mathematics
<b>Course Description</b> The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.		
<b>Main Topics Covered</b>  <b>Preliminary Course</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other inequalities</li> <li><input type="checkbox"/> Further geometry</li> <li><input type="checkbox"/> Further trigonometry</li> <li><input type="checkbox"/> Angles between two lines</li> <li><input type="checkbox"/> Internal and external division of lines into given ratios</li> <li><input type="checkbox"/> Parametric representation</li> <li><input type="checkbox"/> Permutations and combinations</li> <li><input type="checkbox"/> Polynomials</li> <li><input type="checkbox"/> Harder applications of the Mathematics Preliminary course topics</li> </ul>		<b>HSC Course</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Methods of integration</li> <li><input type="checkbox"/> Primitive of <math>\sin^2 x</math> and <math>\cos^2 x</math></li> <li><input type="checkbox"/> Equation <math>\frac{dN}{dt} = k(N - P)</math></li> <li><input type="checkbox"/> Velocity and acceleration as a function of <math>x</math></li> <li><input type="checkbox"/> Projectile motion</li> <li><input type="checkbox"/> Simple harmonic motion</li> <li><input type="checkbox"/> Inverse functions and inverse trigonometric functions</li> <li><input type="checkbox"/> Induction</li> <li><input type="checkbox"/> Binomial theorem</li> <li><input type="checkbox"/> Further probability</li> <li><input type="checkbox"/> Iterative methods for numerical estimation of the roots of a polynomial equation</li> <li><input type="checkbox"/> Harder applications of Mathematics HSC course topics</li> </ul>

<b>Biology</b>	<b>Course No:</b> 15030
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Senior Science (Preliminary only)
<p><b>Course Description</b>  Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.</p> <p>The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b>  Biology Skills Module 8.1  <b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A Local Ecosystem</li> <li><input type="checkbox"/> Patterns in Nature</li> <li><input type="checkbox"/> Life on Earth</li> <li><input type="checkbox"/> Evolution of Australian Biota</li> </ul>	<p><b>HSC Course</b>  Biology Skills Module 9.1  <b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintaining a Balance</li> <li><input type="checkbox"/> Blueprint of Life</li> <li><input type="checkbox"/> The Search for Better Health</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Biotechnology</li> <li><input type="checkbox"/> Genetics: The Code Broken?</li> <li><input type="checkbox"/> The Human Story</li> <li><input type="checkbox"/> Biochemistry</li> </ul>
<p><b>Particular Course Requirements</b>  Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

<b>Chemistry</b>	<b>Course No:</b> 15050
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Senior Science (Preliminary only)
<p><b>Course Description</b></p> <p>Chemistry is the study of the physical and chemical properties 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.</p> <p>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.</p> <p>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 management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> Chemistry Skills Module 8.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Chemical Earth</li> <li><input type="checkbox"/> Metals</li> <li><input type="checkbox"/> Water</li> <li><input type="checkbox"/> Energy</li> </ul>	<p><b>HSC Course</b> Chemistry Skills Module 9.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Production of Materials</li> <li><input type="checkbox"/> The Acidic Environment</li> <li><input type="checkbox"/> Chemical Monitoring and Management</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Industrial Chemistry</li> <li><input type="checkbox"/> Shipwrecks, Corrosion and Conservation</li> <li><input type="checkbox"/> The Biochemistry of Movement</li> <li><input type="checkbox"/> The Chemistry of Art</li> <li><input type="checkbox"/> Forensic Chemistry</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1.</p> <p>Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	



<b>Earth and Environmental Science</b>	<b>Course No:</b> 15100
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Senior Science (Preliminary only)
<p><b>Course Description</b></p> <p>Earth and Environmental Science is the study of the planet Earth, its processes and its environment.</p> <p>The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students' understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.</p> <p>The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> Earth and Environmental Science Skills Module 8.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planet Earth and Environment - A Five Thousand Million Year Journey</li> <li><input type="checkbox"/> The Local Environment</li> <li><input type="checkbox"/> Water Issues</li> <li><input type="checkbox"/> Dynamic Earth</li> </ul>	<p><b>HSC Course</b> Earth and Environmental Science Skills Module 9.1.</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tectonic Impacts</li> <li><input type="checkbox"/> Environments Through Time</li> <li><input type="checkbox"/> Caring for the Country.</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduced Species and the Australian Environment</li> <li><input type="checkbox"/> Organic Geology – A Non-renewable Resource</li> <li><input type="checkbox"/> Mining and the Australian Environment</li> <li><input type="checkbox"/> Oceanography</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Each module specifies content which provides opportunities for students to achieve the Earth and Environmental Science skill outcomes. Earth and Environmental Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Earth and Environmental Science skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

<b>Physics</b>	<b>Course No:</b> 15330
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Senior Science (Preliminary only)
<p><b>Course Description</b></p> <p>Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.</p> <p>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.</p> <p>The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> Physics Skills Module 8.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The World Communicates</li> <li><input type="checkbox"/> Electrical Energy in the Home</li> <li><input type="checkbox"/> Moving About</li> <li><input type="checkbox"/> The Cosmic Engine</li> </ul>	<p><b>HSC Course</b> Physics Skills Module 9.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Space</li> <li><input type="checkbox"/> Motors and Generators</li> <li><input type="checkbox"/> From Ideas to Implementation.</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Geophysics</li> <li><input type="checkbox"/> Medical Physics</li> <li><input type="checkbox"/> Astrophysics</li> <li><input type="checkbox"/> From Quanta to Quarks</li> <li><input type="checkbox"/> The Age of Silicon</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1.</p> <p>Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

