Goal Statement:
Alstonville High School aims to develop future citizens and leaders of our community who are active, life long learners.
We aim to develop individuals who are;

<table>
<thead>
<tr>
<th>Values</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy, healthy, safe and confident.</td>
<td>Literate and numerate.</td>
</tr>
<tr>
<td>Responsible, disciplined and resilient.</td>
<td>Independent and organised.</td>
</tr>
<tr>
<td>Valuers of excellence and achievement.</td>
<td>Creative and critical thinkers.</td>
</tr>
<tr>
<td>Providing a fair go for all.</td>
<td>Effective communicators.</td>
</tr>
<tr>
<td>Caring and compassionate.</td>
<td>Capable and innovative with technology.</td>
</tr>
<tr>
<td></td>
<td>Environmentally, socially and culturally aware.</td>
</tr>
</tbody>
</table>

Our Curriculum will:

Provide each student with an academically rigorous pattern of study
Provide students with Vocational Education opportunities
Cater to students individual learning needs
Support literacy and numeracy

This booklet is provided as a general summary only.
It provides students and parents with an understanding of the subjects and course requirements for Years 11 and Year 12 leading to the Higher School Certificate, and an outline of course offerings for students commencing Year 11 in 2014.

Selection of courses for the HSC is very important and students need to read the booklet carefully to ensure that their final subject choice meets their interest and career needs and the requirements of the Board of Studies.
Further information may be obtained from Alstonville High School.

It must be noted that all subjects will not be available for students to study.
Students are offered a free choice of subjects and elective lines are organized on the basis of timetabling and staffing constraints and the best possible arrangement for the majority of students. It may therefore be necessary for some students to rechoose their electives if their choices do not fit these elective lines or there are insufficient students to form a class.

We wish parents and students all the best as they make difficult but hopefully exciting choices for the future.
Alstonville High School strives to be attuned to the changing learning needs and expectations of individual students and the community in which they learn and live.

Alstonville High School seeks to provide a system which is flexible, moving forward and of high quality, serving its students better and assisting them all to meet the opportunities the future holds.

We are committed to providing an education which gives access to a broad range of learning opportunities, enabling students to gain the skills and knowledge which gives them the confidence to move onto further study, to get a job, reach their full potential as individuals and contribute to the life of their community. This is reflected in the Alstonville High School Goal Statement.

Students have many expectations of senior school. They expect courses which provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and secure environment as well as embrace the ethics, values and standards of the school and community.

This information booklet and the meetings associated with course selection for the Preliminary and HSC years aims at preparing the way for each and every student to make informed decisions and commit themselves fully to becoming a senior at Alstonville High School.

The choice of subjects will be influenced by future possible vocations, academic ability and interest. For this reason seek the advice of staff. The Careers Adviser, Head Teachers, Year Adviser and HSC coordinator can give you valuable assistance.

It is important that students entering Year 11 make the most appropriate choice of subjects for their future. A choice of subjects based on the fact that friends are taking the courses or personal preference for teachers is not a wise choice.

Best wishes to all students with your course selections. Your decisions will take you through your senior years to the HSC and toward your future career endeavours.

David Silcock
Principal

David Schein
Deputy Principal

Paul Grebert
Deputy Principal
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SECTION 1: CHOOSING COURSES

The HSC recognises the achievements of 13 years of schooling.

In the interests of greater career choices and increased opportunities at university and TAFE, the HSC offers students a full range of study areas matching individual abilities, interests and goals.

In choosing a program of study for Years 11 and 12 a student needs to consider the following:

**What subjects am I good at?**

**What subjects do I enjoy?**

(Answers to both these questions are good indicators of subjects for next year. It is highly unlikely that you will do well in subjects you dislike and/or are currently performing poorly in.)

**What are my career aspirations, goals and needs?**

Students should keep in mind future career paths but be realistic about choices

**Do I intend going on to tertiary study, which subjects will I need to study?**

**Are there qualifications I can gain whilst at school which will assist me in my further education?**

**Courses should be selected carefully as most courses extend over 2 years.**

These are important considerations which need to be kept in the back of your mind as you listen and discuss the information presented tonight.

Hopefully tonight will assist you to start to find/confirm answers to the above questions. The answers to these questions will play a large part in determining the program of study chosen for the senior school.

To give you an idea of a career direction and subject choice, do the following exercise at home:

**Step 1:** The following describes seven types of work categories. Read the description of each of the type of work categories carefully before going to the next page.

**Analytic or Scientific**

These jobs involve working with ideas to investigate or seek solutions to scientific, technical, social or other issues. Activities include observing, researching, analysing and interpreting results. The ability to develop theories, apply logic and explore abstract ideas in a specialist area of knowledge is important.

**Creative or Artistic**

These jobs involve working with ideas, to creatively express, present or perform them. An appreciation of design, style, form, beauty or related concepts used to develop or interpret an idea, is important. Activities include writing, painting, singing, dancing, decorating, designing and performing.

**Helping or Advising**

These jobs involve working with people, to help, inform, teach or treat them. Activities include discussing personal issues, listening to people’s problems and providing advice, instruction, information or treatment to meet their needs.
Practical or Mechanical
These jobs involve working with things, using the hands, or special tools or equipment to make, fix, install or adjust them. Activities include doing practical and physical tasks and may require an understanding of how equipment or machinery works.

Nature or Recreation
These jobs involve working with things in the natural work, such as conservation, handling animals, raising crops or livestock, or sport. Activities include growing and caring for living things, or an involvement with sport, leisure or the environment.

Organising or Clerical
These jobs involve working with data or order, process, or retrieve facts and figures, or to develop or administer policies and procedures. Activities include organising, using or updating information, such as files or accounts, developing or following procedures or systems, and the planning, budgeting and staffing of an organisation.

Persuading or Service Jobs
These jobs involve working with people, to sell to, influence, motivate, negotiate with or serve them. Activities include selling, promoting or providing goods or services, bargaining or presenting a point of view.

Step 2: Having read through these type of work categories, ask yourself:

- Would I like or dislike this type of work?
- How much would I like or dislike it?

Indicate your likes and dislikes on the Type of Work chart by ticking the appropriate boxes.

