St Patrick's College Sutherland

Information Handbook for Parents and Students

STAGE 6
Preliminary Year 11 2017
HSC Year 12 2018
Dear Parents and Students

The Information Handbook has been prepared to provide parents and students at St Patrick’s College with an overview of the educational opportunities offered in the Senior school.

Before setting about the task of choosing a pathway of study at St Patrick’s we ask you to make:
· an informed choice;
· a realistic choice; and
· a wise choice.

An informed choice is more likely if you have done the following:
· discussed the choices with your parents, teachers and Careers Adviser;
· assessed your performance in Year 10; and
· checked the prerequisites for your future career.

A realistic choice is more likely if you have done the following:
· recognised your strengths and weaknesses;
· looked carefully at the subjects you like and the ones you are good at;
· chosen the level of subject whereby you can cope (based on your past performance) and in which you can succeed.

A wise choice is more likely if you have done the following:
· chosen subjects because you are motivated to do them, irrespective of what your friends are choosing; and
· become motivated and have made a commitment to study in the senior years.

The College aims to lead each student to the fulfilment of his or her highest potential. The senior years of study which lead to the award of the Higher School Certificate are very demanding and require a self-disciplined approach with a regular routine of attendance at school, participation in classes, application to home study and punctual completion and submission of assessment tasks. To achieve a rewarding result from this routine requires maturity and personal commitment.

In summary, application, commitment and effort are required to meet the challenges of the Higher School Certificate. Set your goals high and aim for personal excellence in all of your studies. May each of you rise to this challenge with the support and encouragement of your parents and teachers.

Ms Libby Denny
College Principal
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STUDYING FOR THE
HIGHER SCHOOL
CERTIFICATE
1. **THE HIGHER SCHOOL CERTIFICATE**

The Higher School Certificate is the highest educational award a student can gain in New South Wales schools.

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

There are over 100 Board Developed Courses available and a large range of Board Endorsed Courses. Board Developed and Board Endorsed Courses within the Higher School Certificate curriculum are available in general education subjects as well as in nationally recognised vocational education and training (VET) packages for many industries.

**The Board of Studies Teacher Accreditation Standards (BOSTES)**

In relation to the Higher School Certificate, BOSTES is responsible for:

- developing Preliminary and HSC courses
- organising and overseeing the Higher School Certificate examinations and assessments
- calculating and recording Higher School Certificate marks and achievements
- issuing Higher School Certificates and Records of Achievement to students, inclusive of the Record of School Achievement (RoSA)
- giving advice to schools, employers and the public on educational issues and all matters related to the Higher School Certificate

**Eligibility for the Higher School Certificate**

The rules and requirements for eligibility are set out in the Board’s publication, the *Assessment, Certification and Examination (ACE) Manual*, which is kept in every secondary school and TAFE institute as well as in many libraries. It is also on the Board’s website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) and can be found more directly through [http://ace.bos.nsw.edu.au](http://ace.bos.nsw.edu.au)

To be eligible for the award of the Higher School Certificate a student needs to:

- be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE institute
- study a permitted combination of courses
- complete the requirements for each course, including any necessary oral, practical or project work
- complete tasks designed for the internal assessment program in each HSC course at your school
- sit for, and make a genuine attempt at, the Higher School Certificate examinations
- have completed the Board of Studies ‘All My Own Work’ * modules.

*‘All My Own Work’ is a compulsory study of the rules, regulations and requirements that students must follow in relation to such things as copyright, acknowledgement of sources, issues of plagiarism and cheating. Students at St Patrick’s will sit this mandatory course during Term 4 this year. Any student absent from the programmed schedule will be required to undertake the 5 modules in their own time and provide the College with evidence of completion.*
2. THE HIGHER SCHOOL CERTIFICATE CURRICULUM

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

Board Developed Courses are the courses for which BOSTES develops a syllabus, setting out the objectives, outcomes, structure and content. These are the courses for which BOSTES also develops Higher School Certificate examinations.

In addition, BOSTES develops course and assessment requirements, sample examination papers, marking criteria and performance scales for these courses for distribution to all schools. These are accessible via the BOSTES website (www.boardofstudies.nsw.edu.au)

Board Developed Courses contribute to the calculation of the Australian Tertiary Admissions Rank (ATAR). For further information regarding the ATAR, visit the University Admission Centre NSW & ACT website: www.uac.edu.au/undergraduate/ATAR.

There are two types of Board Endorsed Courses:

- School-Developed Courses. These are courses developed by individual schools in response to local interest or need and endorsed by the Board.
- Content Endorsed Courses (CECs). These fall into two categories: general CECs and TAFE delivered CECs.

Whilst there is no external examination for any Content Endorsed Course or School Designed Course, all Board Endorsed Courses count towards the Higher School Certificate and are listed on a student’s Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR.

Units of Study
All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. The following is a guideline to help you understand the pattern of courses.

- 2 Unit Course
  - This is the basic structure for all courses. It has a value of 100 marks and involves approximately 4 hours of class time per week (120 hours per year)

- 1 Unit Course
  - 1 unit equals approximately 2 hours of class time each week or 60 hours per year and has a value of 50 marks.

- Extension Courses
  - Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.
  - Extension courses require students to work beyond the standard of the 2 unit course.
  - English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
  - English Extension courses are only available to Advanced English students. Similarly, Mathematics Extension courses are only available to 2 Unit Mathematics students.
  - HSC extension courses are available in subjects including English, History and Mathematics.
Vocational Education and Training Courses

Vocational Education and Training (VET) courses are courses which teach students skills that are relevant to future study and employment. These courses allow students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation.

The AQF qualifications are recognised by industry and employers throughout Australia.

These courses require students to spend a minimum number of hours in the workplace (70 hours over 2 years). Students receive documents that report the achieved competencies and an AQF Certificate or Statement of Attainment. In most cases 35 of work placement hours of per VET course is carried out during the school calendar year.

The Board Developed VET Framework courses which will be offered at St Patrick’s College in 2017 are:

- Business Services (optional HSC exam for inclusion in ATAR calculation)
- Construction (optional HSC exam for inclusion in ATAR calculation)
- Hospitality (optional HSC exam for inclusion in ATAR calculation)
- Retail Services (optional HSC exam for inclusion in ATAR calculation)
- Furniture Making
- Fitness

Each Framework is made up of combinations of units of competency. These units are the same as those contained in the National Industry Training Packages. Each Industry Framework identifies the units of competency which make up the 120 and 240 hour courses for the HSC in that industry and any extension courses that are available.

The College also works in partnership with Sydney Catholic Schools and Saint Yon Trade Training Centre, to provide courses such as, but not limited to:

- Electro technology (optional HSC exam for inclusion in ATAR calculation)
- Automotive (optional HSC exam for inclusion in ATAR calculation)

These are 240-hour Vocational Education and Training (VET) courses. Some Vocation Education and Training courses are considered Category B and can count towards the calculation of an ATAR. An optional written examination is offered for the HSC. If you want the results from these courses to be available for inclusion in the calculation of your ATAR, subject to the ATAR rules, you must undertake the optional written examination.

Patterns of Study - Requirements for Preliminary and HSC Years

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate students must satisfactorily complete at least 12 units in a Preliminary study pattern and at least 10 Units in an HSC study pattern.