<b>Senior Science</b>	<b>Course No:</b> 15340
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics
<p><b>Course Description</b></p> <p>The Preliminary course incorporates the study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It examines issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.</p> <p>The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.</p> <p>The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environment Science or Physics to a maximum of six units. Students who are undertaking the Senior Science HSC course must have satisfactorily completed the Preliminary course in Senior Science or Biology or Chemistry or Earth and Environmental Science or Physics.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> Senior Science Skills Module 8.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Water for Living</li> <li><input type="checkbox"/> Plants</li> <li><input type="checkbox"/> Humans at Work</li> <li><input type="checkbox"/> The Local Environment</li> </ul>	<p><b>HSC Course</b> Senior Science Skills Module 9.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lifestyle Chemistry</li> <li><input type="checkbox"/> Medical Technology – Bionics</li> <li><input type="checkbox"/> Information Systems</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Polymers</li> <li><input type="checkbox"/> Preservatives and Additives</li> <li><input type="checkbox"/> Pharmaceuticals</li> <li><input type="checkbox"/> Disasters</li> <li><input type="checkbox"/> Space Science</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

<b>Aboriginal Studies</b>	<b>Course No:</b> 15000
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>□ <b>Part I: Aboriginality and the Land</b> <ul style="list-style-type: none"> <li>– Aboriginal peoples' relationship to Country</li> <li>– Dispossession and dislocation of Aboriginal peoples from Country</li> <li>– Impact of British colonisation on Country</li> </ul> </li> <li>□ <b>Part II: Heritage and Identity</b> <ul style="list-style-type: none"> <li>– The Dreaming and cultural ownership</li> <li>– Diversity of Aboriginal cultural and social life</li> <li>– Impact of colonisation on Aboriginal cultures and families</li> <li>– Impact of racism and stereotyping</li> </ul> </li> <li>□ <b>Part III: International Indigenous Community: Comparative Study</b> <ul style="list-style-type: none"> <li>– Location, environment and features of an international Indigenous community</li> <li>– Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity</li> </ul> </li> <li>□ <b>Part IV: Research and Inquiry Methods: Local Community Case Study</b> Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>□ <b>Part I – Social Justice and Human Rights Issues</b> <ul style="list-style-type: none"> <li><b>A Global Perspective</b> Global understanding of human rights and social justice <b>AND</b></li> <li><b>B Comparative Study</b> A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence</li> </ul> </li> <li>□ <b>Part II – Case Study of an Aboriginal community for each topic</b> <ul style="list-style-type: none"> <li><b>A Aboriginality and the Land</b> – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses <b>OR</b></li> <li><b>B Heritage and Identity</b> – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</li> </ul> </li> <li>□ <b>Part III – Research and Inquiry Methods – Major Project</b> Choice of project topic based on student interest.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community- based fieldwork.</p>	

<b>Ancient History</b>	<b>Course No:</b> 15020
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.</p> <p>The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Part 1: Introduction</b> <ul style="list-style-type: none"> <li>○ Investigating the past: History, Archaeology and Science</li> <li>○ Case Studies (at least ONE) – e.g. Tutankhamen’s Tomb</li> </ul> </li> <li><input type="checkbox"/> <b>Part II: Studies of Ancient Societies, Sites and Sources</b> <p>At least ONE study to be chosen – e.g. Colosseum, Persepolis (Ancient Persia)</p> </li> <li><input type="checkbox"/> <b>Part III: Historical Investigation</b> <p>The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</p> </li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Part I: Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum</li> <li><input type="checkbox"/> <b>Part II:</b> ONE Ancient Society - Sparta</li> <li><input type="checkbox"/> <b>Part III:</b> ONE Personality in their Times – Xerxes</li> <li><input type="checkbox"/> <b>Part IV:</b> ONE Historical Period – Greece 500 – 440BC including the battle of 300</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.</p>	

<b>Business Studies</b>	<b>Course No:</b> 15040
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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 resource in large businesses.</p> <p>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.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of business – the role and nature of business</li> <li>• Business management – the nature and responsibilities of management Business planning– establishing and planning a small to medium enterprise</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations– strategies for effective operations management</li> <li>• Marketing– development and implementation of successful marketing strategies Finance– financial information in the planning and management of business Human resources - human resource management and business performance</li> </ul>	

<b>Economics</b>	<b>Course No:</b> 15110
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>  Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Economics – the nature of economics and the operation of an economy</li> <li><input type="checkbox"/> Consumers and Business – the role of consumers and business in the economy</li> <li><input type="checkbox"/> Markets – the role of markets, demand, supply and competition</li> <li><input type="checkbox"/> Labour Markets – the workforce and role of labour in the economy</li> <li><input type="checkbox"/> Financial Markets – the financial market in Australia including the share market</li> <li><input type="checkbox"/> Government in the Economy – the role of government in the Australian economy.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Global Economy – Features of the global economy and globalisation</li> <li><input type="checkbox"/> Australia's Place in the Global Economy – Australia's trade and finance</li> <li><input type="checkbox"/> Economic Issues – issues including growth, unemployment, inflation, wealth and management.</li> <li><input type="checkbox"/> Economic Policies and Management – the range of policies to manage the economy.</li> </ul>	