<table>
<thead>
<tr>
<th>Personal Interest Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like a Lot</td>
</tr>
<tr>
<td>Analytic or Scientific</td>
</tr>
<tr>
<td>Creative or Artistic</td>
</tr>
<tr>
<td>Helping or Advising</td>
</tr>
<tr>
<td>Practical or Mechanical</td>
</tr>
<tr>
<td>Nature or Recreation</td>
</tr>
<tr>
<td>Organising or Clerical</td>
</tr>
<tr>
<td>Persuading or Service Jobs</td>
</tr>
</tbody>
</table>

If you have ticked some boxes in the ‘like a lot’ or ‘like’ columns, you can go ahead and explore these groups first. If you have not ticked any boxes in these columns, you should look more closely at the groups in the ‘unsure’ column to see if they can be moved across to the ‘like’ or ‘like a lot’ columns.

Now visit the Job Guide Website: [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au) and:

1. Click on “Building your Career”
2. Click on “Exploring your Options”
3. Click on Step 3 “Researching your potential occupations”
4. Use the job descriptions section of the Job Guide – Click on “Search the Job Guide”

This information will give you an idea of subjects that may be of benefit to you in your particular career direction.
What are HSC Units?

- All courses for the HSC have a unit value
- Most courses are 2 Units
- 2 Units = 4 hours of instruction per week (120 hours per year)
- 2 Units = 100 marks.

Types of Courses

There are two broad categories of courses, Board Developed Courses and Board Endorsed Courses.

1. Board Developed Courses (BDC)

- The content of these courses are developed by the Board of Studies and is distributed to schools. Therefore students throughout the State study the same course content.
- A Statewide examination is set by the Board for each of these courses.
- These courses count towards Australian Tertiary Admission Rank (ATAR) which is necessary for application to all universities.
- Board Developed Courses include Life Skills courses.

2. Board Endorsed Courses (BEC)

- These are courses approved by the Board of Studies and include:
  - Content Endorsed Courses
  - School Developed Courses
  - University Developed Courses.
- They count towards an HSC and are listed on the students’ Record of Achievement.
- **Do not count towards the calculation of the ATAR.**
- There is no external examination for any Board Endorsed Course.

3. Extension Courses

- Build on the content of their related 2 Unit course and require students to work beyond the standard of the 2 unit course. They carry an additional value of 1 unit.
- English and Mathematics are the only two Preliminary Extension Courses.
- Extension courses offered at HSC are in English, Mathematics, History, Music, some Languages and some VET courses.
- Undergraduate university distinction courses are available in some subjects.

4. Vocational Education and Training (VET) Courses in the HSC

- Board Developed or Board Endorsed.
- Board Developed ‘Framework’ courses can be included in the calculation of the ATAR and include:
  - Business Services, Construction, Entertainment Industry, Hospitality, Information Technology, Metal and Engineering, Primary Industry, Retail, Tourism.
- They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.
- Courses have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school.
- Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.
• **VET Dual Accreditation**
  - HSC credit
    - at preliminary and/or HSC level
  - Australian Qualifications Framework (AQF) qualification
    - Certificate or Statement of Attainment
    - competency record
    - helps students to move easily between the various education and training sectors and employment.
  - ATAR
    - optional examination must be completed.

Further information about VET courses appears in the section listing the HSC Courses available.

5. **Life Skills Courses as part of a Special Program of Study.**

• Designed for students with Special Education needs
• Can be included in HSC(courses are Board Developed) but not ATAR
• An individual transition planning process that fosters links with post school environments is a condition of entry.
• Includes courses in:

Requirements for the HSC

• Preliminary minimum of 12 Units
• HSC pattern of 10 or more Units
• In each year:
  - six units from Board Developed(examinable) courses
  - at least two units of English
  - three courses of two units or greater
  - at least four subjects
  - no more than six units of Science subjects.

• HSC may be accumulated over 5 years.

HSC Pathways

• Most students follow a two year program of study
• The Board of Studies also provides access for people wishing to combine studies with employment or other commitments
• Accumulation
  - The HSC may be accumulated over a period of up to five years from the time the first subject is presented at an HSC examination
• Acceleration
• Part-time traineeships

Satisfactory Course Completion

• Students must have:
  - followed the course developed or endorsed by the BOS
  - applied themselves with diligence and sustained effort to the set tasks and
experiences provided in the course by the school
- achieved some or all of the course outcomes.

- In the HSC students must also make a genuine attempt at:
  - more than 50% of assessment tasks
  - HSC examinations (optional in VET Frameworks)

The ATAR – What is it?

- The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 with intervals of 0.05
- The ATAR is based on "scaled marks" not the marks reported to students by the BOS.

Requirements for the ATAR

- 10 units of Board Developed courses including at least 2 units of English (minimum 8 Units of Category A courses)
  - 3 Board Developed courses of 2 units or greater
  - at least 4 Board Developed subjects
- Only 2 units of category B courses (including Vet Frameworks and TAFE Accounting)
- Calculated using 2 units of English plus the next best 8 units

Note:

- May be accumulated for up to 5 years
- For repeated course only latest attempt counts.

ASSESSMENT AND REPORTING

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

- Teachers are provided with a syllabus package for each course. The packages include the 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 that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

- The HSC reports will provide a description of your achievements.

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

- The other 50% will come from the HSC examination.

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

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

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

- Course Reports
  
  *For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.*)
SECTION 3 COURSES FOR THE HSC

HSC BOARD DEVELOPED COURSES
To be examined in 2015*

* Correct at time of printing

Below is a list of the HSC Board Developed courses being examined in 2015 and may be offered at Alstonville High School. The courses appear in alphabetical order by subject area; languages other than English are listed separately.

The courses are classified by the institutions participating in UAC as either Category A courses or Category B courses. For the purpose of calculating the Australian Tertiary Admission Rank (ATAR), no more than two units can be included from Category B courses.

Definitions:

- **Subject** - is the general name given to an area of study.
- **Course** - is a branch of study within a subject; a subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, and others.
- **HSC Extension courses** - enable students to undertake more in-depth study in areas of special interest; they build on the content of the 2 unit course and carry an additional value of 1 unit.
- **Unit value** - all courses have a unit value and each unit involves class time of approximately 2 hours per week (60 hours per year); in the HSC each unit has a value of 50 marks, so a 2 unit course has a value of 100 marks.