Both study patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English (if chosen, English Studies Content Endorsed Course will contribute to 2 units of the six units)
- at least three courses of two unit value or greater (inclusive of English)
- at least four subjects
For Catholic schools there is a mandatory requirement that all students include at least 1 unit of either a Board Developed or Board Endorsed Religious Education course in their pattern of study for both Years 11 and 12.

No more than six units of courses in Science can contribute to the 12 Preliminary units and 10 HSC units required for the award of the Higher School Certificate. Exclusions apply to Senior Science (see subject information details).

If you wish to receive the Universities Admission Index (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. Only 2 units of Category B courses can count towards an ATAR.

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

**Changes to Patterns of Study**

Students need to be aware that it is difficult to change courses in Years 11 and 12. The school timetable and staffing are based on subject selection that occurs at the end of Year 10.

In the case of Preliminary courses, the Principal will be able to allow changes of course provided that she is satisfied that students can satisfactorily complete the new course before commencing study for the HSC course. Normally, changes to a student’s pattern of study will not be allowed after Week 4 of Term 1.

Students studying the HSC course may not change course unless the Principal is satisfied that they:
- have satisfactorily completed the Preliminary component (or equivalent) of the course they wish to enter
- will be able to complete all HSC course requirements, including assessment.

Please do not assume that it will be possible to change courses as the class may be full or clash with another course.

**Course information and resources**

BOSTES publishes syllabuses for every Board Developed Course, together with specimen examination papers. Copies of these documents are available on the BOSTES website. (www.boardofstudies.nsw.edu.au)

Board syllabuses contain information about course objectives, outcomes, structure and content as well as assessment requirements. In addition, sample examination items, marking criteria and performance scales are provided.

### 3. ASSESSMENT

Students are required to complete school-based assessment tasks for each course they study. This applies to all school and TAFE students, regardless of the number of units attempted.

In the HSC year, school-based assessment counts for 50% of the overall mark in each course and is reported on a student’s Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.
The assessment requirements for each Board Developed Course are set out in each syllabus.

**Assessment Handbook**
At the commencement of the Preliminary Year and HSC Year all students will be issued with an Assessment Handbook that outlines all rules and requirements pertaining to school assessment. It is essential that all parents and students familiarise themselves with the College Assessment Policy and procedures prior to commencing course assessment tasks.

**Assessment Marks**
Schools submit a student’s internal school assessment mark out of 100 (in a 2 Unit Course) or 50 (in a 1 Unit Course) to BOSTES. This mark is calculated from the results of each formal assessment task undertaken as part of the HSC course.

In the case of vocational courses studied at school, a student log forms a record of student achievement in the units of competency for each course. A list of the units of competency successfully achieved is submitted to the Board by the school. This information is used to produce a Certificate or Statement of Attainment.

In most cases, the assessment mark for a satisfactorily completed course can be used in Illness/Misadventure appeals.

At the end of the Higher School Certificate assessment program, students may ask for their position in the rank order in each course studied based on school assessments. If a student feels their rank in any course is not correct, they may apply to the school principal for a review. Students can also access their achieved ranks in each course via their students online personal login assigned by BOSTES.

**Satisfactory Completion of Courses**
To receive a result in any course, a student must satisfactorily complete that course.

Satisfactory completion of a course involves:
- following the course developed or endorsed by the Board, and
- applying yourself with diligence and sustained effort to the set tasks provided in the course by the school, and
- achieving some or all of the course outcomes.

The Principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses.

If the Principal decides that you have not satisfactorily completed a course, you will receive no results in that course. This may render you ineligible for either the Preliminary Record of School Achievement (RoSA) or Higher School Certificate.

You have the right to appeal to the Board against your principal’s decision. If you choose to do so, your principal will explain the appeal process to you.

**4. HIGHER SCHOOL CERTIFICATE EXAMINATIONS**
The Higher School Certificate examinations are held each year in October and November.

Early in the year, the College will submit entry data to the Board showing those HSC courses which each student is expected to complete that year.
Most examinations for the Higher School Certificate are written examinations, but students may be required to take listening and speaking examinations in languages, performance examinations in Drama, Music and Dance, complete a Personal Interest Project in Society and Culture, or prepare projects and practical works to be submitted for examination in subjects such as Industrial Technology, Design and Technology and Visual Arts.

The proportion of marks given to written examinations, listening and speaking examinations, practical examinations, practical works and assessments is set out in the Examination Specifications for courses, as listed in the syllabuses.

If at examination time you become ill or suffer an accident that affects your examination performance, you should submit an Illness/Misadventure appeal form through the principal, provided that you can present evidence to support your appeal, e.g. a medical certificate. In the case of most Board courses, if your appeal is upheld, you will receive your aligned examination mark or your moderated assessment mark for the examination, whichever is the greater.

Examination papers are marked by carefully chosen expert markers. Closely supervised procedures are maintained to ensure accuracy and security.

**Submitted works, practical and oral examinations**

Some courses will require students to undertake practical examinations and/or submit works, projects, etc. in addition to the written Higher School Certificate examination. Students will need to ask the relevant Studies Coordinator whether any of the courses they are intending to undertake require practical examinations or submitted works.

Students are required to certify that any submitted work is their own. The class teacher and principal must certify that it has been done under the Teacher’s supervision. If they cannot do so, the student may not be awarded marks for the work.

The practical and oral examinations for some courses are held in Term 3 of the HSC year. These examinations are held separately from the written examinations. They may also be held at a different venue from that used for the written examinations.

Works submitted for marking in some courses will also be required to be completed in Term 3, for example the Personal Interest Project (PIP) in Society and Culture.

**5. HIGHER SCHOOL CERTIFICATE RESULTS**

If students meet all the requirements, they will be awarded a Higher School Certificate. The certificate shows their name and school.

BOSTES issues the Higher School Certificate Record of Achievement (RoSA) to students who have satisfactorily completed any Preliminary or HSC courses. Students accumulating their courses will receive the RoSA for the Preliminary Year and record of achievement for the HSC year.

Results of HSC courses satisfactorily completed appear on the Higher School Certificate Record of Achievement and on a course Report. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- The Assessment Mark - the moderated mark awarded for your assessment tasks at school.
- The Examination Mark - the mark awarded for the external examination.
- The HSC Mark - the average of the HSC and School Assessment Marks.
• The Performance Band - shows your level of achievement in that course.

This information will also be contained in a Course Report which will be issued for each course completed. The Course Report will include descriptors for each Performance Band which provide a summary of what students know and are able to do. Students will also have available their Record of School Achievement (RoSA).

6. SPECIAL EDUCATION STUDENTS

All students with special education needs who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur, a Record of Achievement listing results in Board Developed Courses (including Life Skills Courses) and Board Endorsed Courses. Students will also receive a Student Profile listing the outcomes achieved in each Life Skills Course and the RoSA.

7. VET CREDENTIALS

Students who satisfactorily complete vocational HSC courses (including TAFE Delivered Courses) will also receive an additional VET credential which may be an AQF Certificate or a Statement of Attainment.

8. AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

Entry from Year 12 into university courses in NSW and the ACT generally depends on your Australian Tertiary Admissions Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the universities, not by the Board of Studies. The ATAR is a rank, not a percentage, and is reported on a scale of 0 to 99.95 with intervals of 0.05.