<b>Geography</b>	<b>Course No:</b> 15190
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Biophysical Interactions – how biophysical processes contribute to sustainable management.</li> <li>• Global Challenges – geographical study of issues at a global scale.</li> <li>• Senior Geography Project – a geographical study of student's own choosing.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Ecosystems at Risk – the functioning of ecosystems, their management and protection.</li> <li>• Urban Places – study of world cities, megacities and urban dynamics.</li> <li>• People and Economic Activity – geographic study of economic activity in a local and global context.</li> </ul> <p><b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p><b>Particular Course Requirements</b></p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	



<b>Legal Studies</b>	<b>Course No:</b> 15220
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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 a dispute is resolved and examines 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, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>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.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Part I – The Legal System</li> <li><input type="checkbox"/> Part II – The Individual and the Law</li> <li><input type="checkbox"/> Part III – The Law in Practice</li> </ul> <p>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.  <b>This section may be integrated with Part I and Part II.</b></p> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core Part I: Crime</li> <li><input type="checkbox"/> Core Part II: Human Rights</li> <li><input type="checkbox"/> Part III: Two options</li> </ul> <p><b>Two</b> options are chosen from:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consumers</li> <li><input type="checkbox"/> Global environment and protection</li> <li><input type="checkbox"/> Family</li> <li><input type="checkbox"/> Indigenous peoples</li> <li><input type="checkbox"/> Shelter</li> <li><input type="checkbox"/> Workplace</li> <li><input type="checkbox"/> World order.</li> </ul> <p>Each topic's <b>themes and challenges</b> should be integrated into the study of the topic.</p>	
<p><b>Particular Course Requirements</b></p> <p>No special requirements</p>	

<b>Modern History</b>	<b>Course No:</b> 15270
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.</p> <p>The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Part 1: Case Studies</b> At least TWO Case Studies should be undertaken (see below).</li> <li><input type="checkbox"/> <b>Part II: Historical Investigation</b> The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</li> <li><input type="checkbox"/> <b>Part III: Core Study:</b> The World at the Beginning of the C20th (30%) A source-based approach is to be used.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Part I: Core Study:</b> World War I: 1914–1919: A source-based study</li> <li><input type="checkbox"/> <b>Part II:</b> ONE National Study</li> <li><input type="checkbox"/> <b>Part III:</b> ONE Personality in the C20th</li> <li><input type="checkbox"/> <b>Part IV:</b> ONE International Study in Peace and Conflict</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course: One Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus). One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).</p> <p>The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.</p>	

<b>Society and Culture</b>	<b>Course No:</b> 15350
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>  Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Social and Cultural World – the interaction between aspects of society and cultures</li> <li><input type="checkbox"/> Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings.</li> <li><input type="checkbox"/> Intercultural Communication – how people in different cultures interact and communicate.</li> </ul> <p><b>HSC Course</b></p> <p><b>Core</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country.</li> <li><input type="checkbox"/> The Personal Interest Project – an individual research project.</li> </ul> <p><b>Depth Studies</b></p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Popular Culture – the interconnection between individuals and popular culture</li> <li><input type="checkbox"/> Belief Systems – role of belief systems in societies, cultures and personal life</li> <li><input type="checkbox"/> Equality and Difference – the nature of equality and difference in societies and cultures</li> <li><input type="checkbox"/> Work and Leisure – the nature and role of work and leisure in society.</li> </ul>	
<p><b>Particular Course Requirements</b>  Completion of Personal Interest Project. (PIP)</p>	

<b>History Extension</b>	<b>Course No:</b> 15280
1 unit HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>  HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question 'What is history?' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Part I: What is History?</b> Key questions:</p> <ul style="list-style-type: none"> <li>• Who are the historians?</li> <li>• What are the aims and purposes of history?</li> <li>• How has history been constructed and recorded over time? Why have the approaches to history changed over time?</li> <li>• Students will investigate <b>one</b> case study from a selection of ancient, medieval and early modern, modern and Australian options.</li> </ul> <p><b>Part II: History Project</b>  An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.</p>	
<p><b>Particular Course Requirements</b>  <b>The Preliminary course in Modern or Ancient History is a prerequisite</b> for the HSC History Extension course.</p>	

<b>Korean Continuers</b>	<b>BOS Course No:</b> 15880
Board Developed Course - 2 units for each of Preliminary and HSC	<b>Exclusions:</b> Heritage Korean; Korean Background Speakers
<b>Prerequisites:</b> Year 10 Korean or equivalent knowledge is assumed.	
<p><b>Course Description</b></p> <p>The Preliminary and HSC course have prescribed themes and related mandatory topics. Students' skills in, and knowledge of Korean will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain insight into the culture and language of Korean-speaking communities through the study of a range of texts. Students have the opportunity to travel to Korea to experience the language and culture.</p>	

<b>Drama</b> <b>Fee: \$25.00</b>	<b>Course No:</b> 15090
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
<p><b>Course Description</b> Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary Course</b> Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC Course</b> Australian Drama and Theatre and Studies in Drama and Theatre involve 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 <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> Improvisation, Playbuilding, Acting. Elements of Production in Performance. Theatrical Traditions and Performance styles.</p> <p><b>HSC Course</b> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project</p>	
<p><b>Particular Course Requirements</b> 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, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>	