<table>
<thead>
<tr>
<th>HSC Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>These notes and footnotes (1 – 3) refer to the list of courses</td>
</tr>
</tbody>
</table>

- 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, 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.

1. There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
2. You 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. You must study Music 2 if you wish to study HSC Extension Music.

Additional information about courses and the new HSC is available on the Board of Studies Website:
# Category A Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Ext Courses (1 Unit)</th>
<th>HSC Ext Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>Aboriginal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td>Ancient History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
<td></td>
<td>HSC History Ext 1</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>Community and Family Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Technology</td>
<td>Design and Technology</td>
<td></td>
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</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Engineering Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Standard</td>
<td>Preliminary English Ext</td>
<td>HSC English Ext 1</td>
</tr>
<tr>
<td></td>
<td>English Advanced</td>
<td></td>
<td>HSC English Ext 2</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Food Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>Industrial Technology</td>
<td></td>
<td></td>
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<tr>
<td>Information Processes and Technology</td>
<td>Information Processes and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Mathematics</td>
<td>Preliminary Mathematics Ext</td>
<td>HSC Mathematics Ext 1</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
<td>HSC Mathematics Ext 2</td>
</tr>
<tr>
<td>Modern History</td>
<td>Modern History</td>
<td></td>
<td>HSC History Ext 1</td>
</tr>
<tr>
<td>Music</td>
<td># Music 1</td>
<td></td>
<td>HSC Music Ext</td>
</tr>
<tr>
<td></td>
<td>Music 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD/Health/PE</td>
<td>PD/Health/PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Science</td>
<td>Senior Science</td>
<td></td>
<td></td>
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<tr>
<td>Society and Culture</td>
<td>Society and Culture</td>
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<tr>
<td>Software Design and Development</td>
<td>Software Design and Development</td>
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<tr>
<td>Textiles and Design</td>
<td>Textiles and Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Languages

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Preliminary Ext Courses (1 Unit)</th>
<th>HSC Ext Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>French Beginners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>Italian Continuers</td>
<td></td>
<td>HSC Italian Extension</td>
</tr>
</tbody>
</table>
VET Curriculum Frameworks

The Board has developed VET Industry Curriculum Frameworks in nine industry areas which can be studied as Preliminary and/or HSC courses. Within each framework there are a number of courses. You must undertake a work placement to complete these courses successfully.

The courses below marked * include an optional written examination in the Higher School Certificate. Students must complete the written examination if they wish to use their Board Developed VET subject in the calculation of their ATAR.

HSC VET COURSES
(Delivered at Alstonville High School)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Curriculum Frameworks</td>
<td>Construction (240 hours)*</td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Metal and Engineering</td>
<td>Metal and Engineering (240 hours)*</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Hospitality Operations (240 hours)*</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>Primary Industries (240 hours)*</td>
</tr>
</tbody>
</table>

OTHER HSC BOARD DEVELOPED COURSES
(Delivered at TAFE)

Category B Courses

<table>
<thead>
<tr>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Curriculum Frameworks</td>
</tr>
<tr>
<td>Automotive *</td>
</tr>
<tr>
<td>Business Services *</td>
</tr>
<tr>
<td>Electrotechnology *</td>
</tr>
<tr>
<td>Financial Services *</td>
</tr>
<tr>
<td>Human Services *</td>
</tr>
<tr>
<td>Information Technology *</td>
</tr>
<tr>
<td>Retail Services *</td>
</tr>
<tr>
<td>Retail Extension in Community Pharmacy *</td>
</tr>
<tr>
<td>Tourism and Events *</td>
</tr>
</tbody>
</table>

Note:
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.

Students who successfully complete these courses may receive advanced standing in other higher level TAFE courses via a process known as articulation. This process will allow students who have successfully completed TAFE Certificate to progress to higher level TAFE courses (such as Advanced Certificate, Associate Diploma or Diploma) without duplicating the work already done.

Students participating in Board-developed VET course at a college of TAFE will be enrolled as regular TAFE students with the full rights and responsibilities of other TAFE students.

Attendance is currently 9-1 pm or 2 – 6 pm every Wednesday including during school exam times.

**Note:** For further content details refer to TAFE NSW, North Coast Institute Course Guide 2014 – 2014 Courses for School Students, putting your HSC to work... For the most up-to-date information visit the North Coast TAFE website (northcoast.tafensw.edu.au) or phone the local VET for Schools Coordinator.
There are three categories of Board Endorsed Courses – Content Endorsed Courses (CECs), School Developed courses and University Developed courses.

- Content Endorsed Courses are developed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. Content Endorsed Courses include General education CECs (School Delivered VET CECs and TAFE delivered VET CECs).

- School Developed courses are designed by an individual school or group of schools, to meet the local needs of a group of students. They require the endorsement of the Board of Studies.

- University Developed courses are developed by universities in conjunction with a school or group of schools or school system for the particular needs of high ability Stage 6 students. They require the endorsement of the Board of Studies.

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

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

Content Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Board Endorsed Courses are most suited to students not considering a university education and are looking for less academic vocational courses. Students considering seeking employment or further TAFE study at the end of Year 12 should consider these courses.

### CONTENT ENDORSED COURSES (General Education)

*(Offered at Alstonville High School)*

These courses do not count towards an ATAR.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation Studies</td>
<td>2 Unit</td>
</tr>
</tbody>
</table>

### CONTENT ENDORSED COURSES (VET)

*(School Delivered VET CECs)*

There are two VET Content Endorsed courses which may be delivered by schools. They are:

- Furnishing CEC
- Introduction to Electrotechnology

Note: These courses are currently not offered at Alstonville High School.
The Board of Studies has an agreement with TAFE NSW whereby courses developed and conducted by TAFE may be accredited towards the HSC. There are a number of TAFE delivered VET Content Endorsed courses.

These courses are drawn from components of established TAFE courses and will, where possible, lead to National Training Package qualifications. These courses will appear on your HSC, but you cannot count them towards your Australian Tertiary Admission Rank (ATAR).