If you wish to use your HSC to gain admission to a university you need to satisfy the requirements for an ATAR.

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps tertiary institutions rank applicants for selection. It is calculated on behalf of the universities and released by UAC. The ATAR is a rank, not a mark.

To be eligible for an ATAR in 2015 you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:
• eight units from Category A courses
• two units of English
• three Board Developed courses of two units
• four subjects.

Your ATAR is based on an aggregate of scaled marks* in 10 units of ATAR courses comprising: your best two units of English and your best eight units from the remaining units. No more than two units of Category B courses can be included.

Further information on the ATAR is available from http://www.uac.edu.au/undergraduate/atar/
9. TAFE DELIVERED VET (TVET) COURSES

This program gives students the opportunity to include a TAFE course, studied at a TAFE College, as part of their HSC program.

Successful participation in TAFE Delivered VET courses may give students dual accreditation towards their HSC and a TAFE College course. Such courses are designed for students who are:

- intending to continue at a TAFE College after completion of their HSC
- have an interest in some vocational field
- intend entering the workforce after completing the HSC and require specific skills.

As these courses are provided by TAFE, students will be required to pay a levy (to be notified). Syllabuses and assessment procedures are identical to those which apply to other TAFE students studying these subjects.

For 2017, priority for placement in TAFE delivered courses will be given to Year 12 students.

10. RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). Students who complete their schooling at St Patrick’s College prior to the completion of the HSC must contact the Director of Studies prior to departure to:

- gain information surrounding literacy and numeracy tests
- have their RoSA activated for delivery

Up-to-date information can be found on www.boardofstudies.nsw.edu.au/rosa/

11. THE VALUE OF VOCATIONAL EDUCATION AND TRAINING (VET)

Students and parents should realise that the senior years of school can offer much more than a preparation for university.

The completion of Year 12 can broaden opportunities available to students upon leaving school by allowing entry to a wider range of careers. It can make the student more marketable for an on the job scene. The extra years can enable a student to mature and establish personal and study skills. They also learn to work co-operatively and to effectively communicate about the processes they are using.

The HSC - not the ATAR - enables entry to TAFE at the Diploma level. TAFE courses are very competitive and preference often goes to those with employment or experience in the area of study. Completion of a course in one of the VET Curriculum Frameworks, or a TAFE Delivered VET Course (TVET), will often give a student an edge in this competitive entry.

On the job scene, many employers are looking for an HSC. They will use the HSC results and school reports to select those they wish to interview. They will also consider courses studied in senior years which show relevance to, or aptitude in their area of employment. Once again, a vocational course studied at this level would allow a student to show particular work skills or industry experience they have gained.
In light of the above, students would be well advised to consider the value of including vocational subjects within their course of study, or to embark on a non-ATAR course. The vocational courses offered at the College fall into three groups:

1. **Industry Curriculum Frameworks** which follow a syllabus provided by BOSTES and can be examined at an external examination. If the optional examination is completed, the marks gained can contribute to the calculation of an ATAR. Only ONE Industry Curriculum Framework subject (Category B) can be counted in the calculation of an ATAR.

2. **Board Endorsed Courses**. No HSC Examination and does not contribute to the ATAR.

3. **TAFE Delivered VET (TVET) Courses** which have a syllabus set by TAFE and are examined by TAFE. The units gained are credited to the HSC but in most cases do not count towards the ATAR. Courses may include:

   - Automotive
   - Hairdressing
   - Fashion Design
   - Nursing Studies
   - Music Business
   - Welfare Studies
   - Child Studies
   - Screen
   - Sport and Recreation

NOTE: Saint Yon Trade Training Centre is working in partnership with St Patrick’s College to offer selected courses in vocational training such as Automotive and Electrotechnology. Students interested in undertaking these courses of study will need to speak directly with the Director of Studies at the time of subject selection.

12. **MAKING YOUR DECISION**

The subject choice for the HSC is an extremely important one and students will often be presented with extensive options for achieving their final goal. It must be remembered that the HSC is a beginning and not an end. Students who maximise their opportunities by gaining success usually do so by adhering to the following strategies:

1. Gather as much information as possible from as wide a variety of sources as possible.
2. Always double check information that appears odd or conflicts with information from another source.
3. Be honest with yourself in terms of both your ability to understand a particular subject and your ability to apply yourself to a subject.
4. Consider advice carefully, especially take into account the experiences and knowledge of the person giving the advice. Be wary of people commenting outside their field of expertise.

**What Subject Should I Choose?**

When deciding what course of study to pursue at school during Years 11 and 12, students should consider subjects which you:

i) have an interest in and will hold your interest for 6 to 8 hours per week for 18 months.
ii) believe you will enjoy, and
iii) believe that you can do well at, that is, you have demonstrated an ability to achieve in the course at an appropriate level.

Choosing more than two courses with a “major work” or a similar practical task also requires thought. Major works are often due at the time of the HSC Trial Examinations and can dominate a student’s time to the extent that their pre-trial preparation suffers. Students studying more than two subjects with a major work risk jeopardising their preparation for other subjects. We advise students to think carefully
about taking on more than two subjects with a major task component in the HSC unless they are really confident about their task and time management skills.
### BOARD DEVELOPED COURSES