<b>Visual Arts</b> <b>Yr 11 Fee:\$50.00, Yr12 Fee:\$100.00</b>	<b>Course No:</b> 15400
Board Developed Course 2 units for each of Preliminary and HSC	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
<p><b>Course Description</b></p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p><b>Preliminary Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the nature of practice in artmaking, art criticism and art history through different investigations;</li> <li><input type="checkbox"/> the role and function of artists, artworks, the world and audiences in the artworld;</li> <li><input type="checkbox"/> the different ways the visual arts may be interpreted and how students might develop their own informed points of view;</li> <li><input type="checkbox"/> how students may develop meaning and focus and interest in their work;</li> <li><input type="checkbox"/> building understandings over time through various investigations and working in different forms.</li> </ul> <p><b>HSC Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how students may develop their practice in artmaking, art criticism, and art history;</li> <li><input type="checkbox"/> how students may develop their own informed points of view in increasingly independent ways and use; different interpretive frameworks in their investigations;</li> <li><input type="checkbox"/> how students may learn about the relationships between artists, artworks, the world and audiences; within the artworld and apply these to their own investigations;</li> <li><input type="checkbox"/> how students may further develop meaning and focus in their work.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p><b>Preliminary Course:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Body of Work in at least two expressive forms and use of a process diary</li> <li><input type="checkbox"/> a broad investigation of ideas in art making, art criticism and art history.</li> </ul> <p><b>HSC Course:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> development of a body of work and use of a process diary</li> <li><input type="checkbox"/> a minimum of five Case Studies (4–10 hours each)</li> <li><input type="checkbox"/> deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	

<b>Design and Technology    Fee: \$50.00</b>	<b>Course No:</b> 15080
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description &amp; Structure</b></p> <p>The course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands- on practical activities which develop knowledge and skills in designing and producing. Projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms. Students are encouraged to communicate their design ideas using a range of appropriate media.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p> <p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> Involves both theory and practical work in designing and producing. Some theory includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, marketing and research, management, communication, manufacturing and production, computer-based technologies.</p> <p>Term 1; Individual design – Leisure: Term 2; Collaborative design – Child’s Toy: Term 3; Designers</p> <p><b>HSC Course</b> Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p><b>Specific Course Requirements</b></p> <p>The completion of at least two practical projects in the Preliminary Course. A case study of an innovation - weighting (20%) A Major Design Project – weighting (60%). The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	



<b>Engineering Studies</b>	<b>Course No:</b> 15120
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b> Both Preliminary and HSC courses offer student 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.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> Students undertake the study and develop an engineering report for each of 5 modules:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> one focus module relating to the field of Bio-Engineering</li> <li><input type="checkbox"/> one school-based elective module.</li> </ul> <p><b>HSC Course</b> Students undertake the study and develop an engineering report for each of 5 modules:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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; and lifting devices</li> <li><input type="checkbox"/> two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li> </ul>	
<p><b>Particular Course Requirements</b> 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 <u>collaborative work</u>.</p>	

<b>Food Technology Fee: \$90.00</b>	<b>Course No:</b> 15180
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>In the Preliminary course students develop knowledge and understanding of the factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored.</p> <p>In the HSC course the structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary nutrition issues are raised, investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.</p> <p>Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Food Availability and Selection (30%)</li> <li><input type="checkbox"/> Food Quality (40%)</li> <li><input type="checkbox"/> Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Australian Food Industry (25%)</li> <li><input type="checkbox"/> Food Manufacture (25%)</li> <li><input type="checkbox"/> Food Product Development (25%)</li> <li><input type="checkbox"/> Contemporary Nutrition Issues (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>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 study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p><b>It is mandatory that students undertake practical activities.</b> Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

<b>Industrial Technology Timber Fee: \$50.00</b>	<b>Course No:</b> 15200
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<p><b>Course Description</b></p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. <b>The Focus Areas include (choose one)</b> Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Industry Study – structural, technical, environmental and sociological factors, personnel issues, workplace health and safety (15%)</li> <li><input type="checkbox"/> Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li><input type="checkbox"/> Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies. (20%)</li> <li><input type="checkbox"/> Production – display a range of skills through the construction of a number of projects (40%)</li> <li><input type="checkbox"/> Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%).</li> </ul> <p><b>HSC Course</b></p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Industry Study (15%)</li> <li><input type="checkbox"/> Major Project (60%) <ul style="list-style-type: none"> <li>- Design, Management and Communication</li> <li>- Production</li> </ul> </li> <li><input type="checkbox"/> Industry Related Manufacturing Technology (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p><b>In the HSC course, students design, develop and construct a Major Project with a management folio.</b></p> <p>They will also undertake a study of the overall industry related to the specific focus area industry.</p>	

<b>Software Design and Development</b>	<b>Course No:</b> 15360
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Computing Applications CEC
<p><b>Course Description</b></p> <p>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.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>□ Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> <li>- Social and ethical issues</li> <li>- Hardware and software</li> <li>- Software development approaches</li> </ul> </li> <li>□ Introduction to Software Development(50%) <ul style="list-style-type: none"> <li>- Defining and understanding the problem</li> <li>- Planning and designing software solutions</li> <li>- Implementing software solutions</li> <li>- Testing and evaluating software solutions</li> <li>- Maintaining software solutions</li> </ul> </li> <li>□ Developing software solutions (20%)</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>□ Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> <li>- Social and ethical issues</li> <li>- Application of software development approaches</li> </ul> </li> <li>□ Software Development Cycle (40%) <ul style="list-style-type: none"> <li>- Defining and understanding the problem</li> <li>- Planning and design of software solutions</li> <li>- Implementing software solutions</li> <li>- Testing and evaluating software solutions</li> <li>- Maintaining software solutions</li> </ul> </li> <li>□ Developing a Solution Package (25%)</li> <li>□ Options (20%) <ul style="list-style-type: none"> <li>Study one of the following options: <ul style="list-style-type: none"> <li>- Programming paradigms</li> </ul> </li> <li><b>or</b></li> <li>- The interrelationship between software and hardware</li> </ul> </li> </ul>
<p><b>Particular Course Requirements</b></p> <p>There is <u>no prerequisite</u> study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</p>	