Students taking these courses will find them less demanding than Board-developed courses with the emphasis on practical and workplace skills.

Students who successfully complete these courses will receive a College Statement or Certificate and may be eligible for articulation and/or advanced standing in other TAFE courses.

Lismore, Wollongbar and Ballina Campuses of TAFE offer a wide range of Board Endorsed VET Courses. For further content details refer to TAFE NSW, North Coast Institute Course Guide 2013 – 2013 Courses for School Students, putting your HSC to work... For the most up-to-date information visit the North Coast TAFE website (northcoast.tafensw.edu.au) or phone the local VET for Schools Coordinator.

These courses are provided free of charge to public school students, however they may be required to provide their own personal equipment in some courses (eg safety equipment).

**Details of these courses are also available from Ms Horne, Careers Adviser.**

**IMPORTANT:** It is the responsibility of the student to provide their own transport to and from TAFE. Where sufficient interest warrants, a bus may be provided at cost to transport students to and from TAFE each week.

*Interested* students must complete a separate application form contained in the VET course guide for 2013 booklet.
BOARD DEVELOPED COURSES

(Category A Courses)
Course: Ancient History

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

Course Description:
Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.

The Preliminary course is structured for students to investigate:
- people, groups, events, institutions, societies and historical sites;
- archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students’ more specialised HSC studies.

In the HSC course, students use archaeological and written evidence to investigate the core study of the Cities of Vesuvius – Pompeii and Herculaneum as well as one ancient society, one personality and one historical period.

Main Topics Covered

Preliminary Course
Part I: Introduction 40%
(a) Investigating the Past: History, Archaeology and Science
(b) Case Studies
At least ONE case study will be undertaken.

Part II: Studies of Ancient Societies 40%
At least ONE study of ancient societies should be undertaken.

The case study and the ancient society will be chosen from different civilisations, which could include non-Mediterranean examples such as Asia, Central and South America.

Part III: Historical Investigation 20%

Students will investigate an aspect of a case study or an ancient society different from that undertaken in Part I and Part II.

HSC Course (120 indicative hours)
Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum 25%
Part II: ONE Ancient Society 25%
Part III: ONE Personality in Their Time 25%
Part IV: ONE Historical Period 25%

The course requires study from at least TWO of the following areas:
1. Egypt
2. Near East
3. Greece
4. Rome

Assessment: HSC course only

External Assessment:  Internal Assessment:
A three hour written examination in four parts Core, society, personality and historical periods are assessed through a range of tasks including:
Research
Source analysis
Oral and written communication

100
100
Course: Biology
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Prelim)

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

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

Main Topics Covered:

Preliminary Course
- A Local Ecosystem
- Patterns in nature
- Life on Earth
- Evolution of Australian Biota

HSC Course
Core Topics
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

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

Particular Course Requirements:
The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course only

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<td>Core</td>
<td>75</td>
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<tr>
<td>Option</td>
<td>20</td>
<td>Option</td>
<td>25</td>
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Page 20
Course: Business Studies

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

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

Main topics Covered:

Preliminary Course
- Nature of Business
- Key Business Functions
- Establishing a Business
- Developing a Business Plan

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

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

Assessment: HSC course only

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<td>A three hour written examination</td>
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<tr>
<td></td>
<td>Interpretation and application of case studies</td>
<td>30</td>
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<td></td>
<td>Stimulus based skills</td>
<td>20</td>
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**Course:** Chemistry

2 units for each of Preliminary and HSC

**Board Developed Course**

**Exclusions:** Senior Science (Preliminary)

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

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

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

**Main Topics Covered:**

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

**HSC Course**

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

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

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

**Assessment: HSC course only**

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

2 units for each of Preliminary and HSC Board Developed Course  

**Exclusions:** Nil

**Course Description:**
Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

**Main Topics Covered:**

**Preliminary Course**

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

**Individuals and Groups**
- The individual’s roles, relationships and tasks with groups. (Indicative course time: 40%)

**Families and Communities**
- Family structures and functions and the interaction between family and community. (Indicative course time: 40%)

**HSC Course**

**Research Methodology**
Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)

**Groups in Context**
- The needs of specific community groups. (Indicative course time: 25%)

**Parenting and Caring**
- Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)

**HSC Option Modules** (Select one of the following, Indicative course time: 25%):

**Family and Societal Interactions**
- How government and community structures support and protect family members throughout the lifespan.

**Social Impact of Technology**
- The impact of evolving technologies on individuals, families, work and communities.

**Individuals and Work**
- Contemporary issues confronting families as they manage their roles within both their family and work environments.

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

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tr>
<td>A written examination:</td>
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<tr>
<td><strong>Section I</strong></td>
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<tr>
<td>Part A</td>
<td>10</td>
<td>Core Research Methodology</td>
<td>75</td>
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<tr>
<td>Part B</td>
<td>15</td>
<td>Groups in Context</td>
<td></td>
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<tr>
<td>Part C</td>
<td>50</td>
<td>Parenting and Caring</td>
<td></td>
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<tr>
<td>Groups in Context</td>
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<td></td>
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<tr>
<td>Parenting and Caring</td>
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<tr>
<td><strong>Section II</strong></td>
<td>25</td>
<td>Options Families and Societal Interactions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Social Impact of Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individuals and Work</td>
<td></td>
</tr>
<tr>
<td>Families and Societal Interactions</td>
<td></td>
<td>Assess modules using a combination of HSC examination-type tasks and non HSC examination-type tasks.</td>
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<tr>
<td>Social Impact of Technology</td>
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<tr>
<td>Individuals and Work</td>
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Course: Drama

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

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

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

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

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

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

Main Topics Covered:

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

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

Particular Course Requirements:
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment HSC course only:

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Australian Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>A one and a half hour Written Examination comprising two compulsory sections:</td>
<td>40</td>
<td>Development of Group Performance</td>
<td>20</td>
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<tr>
<td>Australian Drama and Theatre(Core)</td>
<td></td>
<td>Development of Individual Project</td>
<td>20</td>
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<tr>
<td>Studies in Drama and Theatre</td>
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</tbody>
</table>