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRE/CO-REQUISITES</th>
<th>OTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDIES OF RELIGION I &amp; II</td>
<td>For SOR II students must achieve a Grade A or B in English or Religious Education.</td>
<td>Students who wish to undertake this course could benefit from studying the Advanced English course.</td>
</tr>
<tr>
<td>ANCIENT HISTORY</td>
<td></td>
<td>Students with a special interest in Ancient History may opt to pick-up an additional 1 Unit Extension course in Year 12. Ability to compose essays is recommended.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students may undertake enrichment activities such as excursions to museums and HSC preparation days. The costs associated with these activities vary from year to year.</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>Students must achieve a Grade A or B in Year 10 Science. A high Grade C may be considered</td>
<td>Costs incurred with fieldwork and laboratory work.</td>
</tr>
<tr>
<td>BUSINESS STUDIES</td>
<td></td>
<td>HSC: As case studies form an integral part of the course, industry visits provide students with practical examples of the business world.</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>Students must achieve a Grade A or strong B in Year 10 Science.</td>
<td>This course incurs a laboratory and activities fee.</td>
</tr>
<tr>
<td>DESIGN AND TECHNOLOGY</td>
<td></td>
<td>Students complete a HSC major work which contributes to 60% of the HSC exam mark.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In addition, there is a materials cost involved and this will be dependent on the projects that are made. In the HSC the student is required to fund their HSC major project. Prices vary.</td>
</tr>
<tr>
<td>EARTH AND ENVIRONMENTAL SCIENCE</td>
<td>Grades A – C in Year 10 Science accepted.</td>
<td></td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>Students must achieve a Grade A or B in English and be eligible to study the Mathematics course in the Preliminary.</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Requirement</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ENGINEERING STUDIES</td>
<td>Must study Mathematics in Years 11 and 12.</td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td>ENGLISH ADVANCED: Must achieve an A or B at the Year 10 level.</td>
<td>Extension 2 is an HSC Course only.</td>
</tr>
<tr>
<td></td>
<td>ENGLISH EXTENSION: Students must achieve an A at Year 10 level for entry into Extension 1 course.</td>
<td></td>
</tr>
<tr>
<td>FOOD TECHNOLOGY</td>
<td>The course incorporates a broad range of skills, both vocational and general life experiences. The study of Stage 6 Food Technology may provide credit transfer to some related TAFE courses. This is an interesting course for all, but if you are considering a vocation as a food technologist, dietician, health researcher, food product designer, nutritionist, or any other type of work in the food industry, this course is recommended.</td>
<td></td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>Students will undertake mandatory fieldwork in both the Preliminary and HSC courses. Costs associated with fieldwork and other enrichment activities vary from year to year.</td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL TECHNOLOGY - Multimedia</td>
<td>Students complete a HSC major work which contributes to 60% of the HSC exam mark.</td>
<td>Students must fund their own HSC projects due to the range of costs involved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL TECHNOLOGY - Timber</td>
<td>Students complete a HSC major work which contributes to 60% of the HSC exam mark.</td>
<td>Students must fund their own HSC projects due to the range of costs involved.</td>
</tr>
<tr>
<td>ITALIAN CONTINUERS</td>
<td>Students must have completed Stage 5 (Years 9 &amp; 10) Italian prior to the start of the Preliminary year.</td>
<td>Students may be required to purchase a workbook and attend excursions or study days.</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Students should have studied Year 10 Pathway 5.3. A student achieving a high B in Pathway 5.2 may also be considered.</td>
<td>They must also have the approval of the Mathematics Co-ordinator.</td>
</tr>
<tr>
<td>Subject</td>
<td>Requirements</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>Students must have achieved an A or B in Year 10 Pathway 5·3.</td>
<td>Extension 2 is an HSC course only.</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>Students who have studied Pathways 5·2 are eligible, but must have the approval of the Mathematics Co-ordinator. Students in Pathway 5·1 should seriously consider not undertaking General Mathematics in Year 11.</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>Students with a special interest in Modern History may opt to pick-up an additional 1 Unit Extension course in Year 12. Ability to compose essays is recommended. Students may undertake enrichment activities such as site studies and HSC preparation excursions. The costs associated with these activities vary from year to year.</td>
<td></td>
</tr>
<tr>
<td>Music 1</td>
<td>Students who wish to undertake this course would benefit from having private music lessons on their chosen instrument. Basic course fee is applied to these courses in Preliminary and HSC to cover music and instrument maintenance.</td>
<td></td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>Students must achieve a Grade A or B in Year 10 PDHPE.</td>
<td>One payment covers Year 11 and Year 12 (2 textbooks). *Cannot study 2 Unit Sport, Lifestyle and Recreation in conjunction.</td>
</tr>
<tr>
<td>Physics</td>
<td>Students must achieve a Grade A or strong B in Year 10 Science. Extension Mathematics is strongly recommended. Costs incurred with practical based excursion to the University.</td>
<td></td>
</tr>
<tr>
<td>Senior Science</td>
<td>This course cannot be studied in combination with Chemistry, Physics, Biology or Earth and Environmental Science in Year 11.</td>
<td></td>
</tr>
<tr>
<td>SOCIETY AND CULTURE</td>
<td>SOFTWARE DESIGN AND DEVELOPMENT</td>
<td>VISUAL ARTS</td>
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<tr>
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</tr>
<tr>
<td>This subject involves the completion of a Major Work (Personal Interest Project - PIP)</td>
<td>Must study Mathematics in Years 11 and 12.</td>
<td>Students must have achieved a Grade A, B or C in Year 10 Visual Arts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non Stage 5 Visual Arts students wishing to apply for consideration in this course are required to present a written expression of interest, outlining the rationale of their choice to study this course. This will be presented at the day of their interview.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic course fee is charged in Year 11 and in Year 12 to cover costs of material and equipment purchased in bulk.</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>OTHER INFORMATION</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>BUSINESS SERVICES</td>
<td>Considered a Category B subject if optional HSC examination is completed. Only ONE Category B subject can count towards the calculation of an ATAR.</td>
<td></td>
</tr>
<tr>
<td>CONSTRUCTION</td>
<td>Considered a Category B subject if optional HSC examination is completed. Only ONE Category B subject can count towards the calculation of an ATAR.</td>
<td></td>
</tr>
<tr>
<td>HOSPITALITY OPERATIONS</td>
<td>Considered a Category B subject if optional HSC examination is completed. Only ONE Category B subject can count towards the calculation of an ATAR.</td>
<td></td>
</tr>
<tr>
<td>RETAIL SERVICES</td>
<td>Considered a Category B subject if optional HSC examination is completed. Only ONE Category B subject can count towards the calculation of an ATAR.</td>
<td></td>
</tr>
<tr>
<td>FITNESS</td>
<td>Board Endorsed Course. There is not HSC examination. This course does not contribute to the calculation of an ATAR.</td>
<td></td>
</tr>
</tbody>
</table>
**BOARD ENDORSED COURSES** (Content Endorsed Courses)
These subjects have no HSC examination. They contribute to the overall achievement of an HSC but do not count towards an ATAR.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH FUNDAMENTALS (1 Unit)</td>
<td>Students studying Advanced English are not permitted to undertake English Fundamentals.</td>
</tr>
<tr>
<td>EXPLORING EARLY CHILDHOOD (1 Unit)</td>
<td></td>
</tr>
<tr>
<td>EXPLORING EARLY CHILDHOOD (2 Unit)</td>
<td></td>
</tr>
<tr>
<td>MARINE STUDIES (2 Unit)</td>
<td>It is recommended that students who choose this subject are strong swimmers.</td>
</tr>
<tr>
<td>MARINE STUDIES (1 Unit)</td>
<td>It is recommended that students who choose this subject are strong swimmers.</td>
</tr>
<tr>
<td>VISUAL DESIGN (2 Unit)</td>
<td></td>
</tr>
<tr>
<td>VISUAL DESIGN (1 Unit)</td>
<td></td>
</tr>
<tr>
<td>PHOTOGRAPHY, VIDEO and DIGITAL IMAGING (1 Unit or 2 Unit)</td>
<td>A course fee is charged to cover general equipment, photographic paper and chemicals. Students are required to have access to a film camera.</td>
</tr>
<tr>
<td>RELIGION (CATHOLIC) STUDIES (1 Unit)</td>
<td>School developed course</td>
</tr>
<tr>
<td>SPORT, LIFESTYLE AND RECREATION (1 Unit)</td>
<td></td>
</tr>
</tbody>
</table>
BOARD DEVELOPED COURSES
Course: Studies of Religion I
1 unit for each of Preliminary and HSC
Exclusions: Studies of Religion II

Course Description
Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course
- Nature of Religion and Beliefs
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Two Religious Traditions Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Origins
    - Principal beliefs
    - Sacred texts and writings
    - Core ethical teachings
    - Personal devotion/expression of faith/observance.

HSC Course
- Religion and Belief Systems in Australia post-1945
  - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two Religious Tradition Depth Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Significant people and ideas
    - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
    - Significant practices in the life of adherents.

Particular Course Requirements
The mandatory components and weightings for the HSC course are set out below. The HSC internal assessment mark for Studies of Religion is to be based on the HSC course only. The range of tasks compromising the school-based assessment schedule is varied and addresses the range of outcomes.