<b>Textiles and Design</b> <b>Fee: \$40.00</b>	<b>Course No:</b> 15390
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC
<p><b>Course Description</b></p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design (40%)</li> <li><input type="checkbox"/> Properties and Performance of Textiles (50%)</li> <li><input type="checkbox"/> The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design (20%)</li> <li><input type="checkbox"/> Properties and Performance of Textiles (20%)</li> <li><input type="checkbox"/> The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li><input type="checkbox"/> Major Textiles Project (50%).</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

<b>Community and Family Studies</b>	<b>Course No:</b> 15060
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>  Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li><input type="checkbox"/> <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li><input type="checkbox"/> <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li><input type="checkbox"/> <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li><input type="checkbox"/> <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b>  Select <b>one</b> of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li><input type="checkbox"/> <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> <li><input type="checkbox"/> <b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<p><b>Particular Course Requirements</b>  Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	

<b>Personal Development, Health and Physical Education</b>	<b>Course No:</b> 15320
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>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.</p>	
<p><b>Preliminary Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Better Health for Individuals</li> <li><input type="checkbox"/> The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b> Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First Aid</li> <li><input type="checkbox"/> Composition and Performance</li> <li><input type="checkbox"/> Fitness Choices</li> <li><input type="checkbox"/> Outdoor Recreation</li> </ul>	<p><b>HSC Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health Priorities in Australia</li> <li><input type="checkbox"/> Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b> Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Health of Young People</li> <li><input type="checkbox"/> Sport and Physical Activity in Australian Society</li> <li><input type="checkbox"/> Sports Medicine</li> <li><input type="checkbox"/> Improving Performance</li> <li><input type="checkbox"/> Equity and Health</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>In addition to core studies, students select <b>two</b> options in each of the Preliminary and HSC courses.</p>	







**SCHOOL DELIVERED  
BOARD DEVELOPED COURSES  
CATEGORY B**

IF YOU CHOOSE MORE THAN ONE OF THESE COURSES,  
ONLY ONE CAN COUNT TOWARDS AN ATAR

## CPC20211 Certificate II in Construction Pathways (CPC08 release V9)

Statement of Attainment towards CPC20211 Certificate II in Construction Pathways (CPC08 release V9)

### 2016 STAGE 6 COURSE DESCRIPTION – CONSTRUCTION

This Course is available as		2Unit x 2years/240 hours	
<p><i>The <b>volume of learning</b> usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i></p>			
<p><i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i></p>			

<b>Board Developed Course</b>	<b>Category B</b> status for Australian Tertiary Admission Rank (ATAR)
<p>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.</p>	
<p><b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the construction industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the <a href="#">Australian Apprenticeships Training Information Service</a>:</p>	

**Course structure:** The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Students may study a selection of the following elective units.	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2011A	Handle carpentry materials
CPCCCM1013A	Plan and organise work	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1014A	Conduct workplace communication	CPCCJN2001A	Assemble components
CPCCCM1015A	Carry out measurements and calculations	CPCCJN2002B	Prepare for off-site manufacturing processes
CPCCCM2001A	Read and interpret plans and specifications	CPCCWF2001A	Handle wall and floor tiling materials
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCWF2002A	Use wall and floor tiling tools and equipment
CPCCOHS1001A	Work safely in the construction industry	CPCCCM2006B	Apply basic levelling procedures
CPCCCM2005A	Use construction tools and equipment	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
		CPCCBL2002A	Use bricklaying and blocklaying tools & equipment
		CPCCCO2013A	Carry out concreting to simple forms
		CPCCCA2003A	Erect and dismantle formwork for foots and slabs on ground

**Course contribution (to be made directly to school):**      **\$100**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

*If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

*Please discuss any matters relating to refunds with your school*

**Course specific resources and equipment:**

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

*Please discuss with your school if you are unable to, or have difficulty meeting these requirements.*

- **Sturdy Work Boots (Steel cap)**
- **Sun safe equipment (Hat, Sun glasses)**

**Exclusions:**

VET course exclusions can be checked on the Board's website at [www.boardofstudies.nsw.edu.au/voc\\_ed/exclusions.html](http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html).

<b>VET - Entertainment Industry (CUE03v3.2)</b> <b>(Possible T5 course shared with another school)</b>	<b>Course No:</b> 26401
Board Developed Course - <b>Category B</b> - (240 indicative hours) - 2U x 2yr	<b>Exclusions:</b> nil
<b>Course Description</b> This course provides students with the opportunity to obtain national vocational qualifications for employment in the entertainment industry. Students will be able to gain skills in communication, safe work practices, working with others, resolving complaints, staging and using audio, lighting and vision systems. Possible occupations include stage hand, booking/front of house clerk, lighting technician, set designer and sound technician.	
<b>AQF Target Qualification(s)</b> Depending on the selection and achievement of units of competency the qualification outcomes include: <ul style="list-style-type: none"> <li>• Certificate II in Live Production, Theatre and Events (CUE30203)</li> <li>• Statement of Attainment towards a Certificate II in Live Production, Theatre and Events (CUE30203)</li> </ul>	
<b>Recognition of Prior Learning</b> Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.	
<b>Students with Special Education Needs</b> Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.	
<b>Assessment and Course Completion</b> <b>Competency-based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate 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. <b>HSC examination</b> <b>Students completing this course are eligible to sit a written HSC</b> examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. <b>N Determinations</b> Where a student has not met Board of Studies course completion criteria, <b>including meeting work placement requirements</b> , they will receive an 'N' determination (course not satisfactorily completed). The course <b>will then not count towards the HSC</b> although units of competency achieved <b>will still count towards an AQF VET qualification</b> . <b>NOTE:</b> Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II	
<b>School-based Traineeship</b> A school-based traineeship is available. For more information: <a href="http://www.sbatinnsw.info">www.sbatinnsw.info</a>	
<b>Particular Course Requirements</b> Minimum mandatory work placement – 70 hours. At least half these hours must be undertaken in a professional setting.	