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Course: Design & Technology

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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

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

Main Topics Covered:

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

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

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

Assessment  HSC course only

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<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td><strong>Section I: A one and a half hour written exam</strong></td>
<td>40</td>
<td>Innovation and Emerging Technologies, including a compulsory case study of an innovation/design/designer</td>
<td>40</td>
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<tr>
<td>Questions based on Innovation &amp; Emerging Technologies,</td>
<td></td>
<td>Designing and Producing (which may include aspects of the Major Design Project)</td>
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<tr>
<td>Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</td>
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<tr>
<td><strong>Section II: Major Design Project</strong></td>
<td>60</td>
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<td>60</td>
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<tr>
<td>Project proposal Folio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product, system or environment</td>
<td>100</td>
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</tbody>
</table>
Course: English Standard

2 units for each of Preliminary and HSC

Exclusions: English Advanced; English as a Second Board Developed Course Language; Extension

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

Main Topics Covered:

### Preliminary Course
The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.

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

Particular Course Requirements:

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

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

Assessment: HSC course only

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<tbody>
<tr>
<td>A written examination paper consisting of Area of Study (Common course content)</td>
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<td>Area of Study Module A</td>
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<tr>
<td>Paper 1 (2 hours)</td>
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<td>Module B</td>
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<tr>
<td>Areas of Study (Common course content)</td>
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<td>Module C</td>
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<tr>
<td>Module A</td>
<td>15</td>
<td>- Listening</td>
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<tr>
<td>Module B</td>
<td>15</td>
<td>- Speaking</td>
<td></td>
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<tr>
<td>Module C</td>
<td>25</td>
<td>- Reading</td>
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<td></td>
<td>30</td>
<td>- Writing</td>
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<td>- Viewing &amp; representing</td>
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</table>
Course: English Advanced

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: English Standard; Fundamentals of English; ESL

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

Main Topics Covered:

Preliminary Course:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the Content.

HSC Course:
The course has two sections:
- The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C.

Particular Course Requirements:

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

HSC English (Advanced) course requires:
- the close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearian drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts.
- a wide range of additional related texts and textual forms.

Assessment: HSC Course only

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<th>Weighting</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A written examination paper consisting of Paper 1 (2 hours) Areas of Study (Common course content)</td>
<td>40</td>
<td>Area of Study (Common course content)</td>
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<td>Module A</td>
<td>20</td>
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<td>Module C</td>
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<tr>
<td>Paper 2 (2 Hours) Module A Module B Module C</td>
<td>60</td>
<td>Assessment across the language modes:</td>
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<td>- Listening</td>
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<td>- Speaking</td>
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<td>- Reading</td>
<td>25</td>
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<td>- Writing</td>
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<td>- Viewing &amp; representing</td>
<td>15</td>
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Page 27
Courses: Preliminary English Extension  
HSC English Extension 1  
HSC English Extension 2

1 unit of study for each of Preliminary and HSC

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

Exclusions: English (Standard) Course; Fundamentals of English; ESL

Course Description:
- In the Preliminary English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English (Extension) course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

Main Topics Covered:  

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

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

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

Particular Course Requirements:  

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

The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives 2000, 2001).

The HSC English (Extension) course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

Assessment: HSC Extension Course 1

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

Assessment: HSC Extension Course 2

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

<table>
<thead>
<tr>
<th></th>
<th>Weighting</th>
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<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50</td>
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<td>50</td>
</tr>
</tbody>
</table>
Course: Food Technology

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

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

Main Topics Covered:

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

HSC Course
- The Australian Food Industry (15%)
- Food Manufacture (30%)
- Food Product Development (30%)
- Options – Contemporary Food Issues in Nutrition (25%) or Contemporary Food Issues in the Marketplace (25%)

Particular Course Requirements:
- There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.
- In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

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

Assessment: HSC course only:

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research, analysis and communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimentation and preparation</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design, implementation and evaluation</td>
<td>20</td>
</tr>
</tbody>
</table>

100 100
Course: Industrial Technology

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content
Endorsed Courses

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

The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries;
Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber
Products and Furniture Industries.

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

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

Particular Course Requirements
In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one
group project). Each project must include a management folio. Students also undertake the study of an
individual business within the industry. In the HSC course, students must design, develop and construct a
major project with a management folio. They also undertake a study of the overall industry related to the
specific focus area.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 1/2-hour written examination</td>
<td>40</td>
<td>Industry Study</td>
<td>20</td>
</tr>
<tr>
<td>Section I</td>
<td></td>
<td>Designing, planning and</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workplace communication</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industry-specific content</td>
<td>50</td>
</tr>
<tr>
<td>Section II</td>
<td></td>
<td>Major Project and related</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>management folio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
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</tr>
</tbody>
</table>
Course: Information Processes and Technology

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description:
Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Main topics covered:

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

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

Particular Course Requirements:
There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course.

Assessment: HSC course only

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

100 100
**Course:** Legal Studies  
2 units for each of Preliminary and HSC  
Board Developed Course  

**Exclusions:** Nil

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

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

**Main Topics Covered:**

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

**HSC Course**
- Law and Society 25% of course time
- Focus Study: Crime 25% of course time
- Additional Focus Studies 50% of course time  
Two chosen from consumers, families, global environments, Indigenous people, shelter, technological change, workplace, world order

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

**Particular Course Requirements:**  
No special requirements

**Assessment HSC course only.**

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

|                              | 100       | 100                                                      |
Course: General Mathematics

2 units for each of Preliminary and HSC

Board Developed Course

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

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

Course Description:
Mathematical Measurement and Modelling focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks.

The modelling tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered:

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

HSC Course
- Financial mathematics
- Data analysis
- Measurement
- Probability
- Algebraic modelling

Assessment: Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematical Measurement and Modelling.

No more than 30% of the assessment is to be based on the Preliminary course.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A single HSC examination of 2 ½ hours’ duration. No more than the equivalent of three 10 mark questions will be based on the Preliminary course. Questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the three question allowance from the Preliminary course.</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
</tr>
</tbody>
</table>
Course: Mathematics

2 units for each of Preliminary and HSC
Board developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Advanced Mathematics course for the School Certificate, along with the recommended options. This course is definitely not suitable for those students from the Intermediate course.