Each student is expected to participate in a retreat experience as an integral part of the Religious Education program at the College. This is a compulsory part of the school program, but is not an assessable component of the course.

Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Religion and Belief Systems in Australia post-1945</td>
<td>15</td>
<td>Religion and Belief Systems in Australia post-1945</td>
<td>15</td>
</tr>
<tr>
<td>Multiple-choice and short-answer questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II: Religious Tradition Depth Studies - Questions in non-dependent parts</td>
<td>15</td>
<td>Religious Tradition Depth Studies</td>
<td>35</td>
</tr>
<tr>
<td>Section III: Religious Tradition Depth Study Extended response question</td>
<td>20</td>
<td>Tasks for Internal Assessment should include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Oral</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exams / Tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Stimulus-based</td>
<td></td>
</tr>
</tbody>
</table>

|                                                                                     | 50    |                                                          | 50         |
Course: Studies of Religion II
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Studies of Religion I

Course Description
Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course
● Nature of Religion and Beliefs
  ○ The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
● Three Religious Traditions Studies from:
  ○ Buddhism, Christianity, Hinduism, Islam, Judaism
    ■ Origins
    ■ Principal beliefs
    ■ Sacred texts and writings
    ■ Core ethical teachings
    ■ Personal devotion/expressions of faith/observance.
● Religions of Ancient Origin
  ○ The response to the human search for ultimate meaning in two religions of ancient origin from:
    ■ Aztec or Inca or Mayan
    ■ Celtic
    ■ Nordic
    ■ Shinto
    ■ Taoism
    ■ an Indigenous religion from outside Australia
● Religion in Australia pre-1945
  ○ The arrival, establishment and development of religious traditions in Australia prior to 1945.
HSC Course
● Religion and Belief Systems in Australia post-1945
  ○ Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
● Three Religious Tradition Depth Studies from:
  ○ Buddhism, Christianity, Hinduism, Islam, Judaism
    ■ Significant people and ideas
    ■ A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
    ■ Significant practices in the life of adherents.
● Religion and Peace
  ○ The distinctive response of religious traditions to the issue of peace.
● Religion and Non-Religion
  ○ The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Particular Course Requirements
The mandatory components and weightings for the HSC course are set out below. The HSC internal assessment mark for Studies of Religion is to be based on the HSC course only. The range of tasks compromising the school-based assessment schedule is varied and addresses the range of outcomes.

Each student is expected to participate in a retreat experience as an integral part of the Religious Education program at the College. This is a compulsory part of the school program, but is not an assessable component of the course.

Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Course: Studies of Religion II (continued)

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Religion and Belief Systems in Australia post-1945</td>
<td>30</td>
<td>Religion and Belief Systems in Australia post-1945</td>
<td>15</td>
</tr>
<tr>
<td>Religion and Non-Religion</td>
<td></td>
<td>Religion and Non-Religion</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice and short-answer questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24
<table>
<thead>
<tr>
<th>Section II: Religious Tradition Depth Studies</th>
<th>Questions in non-dependent parts</th>
<th>30</th>
<th>Religious Tradition Depth Studies</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section III: Religious Tradition Depth Study</td>
<td>Extended response question</td>
<td>20</td>
<td>Religion and Peace</td>
<td>50</td>
</tr>
<tr>
<td>Section IV: Religion and Peace</td>
<td>Extended response question</td>
<td>20</td>
<td>Tasks for Internal Assessment</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>should include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Oral</td>
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<td></td>
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<td></td>
<td>● Research</td>
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<td></td>
<td>● Exams / Tests</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>● Stimulus-based</td>
<td></td>
</tr>
</tbody>
</table>

100 | 100
Course: Biology  
2 units for each of Preliminary and HSC  
Board Developed Course  
Exclusions: Senior Science (Preliminary only)

Course Description  
Biology is the study of living organisms, life processes and interactions between organisms and their environment. The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent. The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered  
Preliminary Course  
Biology Skills Module 8.1  
Core Modules  
- A Local Ecosystem  
- Patterns in Nature  
- Life on Earth  
- Evolution of Australian Biota  
HSC Course  
Biology Skills Module 9.1  
Core Modules  
- Maintaining a Balance  
- Blueprint of Life  
- The Search for Better Health  
One Option from the following modules:  
- Communication  
- Biotechnology  
- Genetics: The Code Broken?  
- The Human Story  
- Biochemistry

Particular Course Requirements  
Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Internal Assessment: HSC Course  
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Knowledge and understanding:  
  - the history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology  
  - cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution | 40 |
| Skills in:  
  - planning and conducting first-hand investigations  
  - gathering and processing first-hand data  
  - gathering and processing relevant information from secondary sources | 30 |
| Skills in:  
  - communicating information and understanding  
  - developing scientific thinking and problem-solving techniques  
  - working individually and in teams | 30 |
Course: Business Studies

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

Course Description
Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Preliminary Course
- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

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

Particular Course Requirements
The Preliminary course includes a Small Business Plan based on a hypothetical business. This should be undertaken over an extended period of time.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Outline of HSC examination specifications
A written examination of three hours plus 5 minutes reading time

Outline of internal assessment requirements
There will be three to five assessment tasks comprising the following components and weightings.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Stimulus-based skills</td>
<td>20</td>
</tr>
<tr>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Communication of business information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Chemistry

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Senior Science (Preliminary only)

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

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

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

Topics Covered
Preliminary Course
Chemistry Skills Module 8.1
Core Modules
- The Chemical Earth
- Metals
- Water
- Energy

HSC Course
Chemistry Skills Module 9.1
Core Modules
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following modules:
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of:</td>
<td>40</td>
</tr>
<tr>
<td>• the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry</td>
<td></td>
</tr>
<tr>
<td>• atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td>• planning and conducting first-hand investigations</td>
<td></td>
</tr>
<tr>
<td>• gathering and processing first-hand data</td>
<td></td>
</tr>
<tr>
<td>• gathering and processing relevant information from secondary sources</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td>• communicating information and understanding</td>
<td></td>
</tr>
<tr>
<td>• developing scientific thinking and problem-solving techniques</td>
<td></td>
</tr>
<tr>
<td>• working individually and in teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</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 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

Preliminary Course
- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC Course
- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

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

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

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of how the following impact on wellbeing:</td>
<td>40</td>
</tr>
<tr>
<td>- resource management</td>
<td></td>
</tr>
<tr>
<td>- positive relationships</td>
<td></td>
</tr>
<tr>
<td>- range of societal factors</td>
<td></td>
</tr>
<tr>
<td>- nature of groups, families and communities</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td>25</td>
</tr>
<tr>
<td>- applying management processes to meet the needs of individuals, groups,</td>
<td></td>
</tr>
<tr>
<td>families and communities</td>
<td></td>
</tr>
<tr>
<td>- planning to take responsible action to promote wellbeing</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding about research methodology and skills in</td>
<td>35</td>
</tr>
<tr>
<td>researching, critical thinking, analysing and communicating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Dance

2 units for each of Preliminary and HSC
Board Developed Course

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

Preliminary Course
Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:
- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).