**SIT20213 Certificate II in Hospitality (SIT12 release 2)**  
**Statement of Attainment towards SIT20213 Certificate II in Hospitality (SIT12 release 2)**

**2016 STAGE 6 COURSE DESCRIPTION – HOSPITALITY**

This Course is available as		2Unit x 2years/240 hours	
<p><i>The <b>volume of learning</b> usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i></p>			
<p><i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i></p>			

<b>Board Developed Course</b>	<b>Category B</b> status for Australian Tertiary Admission Rank (ATAR)
<p>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.</p>	
<p><b>Course description</b> - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality &amp; customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the <a href="#">Australian Apprenticeships Training Information Service</a>:</p>	

**Course structure:** The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Elective Units	
SITHIND202	Use Hospitality skills effectively	SITHCCC101	Use food preparation equipment
SITXCOM201	Show social and cultural sensitivity	SITHCCC103	Prepare sandwiches
SITXCCS202	Interact with customers	SITXFSA201	Participate in safe food handling practices
BSBWOR203B	Work effectively with others	BSBSUS201A	Participate in environmentally sustainable work practices
SITXWHS101	Participate in safe work practices	SITHACS101	Clean premises and equipment
SITHIND201	Source and use information on the hospitality industry		
SITXFSA101	Use hygienic practices for food safety		
SITHFAB203	Prepare and serve non-alcoholic beverages		
SITHFAB206	Serve food and beverage		
SITHFAB204	Prepare and serve espresso coffee		

**Course contribution (to be made directly to school):**      **\$130**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course.

*If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

*Please discuss any matters relating to refunds with your school*

**Course specific resources and equipment:**

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

*Please discuss with your school if you are unable to, or have difficulty meeting these requirements.*

- **Students are to purchase the required uniform-hospitality shirt and pants.**

**Exclusions:**

VET course exclusions can be checked on the Board's website at

[www.boardofstudies.nsw.edu.au/voc\\_ed/exclusions.html](http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html).



**CONTENT ENDORSED COURSES  
SCHOOL DELIVERED**

ASSESSMENT IS SCHOOL BASED

THERE IS NO HSC EXAMINATION

THESE COURSES COUNT TOWARDS A HSC BUT NOT AN ATAR.

<p><b>Photography, Video and Digital Imaging</b></p> <p><b>Fee: \$100.00</b></p>	<p><b>Course No:</b> 1U: 35225 2U: 35226</p>
<p><b>Content Endorsed Course (CEC)</b> – 2U x 1yr OR 2U x 2yr <b>Does not</b> contribute to the 6 Board Developed (BD) Units required for a HSC and it <b>does not</b> contribute to ATAR calculations.</p>	<p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>
<p><b>Course Description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<p><b>Main Topics Covered</b></p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>• Wet Photography</li> <li>• Video</li> <li>• Digital Imaging.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>• Introduction to the Field</li> <li>• Developing a Point of View</li> <li>• Traditions, Conventions, Styles and Genres</li> <li>• Manipulated Forms</li> <li>• The Arranged Image</li> <li>• Temporal Accounts.</li> </ul> <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
<p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course.</p>	

**FSK20113 Certificate II in Skills for Work and Vocational Pathways**  
**Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways**  
**2016 STAGE 6 BOARD ENDORSED COURSE DESCRIPTION**  
**SKILLS FOR WORK AND VOCATIONAL PATHWAYS**

This Course is available as	2Units x 1year/120 hours	3Units x 1 year/180 hours	2Units x 2years/240 hours
	4Units x 1year/240 hours		
<i>The <b>volume of learning</b> usually includes 240 indicative hours. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

<b>Board Endorsed Course</b>	<b>Nil</b> status for Australian Tertiary Admission Rank (ATAR)
This Board Endorsed Course 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.	
<b>Course description</b> - This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the <a href="#">Australian Apprenticeships Training Information Service</a> :	

<b>Course structure:</b> The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units		Elective Units	
FSKDIG03	Use digital technology for routine workplace tasks	Elective units are available across varied vocational pathways and will need to be negotiated with each school <b>and</b> in consultation with Public Schools NSW Tamworth RTO 90162.	
FSKLRG09	Use strategies to respond to routine workplace problems		
FSKLRG11	Use routine strategies for work-related learning		
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work		
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work		
FSKOCM07	Interact effectively with others at work		
FSKRDG10	Read and respond to routine workplace information		
FSKWTG09	Write routine workplace texts		
<b>Course contribution (to be made directly to school):</b> <b>[\$[Insert Contribution Amount]]</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>Course specific resources and equipment:</b> Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> <li><b>[Insert any school specific requirements and equipment]</b></li> </ul>	
<b>Exclusions:</b> VET course exclusions can be checked on the Board's website at <a href="http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html">www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html</a>			