Course Description: The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 and Extension 2 courses.

Main Topics Covered:

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

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

Series and Series applications

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single written examination paper of 3 hours’ duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainments in both Components.</td>
</tr>
</tbody>
</table>

100 | 100 |
**Course:** Extension 1 Mathematics
3 units in each of Preliminary and HSC
Board developed Course

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

**Course Description:**
The content of this course, which includes the whole of the Advanced course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.

**Main Topics Covered:**
**Preliminary Course**
- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary Advanced course

**HSC Course**
- Methods of integration
- Primitive of \( \sin^3 x \) and \( \cos^2 x \)
- Equation
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC Advanced topics

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of 3 hours' duration for the Advanced Mathematics course. The other paper is based on the Extension 1 course and is of 2 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both Components.</td>
</tr>
</tbody>
</table>

100 | 100
**Course:** Extension 2 Mathematics  

1 unit additional to the Extension 1 course, for the HSC and studied in Year 12.  

Board developed Course  

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

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

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

**Assessment: HSC course only**  

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

Board Developed Course

Exclusions: Nil

Course Description:
The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.
The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 4 major studies.

Main Topics Covered

Preliminary Course

- Part I: Case Studies 50%. At least TWO case studies will be undertaken. ONE case study will be from Europe, North America or Australia. ONE case study will be from Asia, The Pacific, Africa, the Middle East or Central/South America.
- Part II: Historical Investigation 20%. Students will investigate a case study of their own, an aspect of a case study or an aspect of the Preliminary core study.
- Part III: Core Study: The World at the Beginning of the Twentieth Century 30%. Students will investigate the Preliminary core study using a source-based approach.

HSC Course

Students are required to study Parts I, II, III and IV of the course.

- Part I: Core Study: World War I 1914-1919: A Source-based Study 25%
- Part II: ONE National Study 25%
- Part III: ONE Personality in the Twentieth Century 25%
- Part IV: ONE International Study in Peace and Conflict 25%

Assessment: HSC course only

<table>
<thead>
<tr>
<th></th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination in four parts</td>
<td>Core, personality, national and international studies are assessed through a range of tasks including: Research Source analysis Oral and written communication</td>
<td>100</td>
</tr>
</tbody>
</table>

100
**Course:** Music 1

2 units for each of Preliminary and HSC
Board Developed Course

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

**Exclusions:** Music 2

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

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

**Particular course requirements:**

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

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

**Assessment:** HSC course only

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

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:
The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health 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.

Main Topics Covered:

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

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

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

Assessment: HSC course only

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

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Sen Science (Preliminary)

Course Description:
The Preliminary course incorporates the study of motion and energy; how waves are used in communication; electrical energy as used in the home and a unit on basic astronomy known as cosmic engine.

The HSC course builds upon the Preliminary course. It examines the effects of gravitational fields, projectile and circular motion with relation to rockets and satellites, the generation of electricity and how it is used in the motor and a historical look at the development of ideas in Physics. We also have an option which makes up 25% of the course.

Main Topics Covered:
Preliminary Course

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

HSC Course

Core Topics

- Space
- Motors & Generators
- From Ideas to Implementation

One Option from the following:

- Medical Physics
- Astrophysics
- Geophysics
- From Quanta to Quarks
- The Age of Silicon

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td></td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Options</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Senior Science

2 units for each of Preliminary and HSC Board Developed Course

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

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

The HSC course examines the range and importance of biological molecules found in humans and other organisms; the physical and chemical properties of chemicals used by people on and in their bodies; the structure and function of organs of the human body and the physical features of these organs that can be detected by medical technology.

Main Topics Covered:

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

HSC Course
Core Topics
- Lifestyle Chemistry
- Medical Technology
- Communication

One option
- Polymers
- Preservatives and Additives
- Space science
- Disasters
- Pharmaceuticals

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Option</td>
<td>25</td>
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<td></td>
<td>100</td>
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</tbody>
</table>

Note: This course cannot be taken with any other science course in Year 11.
**Course:** Society and Culture

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

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

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.

**Main topics Covered:**

**Preliminary Course**
- The Social and Cultural World: 20%
- Personal and Social Identity: 40%
- Intercultural Communication: 40%

**HSC Course**

**Core:**
- Social and Cultural Continuity and Change: 30%
- The Personal Interest Project: 30%

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

**Particular course Requirements:** Nil

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two hour written examination</td>
<td>70</td>
<td>Oral</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application of methodological skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tests/exams</td>
<td>40</td>
</tr>
<tr>
<td>Personal Interest Project</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Oral Application of methodological skills
Secondary research
Tests/exams
Course: Software Design and Development

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:
The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities, and through these will learn to solve a number of interesting and relevant software problems.

Main Topics Covered:

Preliminary Course
Concepts and issues in the design and development of software
- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to software development
- Planning and Designing
- Implementing
- Testing and Evaluating
- Modifying and Maintaining

Developing software solutions

HSC Course
Development and impact of software solutions
- Social and ethical issues
- Application of software development approaches

Software Development cycle
- Understanding
- Planning and designing
- Implementation
- Testing and evaluation
- Maintenance

Developing a solution package
- Project work

Option strands
- Evolution of programming language or
- The Interrelationship between software and hardware

Particular Course Requirements
Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>Knowledge and understanding about development and impact of software solutions, the software development cycle</td>
</tr>
<tr>
<td></td>
<td>Design and development of software solutions</td>
</tr>
<tr>
<td></td>
<td>Project management techniques including documentation, team-work and communication project</td>
</tr>
</tbody>
</table>

100 100
Course: Textiles & Design

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

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

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

Main Topics Covered:

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

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

Particular Course Requirements:
In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of one and a half hours</td>
<td>50</td>
<td>Textile, Clothing, Footwear and Allied Industries</td>
<td>10</td>
</tr>
<tr>
<td>Major Textile Project</td>
<td>50</td>
<td>Properties and Performance</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major Textiles Project</td>
<td>50</td>
</tr>
</tbody>
</table>

100 100
Course: Visual Arts

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:
Ceramics - Visual Arts HSC Ceramics Body of Work
Visual Design – Products developed cannot be used as a Body of Work in Visual Arts

Course Description:
Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a ‘body of work’ in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.
The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered:

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

HSC Course learning opportunities focus on:
- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the artworld
- How students may further develop meaning and focus in their work.