HSC Course
Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology
- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

Particular Course Requirements
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published Course Prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Assessment: HSC course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Dance HSC examination specifications
- The examination will consist of a written paper worth 20 marks
- practical examinations worth 40 marks and either
  - an additional written paper or
  - an additional practical examination or an individual project worth 40 marks.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>Core Composition</td>
<td>20</td>
</tr>
<tr>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>Major Study</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course: Design and Technology**

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

**Course Description**

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

**Main Topics Covered - Preliminary Course**

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

**Main Topics Covered - HSC Course**

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

**Particular Course Requirements**

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities 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 a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

**Assessment: HSC course**
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the 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><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</td>
<td>40</td>
</tr>
<tr>
<td>Questions based on Innovation &amp; Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section II: Major Design Project and Folio</strong></td>
<td>60</td>
<td>Designing and Producing (which may include aspects of the Major Design Project)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Drama

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description
Students in Drama study the practices of Making, Performing and Critically Studying. 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 comes from practical experiences in each of these areas.

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

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

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

Main Topics Covered

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

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

Particular Course Requirements

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

Assessment: HSC course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the 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>Group Presentation (Core)</td>
<td>30</td>
<td>Making</td>
<td>40</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Performing</td>
<td>30</td>
</tr>
<tr>
<td>A one and a half hour written examination comprising two compulsory sections:</td>
<td>40</td>
<td>Critically Studying</td>
<td>30</td>
</tr>
<tr>
<td>- Australian Drama and Theatre (Core)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Studies in Drama and Theatre</td>
<td></td>
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</tr>
</tbody>
</table>
Course: Earth and Environmental Science

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Senior Science (Preliminary only)

Course Description
Earth and Environmental Science is the study of the planet Earth, its processes and its environment.
The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students’ understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.
The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered
Preliminary Course
Earth and Environmental Science Skills Module 8.1
Core Modules
- Planet Earth and Environment
  - A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course
Earth and Environmental Science Skills Module 9.1
Core Modules
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

One Option from the following modules:
- Introduced Species and the Australian Environment
- Organic Geology – A Non-renewable Resource
- Mining and the Australian Environment
- Oceanography

Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Earth and Environmental Science skill outcomes. Earth and Environmental Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Earth and Environmental Science skills modules 8.1 and 9.1.
The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.
<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of:</td>
<td>40</td>
</tr>
<tr>
<td>- the history, nature, and practice of Earth and Environmental Science,</td>
<td></td>
</tr>
<tr>
<td>applications and uses of Earth and Environmental Science and their</td>
<td></td>
</tr>
<tr>
<td>implications for society and the environment, and current issues,</td>
<td></td>
</tr>
<tr>
<td>research and developments in Earth and Environmental Science</td>
<td></td>
</tr>
<tr>
<td>- the resources of the Earth, the abiotic features of the environment,</td>
<td></td>
</tr>
<tr>
<td>models to explain structures and processes of change, Australian</td>
<td></td>
</tr>
<tr>
<td>resources and biotic impacts on the environment</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td>- planning and conducting first-hand investigations</td>
<td></td>
</tr>
<tr>
<td>- gathering and processing first-hand data</td>
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<tr>
<td>- developing scientific thinking and problem-solving techniques</td>
<td></td>
</tr>
<tr>
<td>- working individually and in teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Economics

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

Course Description
Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered

Preliminary Course
- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market

HSC Course
- The Global Economy – Features of the global economy and globalisation
- Australia’s Place in the Global Economy – Australia’s trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Stimulus based skills</td>
<td>20</td>
</tr>
<tr>
<td>Communication of economic information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Engineering Studies

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

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

Main Topics Covered

Preliminary Course
Students undertake the study of 4 compulsory modules:
- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

HSC Course
Students undertake the study of 4 compulsory modules:
- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Engineering Report

Preliminary Course
Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

HSC Course
Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.
One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Assessment: HSC Course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Section I
Objective response questions | 20 | Knowledge and understanding of engineering principles and developments in technology | 50 |
| Section II
Short answer questions | 80 | Skills in research, problem solving and communication related to engineering | 30 |
| | | Understanding of the scope and role of engineering including management and problem solving | 20 |
| | 100 | | 100 |
Course: English (Standard)

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: English (Advanced); English (ESL); English (Extension)

Course Description
In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.

In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.

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 course content.

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

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

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

Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td></td>
<td>Area of Study</td>
<td>60</td>
</tr>
<tr>
<td>Section I - Short Answer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II - Imaginative Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III - Critical Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 2</td>
<td></td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Module A - Critical Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module B - Critical Response</td>
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<td></td>
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<tr>
<td>Module C - Critical Response</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>60</td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
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<td></td>
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<td>100</td>
</tr>
</tbody>
</table>
Course: English (Advanced)
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: English (Standard); Fundamentals of English; English (ESL)

Course Description
In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.

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

Particular Course Requirements
In the Preliminary English (Advanced) 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, multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

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

Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I - Short Answer</td>
<td>40</td>
<td>Area of Study</td>
<td>60</td>
</tr>
<tr>
<td>Section II - Imaginative Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III - Critical Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module A - Critical Response</td>
<td>60</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Module B - Critical Response</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td>Module C - Critical Response</td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
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)
(b) Preliminary English (Extension) is a prerequisite for English Extension Course 1
(c) English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions
English (Standard); Fundamentals of English; 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 HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

Main Topics Covered
Preliminary English (Extension) Course
The course has one mandatory section: Module: Texts, Culture and Value.

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

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

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

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.

Assessment: HSC Course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imaginative Response</td>
<td>25</td>
<td>Knowledge and understanding of complex texts and of how and why they are valued</td>
<td>25</td>
</tr>
</tbody>
</table>
| Critical Response        | 25    | Skills in:
- complex analysis
- sustained composition
- independent investigation | 25        |
|                          | 50    |                                                                                     | 50        |

HSC Assessment - English Extension 2

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Major Work               | 40    | Skills in:
- extensive independent investigation                                             | 25        |
| Reflection Statement     | 10    | Skills in:
- sustained composition                                                            | 25        |
|                          | 50    |                                                                                     | 50        |
Course: Fundamentals of English

2 unit Preliminary course of study
It may be delivered flexibly across the Preliminary and HSC years.
Board Developed Course
Exclusions: English (Advanced); English (Extension)

Course Description
This is a skills-based course with opportunities for flexible delivery to meet students’ needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.

Fundamentals of English Course
Students undertake:
- Module A: Approaches to Area of Study in English (Compulsory) and up to four additional Modules chosen from:
  - Module B: Oral Communication Skills
  - Module C: Writing for Study
  - Module D: Investigative Skills
  - Module E: Workplace Communication.

Particular Course Requirements
All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.
Course: Food Technology

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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 study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.