<b>Sport, Lifestyle and Recreation Studies</b>	<b>Course No:</b> 35015
Content Endorsed Course (CEC) – 2U x 2yr (240 hours) <b>Does not</b> contribute to the 6 Board Developed (BD) Units required for a HSC and it <b>does not</b> contribute to ATAR calculations	<b>Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
<p><b>Course Description</b></p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>• knowledge and understanding of the principles that impact on quality of performance</li> <li>• an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>• a capacity to influence the participation and performance of self and others.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• First Aid</li> <li>• Fitness</li> <li>• Specific Sports</li> <li>• Gymnastics</li> <li>• Outdoor Recreation</li> <li>• Sports Administration</li> <li>• Coaching</li> <li>• Social Perspectives of Sport</li> <li>• Healthy Lifestyle.</li> </ul> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers</p>	



<b>Work Studies</b>	<b>Course No:</b> 35201
<b>Content Endorsed Course</b> - CEC – 2U x 2yr <b>Does not</b> contribute to the 6 Board Developed (BD) Units required for a HSC and it <b>does not</b> contribute to ATAR calculations	<b>Exclusions:</b> Nil
<p><b>Course Descriptions</b></p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> <li>• to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities</li> <li>• to develop an understanding of the changing nature of work organisation and the implications for individuals and society</li> <li>• to undertake an extended work placement to allow for the development of specific job-related skills</li> <li>• to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas</li> <li>• to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul> <p>The course consist of one core study with four course themes.</p> <p>Courses Themes:</p> <ul style="list-style-type: none"> <li>• Career Planning</li> <li>• Performing work Tasks</li> <li>• Working with Others</li> <li>• Managing Change</li> </ul> <p>There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.</p>	
<p><b>Specific Course Requirements:</b> Students may have the opportunity to undertake work placement to allow for the development of specific job-related skills</p>	





## **VET COURSES TAFE DELIVERED**

IF YOU SIT FOR THE HSC EXAMINATION  
FOR SOME OF THESE COURSES, THEY COUNT  
TOWARDS AN ATAR.

A separate TAFE application will be necessary.

See the careers adviser for a  
full list of courses and course details.

## VET Category B courses

The North Coast Institute of TAFE at Kingscliff and Murwillumbah campuses will offer TVET courses specifically designed to meet local needs. It is important to note that TAFE may not be able to provide student selections in every instance. The following courses are regularly offered:

• <b>Automotive</b>	2Unit	Murwillumbah TAFE
• <b>Business Services</b>	2Unit	Kingscliff TAFE
• <b>Construction</b>	2Unit	Kingscliff TAFE
• <b>Electro Technology</b>	2Unit	Kingscliff TAFE
• <b>Hospitality</b>	2Unit	Kingscliff TAFE
• <b>Human Services (Health Services)</b>	2Unit	Lismore TAFE
• <b>Information Technology</b>	2Unit	Kingscliff TAFE
• <b>Retail Services</b>	2Unit	Kingscliff TAFE
• <b>Tourism &amp; Events</b>	2Unit	Kingscliff TAFE

All the VET Frameworks are Category B courses listed above contribute 2 units towards a HSC. Additionally, students have the option to sit for a HSC examination in all the courses listed above to have them **count towards an ATAR**.

## VET Board Endorsed Courses at local TAFE campuses

The North Coast Institute of TAFE at Kingscliff and Murwillumbah campuses also offer a wide variety of Board Endorsed Courses which count towards your HSC. These may include but are not limited to:

• <b>Baking Retail</b>	2 Unit	Kingscliff TAFE
• <b>Beauty Therapy – Makeup Services</b>	2 Unit	Kingscliff TAFE
• <b>Beauty Therapy – Nail Technology</b>	2 Unit	Kingscliff TAFE
• <b>Community Services - Children’s Services</b>	2 Unit	Kingscliff TAFE
• <b>Community Sport &amp; Recreation Fitness</b>	2 Unit	Kingscliff TAFE
• <b>Design - Surf, Skate, Snow Industry</b>	2 Unit	Kingscliff TAFE
• <b>Fashion Design &amp; Technology</b>	2 Unit	Kingscliff TAFE
• <b>Hairdressing</b>	2 Unit	Kingscliff TAFE
• <b>Media – The Art of Comics</b>	2 Unit	Kingscliff TAFE
• <b>Media – Digital Photography</b>	2 Unit	Kingscliff TAFE
• <b>Media – Digital Video</b>	2 Unit	Kingscliff TAFE
• <b>Media – Graphics of Web Design</b>	2 Unit	Kingscliff TAFE
• <b>Plumbing</b>	2 Unit	Kingscliff TAFE
• <b>Telecommunications</b>	2 Unit	Kingscliff TAFE
• <b>Warehousing Operations</b>	2 Unit	Kingscliff TAFE

These courses **will NOT contribute** towards an ATAR.

Students need to carefully consider their own circumstances before selecting these courses as students are responsible for getting themselves to the venues on time each week. The majority of courses conclude after school hours and students make their own way home. Due to extended class time, attendance is critical to the successful completion of course requirements.