Particular Course Requirements:

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

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

Assessment: HSC course only

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

| 2 units for each of Preliminary and HSC Board Developed Course |

**Exclusions:** Indonesian Continuers; Indonesian Extension; Heritage Indonesian; Indonesian Background Speakers; Malay Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board’s *ACE Manual.*

**Course Description**
In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Indonesian. Topics studied through two interdependent perspectives, *the personal world and the Indonesian-speaking communities,* provide contexts in which students develop their communication skills in Indonesian and their knowledge and understanding of language and culture.

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

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

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An oral examination (5 minutes): Conversation</td>
<td>20</td>
</tr>
<tr>
<td>A written examination (2½ hours): Listening</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Writing in French</td>
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</tbody>
</table>

| 100 |
**Course:** Italian Continuers

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

**Prerequisites:** School Certificate Italian or equivalent knowledge is assumed.

**Exclusions:** Italian Beginners.

---

**Course Description**

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

**Themes:**
- the individual
- the Italian-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:
- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Italian culture through texts.

**Particular Course Requirements:** Nil

**Assessment:** HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ten-minute oral examination: Conversation</td>
<td>20</td>
</tr>
<tr>
<td>A three-hour written examination:</td>
<td></td>
</tr>
<tr>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td>Reading and responding</td>
<td></td>
</tr>
<tr>
<td>- Part A</td>
<td>25</td>
</tr>
<tr>
<td>- Part B</td>
<td>25</td>
</tr>
<tr>
<td>Writing in Italian</td>
<td>15</td>
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<td></td>
<td>15</td>
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<td>100</td>
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</table>
BOARD DEVELOPED
VOCATIONAL EDUCATION COURSES

(Category B)
<table>
<thead>
<tr>
<th>Course: Construction (240 indicative hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Preliminary and/or HSC units in total</td>
</tr>
<tr>
<td>Board Developed Course</td>
</tr>
</tbody>
</table>

**Course Description**
This course is for students who wish to work in the construction industry. The course is based on units of competency developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry. The course incorporates twelve core units plus a range of elective units from the General Construction and Civil Construction sectors. Students may undertake a program of study within one industry sector. Another possible program of study is available by selecting units of competency from across sectors.

**Main Topics Covered**
The core units of competency represent the basic skills, knowledge and attitudes required by all workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These core units of competency focus on developing and refining the skills required to work effectively within the industry. The core units of competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques.
The electives available in the course complement these competencies by providing a range of practical and technical skills.
Electives units of competence are available in:
- General Construction
- Civil Construction.
The generic program of study allows students to complete a range of competencies from across both industry sectors.

**Particular Course Requirements**
Students must complete a minimum of 70 hours work placement.
Students must also undertake a mandatory WorkCover approved general OHS induction training program, as well as work activity OHS training and site-specific OHS training before being allowed onto a work site.

**Assessment**
**Competency-based Assessment**
This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a construction environment. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Students will be progressively assessed as ‘competent or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.
Competency-based assessment determines the vocational qualification that a student will receive.
**External Assessment (optional HSC examination)**
The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus.
The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Qualifications**
Depending on the selection of units:
- Students who are assessed as competent in all units of competency in Construction (240 indicative hours) will be eligible for Certificate I in Construction (General or Civil) or a Statement of Attainment showing partial completion of Certificate II in Construction (General or Civil).
- Additional Certificate II competencies may be gained by completing the 60 or 120 indicative hour specialist study.
- Students who are assessed as competent in some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II in Construction (General or Civil).
<table>
<thead>
<tr>
<th>Course: HOSPITALITY 240 HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Vocational Qualification</td>
</tr>
<tr>
<td>Certificate II in Hospitality SIT20207 OR Certificate II in Hospitality (Kitchen Operations) SIT20307</td>
</tr>
</tbody>
</table>

| Board Developed Course | 4 Preliminary and/or HSC units in total |

**Course Description**
This course provides students with the opportunity to gain a range of skills and knowledge suitable for employment in a hospitality environment and to provide pathways for university and other tertiary study.

The course will be delivered in the food and beverage area.

**Main Topics Covered**
Students will have the opportunity to develop the skills and knowledge required to work effectively in a hospitality environment including: work with customers and colleagues, work in a socially diverse environment, follow health, safety, security and hygiene procedures, clean premises and equipment, verbal and non-verbal communication and hospitality industry awareness, participate in environmentally sustainable work practices.

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

**Assessment**

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

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. Competency-based assessment determines the vocational qualification that a student will receive.

**External Assessment (optional HSC examination)**
The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Possible Qualifications**
Depending on the selection of stream and achievement of units of competency, the possible qualification outcomes from this course are:
- Certificate II in Hospitality SIT20207
- Certificate I in Hospitality (Kitchen Operations) SIT10307
- Statement of Attainment towards Certificate II in Hospitality SIT20207
- Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations) SIT20307
### Course: Metal and Engineering (240 indicative hours)

| 4 Preliminary and/or HSC units in total | Board Developed Course |

#### Course Description
This course is for students who wish to work in the manufacturing, engineering and related service industries.

It is based on units of competency developed by the manufacturing, engineering and related service industries to describe the competencies and skills and knowledge needed by workers in these industries.

The course incorporates five foundation units plus a range of units from various functional streams and pathways (Production, Fabrication, Mechanical, Electrical/Electronic and Drafting, Drawing and Design).

Students may develop a program of study within one stream or pathway. A sixth possible program of study is available by selecting units of competency from across some or all of these identified streams and pathways.

#### Main Topics Covered
The foundation units of competency represent the basic skills, knowledge and attitudes required by all workers within the manufacturing, engineering and related service industries. Students will need to develop and exhibit these competencies throughout the entire course. These foundation units of competency focus on developing and refining the skills required to work effectively within the industry. The foundation units of competency specifically address industry awareness, communicating with others, planning for work, quality principles and working safely.