Course Description
The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.
The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

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

HSC Course
- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Marks</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Response Questions</td>
<td>20</td>
<td>Knowledge and understanding of food technology</td>
<td>20</td>
</tr>
<tr>
<td>Short Answer Questions</td>
<td>50</td>
<td>Skills in researching, analysing and communicating food issues</td>
<td>30</td>
</tr>
<tr>
<td>Structured Extended Response</td>
<td>15</td>
<td>Skills in experimenting with and preparing food by applying theoretical concepts</td>
<td>30</td>
</tr>
<tr>
<td>Extended Response</td>
<td>15</td>
<td>Skills in designing, implementing and evaluating solutions to food situations</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Geography

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

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

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

Preliminary Course
- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

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

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

Particular Course Requirements
Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Geographical tools and skills</td>
<td>20</td>
</tr>
<tr>
<td>Geographical inquiry and research, including fieldwork</td>
<td>20</td>
</tr>
<tr>
<td>Communication of geographical information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: HSC Ancient History

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

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

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

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

HSC Course
- Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)
- Part II: ONE Ancient Society (25%)
- Part III: ONE Personality in their Times (25%)
- Part IV: ONE Historical Period (25%)

Particular Course Requirements
In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
</tr>
<tr>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
</tr>
</tbody>
</table>

100
Course: HSC History Extension

1 unit HSC
Board Developed Course
Exclusions: Nil

Course Description
HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question 'What is history?' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

Main Topics Covered
Part I: What is History? (60% of course time)
Key questions:
- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have the approaches to history changed over time?

Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

Part II: History Project (40% of course time)
- An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

Particular Course Requirements
The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of significant historiographical ideas and processes</td>
<td>10</td>
</tr>
<tr>
<td>Skills in designing, undertaking and communicating historical inquiry – the History Project</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
Course: HSC Modern History

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

Course Description
The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry. The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

Main Topics Covered

Preliminary Course
- **Part 1: Case Studies (50%)**
- At least TWO Case Studies should be undertaken (see below).
- **Part II: Historical Investigation (20%)**
- The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.
- **Part III: Core Study: The World at the Beginning of the C20th (30%)**
- A source-based approach is to be used.

HSC Course
- **Part I: Core Study: World War I: 1914–1919: A source-based study (25%)**
- **Part II: ONE National Study (25%)**
- **Part III: ONE Personality in the C20th (25%)**
- **Part IV: ONE International Study in Peace and Conflict (25%)**

Particular Course Requirements
In the Preliminary course, **one Case Study** must be from Europe, North America or Australia (see list A on p.18 of the syllabus).
**One Case Study** must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).
The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
</tr>
<tr>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Course: Industrial Technology - Multimedia

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Industrial Technology - Timber and Furniture Industries

Course Description
Industrial Technology - Multimedia will develop a student’s knowledge and understanding of the Multimedia industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

Main Topics Covered

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 (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:
- Industry Study (15%)
- Major Project (60%)
  ○ Design, Management and Communication
  ○ Production
- Industry Related Manufacturing Technology (25%)

Particular Course Requirements
In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Assessment: HSC Course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 ½ hour written examination based on:</td>
<td>40</td>
<td>Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.</td>
<td>40</td>
</tr>
<tr>
<td>Industrial Related Manufacturing Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Major Project</td>
<td>60</td>
<td>Knowledge, skills and understanding in designing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.</td>
<td>60</td>
</tr>
</tbody>
</table>

100

100
Course: Industrial Technology - Timber Products and Furniture

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Industrial Technology - Multimedia.

Course Description
Industrial Technology at Stage 6 will develop a student's knowledge and understanding of the Timber and Furniture Industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

Main Topics Covered

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 (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology (25%)

Particular Course Requirements
In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific to the Timber Products industry.

Assessment: HSC Course

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 ½ hour written examination based on:</td>
<td>Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.</td>
<td>40</td>
</tr>
<tr>
<td>- Industry Related Manufacturing Technology</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>- Industry Study</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>The Major Project</td>
<td>Knowledge, skills and understanding in designing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>100</td>
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</tr>
</tbody>
</table>

100
**Course: Italian Continuers**

2 units for each of Preliminary and 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, prescribed themes and related mandatory 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.

<table>
<thead>
<tr>
<th>Prescribed Themes</th>
<th>Mandatory Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The individual</td>
<td>Personal identity</td>
</tr>
<tr>
<td></td>
<td>Relationships</td>
</tr>
<tr>
<td></td>
<td>Health and leisure</td>
</tr>
<tr>
<td></td>
<td>Education and future aspirations</td>
</tr>
<tr>
<td>The Italian-speaking communities</td>
<td>Lifestyle in Italy and abroad</td>
</tr>
<tr>
<td></td>
<td>The arts and entertainment</td>
</tr>
<tr>
<td></td>
<td>Youth and social issues</td>
</tr>
<tr>
<td>The Changing World</td>
<td>The world of work</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Italian influence</td>
</tr>
<tr>
<td></td>
<td>Tourism and hospitality</td>
</tr>
</tbody>
</table>

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 the culture of Italian-speaking communities through texts.

**Internal Assessment: HSC Course**
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Responding</td>
<td>25</td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>40</td>
</tr>
<tr>
<td>Writing (in language)</td>
<td>15</td>
</tr>
<tr>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Legal Studies

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

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

Preliminary Course
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)
The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC Course
- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)
Two options are chosen from:
- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

Particular Course Requirements
No special requirements

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>60</td>
</tr>
<tr>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Communication of Legal Studies information, issues and ideas in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Preliminary Mathematics General

2 units Preliminary (Board Developed Course) and then transition into either:
- 2 units HSC (Board Developed Course)
- 2 units HSC (Content Endorsed Course - NON-ATAR)

Prerequisites:
The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they study at least some of the Stage 5.2 content of the Mathematics Years 7–10 Syllabus (2002), particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

Exclusions:
Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 2 course.

Course Description
The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 1 pathway. The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Main Topics Covered

Preliminary Mathematics General Course
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

HSC Mathematics General 2 Course
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources

BDC – Board Developed Course (HSC BDCs are examined at the HSC)
CEC – Content Endorsed Course (HSC CECs are not examined at the HSC)
The mandatory components and weightings for the HSC course are set out below. Up to 30% of the internal assessment mark submitted to the Board of Studies for the Mathematics course may be based on the Preliminary course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts, skills and techniques</td>
<td>Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts</td>
<td>50</td>
</tr>
<tr>
<td>Reasoning and communication</td>
<td>Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Mathematics

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics Real Numbers, Algebraic Techniques and Coordinate Geometry as well as at least some of Trigonometry and Deductive Geometry from Stage 5.3 (identified by §) of Mathematics Years 7–10 Syllabus, if not all of the content.

Exclusions: General Mathematics

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

Main Topics Covered

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

HSC Course
- Coordinate methods in geometry
- Applications of 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

Internal Assessment: HSC Board Developed Course

The mandatory components and weightings for the HSC course are set out below. Up to 20% of the internal assessment mark submitted to the Board of Studies for the Mathematics course may be based on the Preliminary course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts, skills and techniques contexts</td>
<td>Use of concepts, skills and techniques to solve mathematical and techniques problems in a wide range of theoretical and practical contexts</td>
<td>50</td>
</tr>
<tr>
<td>Reasoning and communication</td>
<td>Application of reasoning and communication in appropriate communication forms to construct mathematical arguments and proofs and to interpret and use mathematical models</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Mathematics Extension 1

1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC Board Developed Course

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.

Exclusions: General Mathematics

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

Main Topics Covered

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

HSC Course
- Methods of integration
- Primitive of \(\sin^2 x\) and \(\cos^2 x\)

\[
\frac{dN}{dt} = k(N - P)
\]
- 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 Mathematics HSC course topics

Internal Assessment: HSC Board Developed Course
The mandatory components and weightings for the HSC course are set out below. For Mathematics Extension 1, the internal assessment mark submitted to the Board may be based on the whole course (ie both Preliminary and HSC courses).