**See your careers adviser or the TVET Guide for a full list of VET courses available.**

# MY NOTES

## MY PROPOSED PATTERN OF STUDY

Use this space to think about what you would like to do – 12 Units are required for Year 11 Preliminary

SCHOOL COURSES		LOTE		TAFE – BD COURSES	
<b>ENGLISH</b>		Korean - Continuers		VET Automotive 4U	
English - Advanced		<b>CAPA</b>		VET Business Services	
English – Standard		Drama		VET Construction 2U x2yr	
English Studies		Music		VET Construction 4Ux1yr	
English – Extension 1		Visual Arts		VET Electrotechnology	
<b>MATHEMATICS</b>		<b>TAS</b>		VET Hospitality	
Mathematics		Agriculture		VET Human Services (Health Services)	
Mathematics General 2		Design and Technology		VET Tourism and Events (BD)	
Mathematics Extension 1		Engineering Studies		VET Retail Services	
<b>SCIENCE</b>		Food Technology		<b>TAFE – CEC COURSES</b>	
Biology		Industrial Technology – Timber		Baking Retail (CEC)	
Chemistry		Software Design & Development		Beauty – Makeup tech (CEC)	
Earth & Environmental Science		Textiles and Design		Community Sport & Rec Fitness	
Physics		<b>PDHPE</b>		Community Services - Children's Services	
Senior Science		Community and Family Studies		Design/Surf, Skate, Snow (CEC)	
<b>HSIE</b>		Personal Dev, Health & PE		Fashion Design & Technology	
Aboriginal Studies		<b>SCHOOL CAT B COURSES</b>		Hairdressing (CEC)	
Ancient History		VET Construction Pathways		Media – The Art of Comics	
Business Studies		VET Entertainment Industry		Media – Digital Photography	
Economics		VET Hospitality		Media – Digital Video	
Geography		<b>SCHOOL CEC COURSES</b>		Media – Graphics of Web Design	
Legal Studies		HSC Mathematics General 1		Plumbing	
Modern History		Photography Video & Digital Imaging		Telecommunications	
Society and Culture		Sport, Lifestyle and Recreation		Warehousing	
History Extension (HSC)		Work Studies			

# LAST PAGE

Stay tuned for your school information session  
Regarding course selections for Stage 6 in the coming year.

Speak to your Year Adviser or Careers Adviser  
for details.

<b>Agriculture</b>	<b>Course No:</b> 15010
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Overview (15%)</li> <li><input type="checkbox"/> The Farm Case Study (25%)</li> <li><input type="checkbox"/> Plant Production (30%)</li> <li><input type="checkbox"/> Animal Production (30%)</li> </ul> <p><b>HSC Course</b></p> <p><b>Core (80%)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plant/Animal Production (50%)</li> <li><input type="checkbox"/> Farm Product Study (30%)</li> </ul>	
<p><b>Elective (20%)</b></p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agri-food, Fibre and Fuel Technologies</li> <li><input type="checkbox"/> Climate Challenge</li> <li><input type="checkbox"/> Farming for the 21<sup>st</sup> Century</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.</p>	



<b>HSC Mathematics General 1</b>	<b>Course No:</b> 61094
<p><b>Content Endorsed Course (CEC)</b> – 2U x 1yr  <b>Does not</b> contribute to the 6 Board Developed (BD) Units required for a HSC and it <b>does not</b> contribute to ATAR calculations.</p>	<p><b>Exclusions:</b> Any other Stage 6 Mathematics course</p>
<p><b>Prerequisite:</b>  Students undertaking this course must have satisfactorily completed the (BD) Preliminary Mathematics General course.</p>	
<p><b>Course Description</b>  The Mathematics General 1 course is designed to promote the development of knowledge, skills and understanding in areas of Mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.</p> <p>Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.</p> <p>The Mathematics General 1 course pathway provides an appropriate foundation for a range of vocational pathways, either in the workforce or further training.</p> <p><b>NOTE:</b> Students seeking an ATAR and university entrance should consider the HSC General Mathematics 2 pathway.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary course</b></p> <ul style="list-style-type: none"> <li>• Financial mathematics</li> <li>• Data and statistics</li> <li>• Measurement</li> <li>• Probability</li> <li>• Algebra and modelling</li> <li>• Focus studies of: Mathematics and communication; mathematics and driving</li> </ul> <p><b>HSC course</b></p> <ul style="list-style-type: none"> <li>• Financial mathematics</li> <li>• Data and statistics</li> <li>• Measurement</li> <li>• Probability</li> <li>• Algebra and modelling</li> <li>• Focus studies of: Mathematics and household finance; mathematics and design; mathematics and the human body and mathematics and personal resource usage</li> </ul>	
<p><b>SPECIAL NOTE:</b>  <b>There is no HSC Examination in this course.</b>  The HSC Mathematics General 1 course is a Content Endorsed Course and cannot be used to meet the HSC eligibility requirement that students must study at least six units of Board Developed Courses.</p> <p>Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.</p>	

<b>Mathematics Extension 2</b>	<b>Course No:</b> 15260
<p>1 unit for the HSC Board Developed Course  The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.</p>	<b>Exclusions:</b> General Mathematics
<p><b>Course Description</b>  The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.</p>	
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphs</li> <li><input type="checkbox"/> Complex Numbers</li> <li><input type="checkbox"/> Conics</li> <li><input type="checkbox"/> Integration</li> <li><input type="checkbox"/> Volumes</li> <li><input type="checkbox"/> Mechanics</li> <li><input type="checkbox"/> Polynomials</li> <li><input type="checkbox"/> Harder Mathematics Extension 1 topics</li> </ul>	