The elective streams and pathways available in the course complement these competencies by providing a range of practical and technical skills. The streams provide articulation into trade areas of Production, Fabrication, Mechanical and Electrical/Electronic. The Drawing, Drafting and Design pathway allows students to focus on competencies within this industry field.

The generic program of study allows students to complete a range of competencies from across some or all of these identified streams and pathways.

#### Particular Course Requirements
Students must complete a minimum of 76 hours work placement.

#### Assessment

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

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

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

**External Assessment (optional HSC examination)**
The Higher School Certificate examination for Metal and Engineering (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and **HSC Requirements and Advice** detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total
Board Developed Course

Course Description
This course provides students with general skills and knowledge as part of their preparation for entry-level employment in a primary industries environment.

It is based on units of competency which have been developed for primary industries to describe the competencies, skills and knowledge needed by workers in these industries.

Main Topics Covered
In addition to the units of competency included in the Primary Industries (120 hours) course that concentrate on developing a range of skills required to work effectively and safely in a modern primary industry environment (occupational health and safety, positive environmental work practices, basic first aid and verbal and non-verbal communication), students may undertake units of competency leading to a general qualification in Conservation and Land Management, Rural Operations, Agriculture, Horticulture or Production Horticulture; or they may specialise by selecting units to achieve an Agriculture qualification specialising in Beef Production, Goat Production, Pig Production, Sheep and Wool Production or Grain Production.

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

Assessment

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

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

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

External Assessment (optional HSC examination)
The Higher School Certificate examination for Primary Industries (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Qualifications
Depending on the selection and achievement of units of competency students undertaking Primary Industries (240 indicative hours) will be eligible for Certificate II in Conservation and Land Management or Agriculture or Horticulture or Rural Operations or Production Horticulture or Agriculture specialising in Beef Production, Goat Production, Pig Production, Sheep and Wool Production or Grain Production.

Students who are assessed as competent in some units of competency will be eligible for a Statement of Attainment showing partial completion of the Certificate.
BOARD ENDORSED COURSES
Course: English Studies
Contact: HT English

Course Description:
The Stage 6 English Content Endorsed Course is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. You should consider doing this course if you are studying for your HSC but don’t seek university entry. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

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

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

- In each of the Preliminary and HSC years students are required to:
  - read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
  - undertake study of at least one substantial print text and at least one substantial multi-modal text
  - be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
  - engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
  - develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.
- Mandatory modules
- Preliminary: Achieving through English: English and the worlds of education, careers and community.
- HSC: We are Australians: English in citizenship, community and cultural identity.
- Elective modules
- Telling us all about it – English and the media
- On the road – English and the experience of travel
- Digital worlds – English for the web
- Playing the game – English in sport
- Landscapes of the mind – English and the creative arts
- The way we worked – English for exploring the past through industrial events in Australia
- In the marketplace – English and the world of business
- Discovery and investigation – English and the sciences
- Part of the family – English and family life
- The big screen – English in film-making

Assessment components and weightings:

**External Assessment**
There is no external assessment for this subject.
**Course:** Photography

**Content Endorsed Course**

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

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

This course in Photography will allow students to:

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

Content Endorsed Course: 2 year/2 unit course

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Sport, Lifestyle and Recreation makes a positive contribution to the total well-being of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle. The strength of the community in this regard is enhanced by its members having the necessary skills and desire to adopt a range of officiating and support roles introduced in this course.

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

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport.
- High levels of performance skill in particular sport
- The capacity to adopt administrative roles in community sport and recreation
- The skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognized qualification in these areas.

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

Main Topics Covered

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

Unit and Years of Study: 2 unit/2 year Hours: 240

Preliminary: 120 hours Preliminary Number of Modules: 6 – 12 (2 Years)
HSC: 120 Hours

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. Two (4) periods per week will be practical and one (2) theory.

The modules in Sport, Lifestyle and Recreation are:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training
Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies will assist students:

- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

The course has two core studies, and elective course modules.
Core 1 – Work and change
Core 2 – Experiencing work

Modules
There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.
SECTION 5: SPECIAL MATERIALS CONTRIBUTION

YEAR 11

**Art .......................................................... $40.00 per year
Construction VET ............................................. $50.00 per year
Design & Technology ....................................... $20.00 per year
Drama .......................................................... $15.00 per year
Food Technology .............................................. $50.00 per year
Hospitality ...................................................... $80.00 per year
  Chef’s Uniform & Tool Kit hire ......................... $20.00 per year
Industrial Technology – Wood Products & Furniture Industries ...... $30.00 per year
Industrial Technology – Multimedia ........................ $20.00 per year
Metals and Engineering .................................... $50.00 per year
Music .......................................................... $20.00 per year
Photography ..................................................... $80.00 per year
*Textiles & Design ........................................... $30.00 per year

YEAR 12

**Art 2 Unit only ............................................... $40.00 per year
Construction VET ............................................. $30.00 per year
*Design & Technology ..................................... $20.00 per year
Drama .......................................................... $15.00 per year
*Food Technology ............................................ $40.00 per year
Hospitality ...................................................... $80.00 per year
  Chef’s Uniform & Tool Kit hire ......................... $20.00 per year
Industrial Technology – Wood Products & Furniture Industries ...... $30.00 per year
Industrial Technology – Multimedia ........................ $20.00 per year
Metals and Engineering .................................... $30.00 per year
Music .......................................................... $20.00 per year
Photography ..................................................... $80.00 per year
*Textiles & Design ........................................... $20.00 per year

* OR ALL GOODS AND EQUIPMENT MUST BE BROUGHT FROM HOME IN ORDER TO TAKE PART IN THE LESSON.
** WHERE MAJOR PROJECTS REQUIRE MATERIALS BEYOND THE SCOPE OF NORMAL CLASSROOM ACTIVITIES, THEY MUST BE PURCHASED BY THE STUDENTS.

It is possible that some fees may increase from the beginning of 2014 owing to the need for suppliers to raise material costs.

The actual costs for all subjects will be included in the first Newsletter in 2014

Student acceptance into courses is based on the understanding that course fees covering expendable items will be paid.