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts, skills</td>
<td>Use of concepts, skills and techniques to solve mathematical and techniques problems in a wide range of theoretical and practical contexts</td>
<td>50</td>
</tr>
<tr>
<td>Reasoning and communication</td>
<td>Application of reasoning and communication in appropriate communication forms to construct mathematical arguments and proofs and to interpret and use mathematical models</td>
<td>50</td>
</tr>
</tbody>
</table>
Course: Mathematics Extension 2

1 unit for the HSC
Board Developed Course
The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.
Exclusions: General Mathematics

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
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

Internal Assessment: HSC Board Developed Course
The mandatory components and weightings for the HSC course are set out below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts, skills</td>
<td>Use of concepts, skills and techniques to solve mathematical and techniques problems in a wide range of theoretical and practical contexts</td>
<td>50</td>
</tr>
<tr>
<td>Reasoning and communication</td>
<td>Application of reasoning and communication in appropriate communication forms to construct mathematical arguments and proofs and to interpret and use mathematical models</td>
<td>50</td>
</tr>
</tbody>
</table>
Course: Music 1

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

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

Main Topics Covered
Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers 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.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Core</td>
<td>10</td>
</tr>
<tr>
<td>Composition Core</td>
<td>10</td>
</tr>
<tr>
<td>Musicology Core</td>
<td>10</td>
</tr>
<tr>
<td>Aural Core</td>
<td>25</td>
</tr>
<tr>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</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.

**Preliminary Course**

**Core Topics** (60%)

- Better Health for Individuals
- The Body in Motion

**Optional Component** (40%)

Students select two of the following options:

- 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 select two of the following options:

- 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.

**Internal Assessment: HSC Course**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td>• factors that affect health</td>
<td>40</td>
</tr>
<tr>
<td>• the way the body moves</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td>• influencing personal and community health</td>
<td>30</td>
</tr>
<tr>
<td>• taking action to improve participation and performance in physical activity</td>
<td></td>
</tr>
<tr>
<td>Skills in critical thinking, research and analysis</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Physics

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Senior Science (Preliminary only)

Course Description
Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

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

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

Topics Covered
Preliminary Course
Physics Skills Module 8.1
Core Modules
- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

HSC Course
Physics Skills Module 9.1
Core Modules
- Space
- Motors and Generators
- From Ideas to Implementation

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

Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of:</td>
<td>40</td>
</tr>
<tr>
<td>• the history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics</td>
<td></td>
</tr>
<tr>
<td>• kinematics and dynamics, energy, waves, fields and matter</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td>• planning and conducting first-hand investigations</td>
<td></td>
</tr>
<tr>
<td>• gathering and processing first-hand data</td>
<td></td>
</tr>
<tr>
<td>• gathering and processing relevant information from secondary sources</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td>• communicating information and understanding</td>
<td></td>
</tr>
<tr>
<td>• developing scientific thinking and problem-solving techniques</td>
<td></td>
</tr>
<tr>
<td>• working individually and in teams</td>
<td></td>
</tr>
<tr>
<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

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**Course Description**

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

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

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environment Science or Physics to a maximum of six units. Students who are undertaking the Senior Science HSC course must have satisfactorily completed the Preliminary course in Senior Science or Biology or Chemistry or Earth and Environment Science or Physics.

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**Topics Covered**

**Preliminary Course**

Senior Science Skills Module 8.1

**Core Modules**

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

**HSC Course**

Senior Science Skills Module 9.1

**Core Modules**

- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

**One Option from the following modules:**

- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

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**Particular Course Requirements**

Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1.

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
### Internal Assessment: HSC Course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of:</td>
<td>40</td>
</tr>
<tr>
<td>• the history, nature, and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science</td>
<td></td>
</tr>
<tr>
<td>• the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td>• planning and conducting first-hand investigations</td>
<td></td>
</tr>
<tr>
<td>• gathering and processing first-hand data</td>
<td></td>
</tr>
<tr>
<td>• gathering and processing relevant information from secondary sources</td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td>• communicating information and understanding</td>
<td></td>
</tr>
<tr>
<td>• developing scientific thinking and problem-solving techniques</td>
<td></td>
</tr>
<tr>
<td>• working individually and in teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Society and Culture

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

Course Description
Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Preliminary Course
- The Social and Cultural World – the interactions between persons and groups within societies
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course
- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

Depth Studies
Two to be chosen from:
- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours.

Particular Course Requirements
Completion of Personal Interest Project.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>50</td>
</tr>
<tr>
<td>Application and evaluation of social and cultural research methods</td>
<td>30</td>
</tr>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Software Design and Development

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Computing Applications CEC

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 involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

Preliminary Course
- Concepts and Issues in the Design and Development of Software (30%)
  - Social and ethical issues
  - Hardware and software
  - Software development approaches
- Introduction to Software Development (50%)
  - Defining and understanding the problem
  - Planning and designing software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- Developing software solutions (20%)

HSC Course
- Development and Impact of Software Solutions (15%)
  - Social and ethical issues
  - Application of software development approaches
- Software Development Cycle (40%)
  - Defining and understanding the problem
  - Planning and design of software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- Developing a Solution Package (25%)
- Options (20%)
- Study one of the following options:
  - Programming paradigms
  - or
  - The interrelationship between software and hardware

Particular Course Requirements
There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding about development and impact of software solutions and the software development cycle.</td>
<td>20%</td>
</tr>
<tr>
<td>Design and development of software solutions.</td>
<td>35%</td>
</tr>
<tr>
<td>Project management techniques including documentation, teamwork and communication.</td>
<td>20%</td>
</tr>
<tr>
<td>Projects.</td>
<td>25%</td>
</tr>
</tbody>
</table>

100%
**Course: Visual Arts**

2 units for each of Preliminary and HSC

Board Developed Course

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

**Course Description**

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

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

**Preliminary Course** learning opportunities focus on:

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

**HSC Course** learning opportunities focus on:

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

**Particular Course Requirements**

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

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

**Internal Assessment: HSC Course**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Making</td>
<td>50</td>
</tr>
<tr>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
The Frameworks for Vocational Education and Training provide courses which:

- are accredited for the HSC, and
- provide students with the opportunity to obtain nationally recognised vocational qualifications - AQF (Australian Qualifications Framework).
Course: Business Services (240 hours) BSB20115

2 units in Preliminary
2 units in HSC
Pre-requisites: nil
Exclusions: Business Services (120 hours)

Course Description:
The business services industry provides clerical and administrative support to commerce, industry, government and the professions. Work with the business services industry can include management and administration, sales, marketing and advertising, human resource management, accounting and finance and computing.

The inclusion of industry-recognised courses in Business Services in the HSC will allow students to develop both long-term and short-term employment opportunities. The course involves customer service, organising information and records in paper and electronic forms, teamwork, using technologies and creating documents.

Occupations students can aim for include payroll officer, personal assistant, project manager, sales clerk, personnel officer or secretary.

The course is based on 14 units of competency in the Certificate II in Business Course. These modules/topics are listed below.
(Note: This subject is not to be confused with 2 Unit Business Studies).

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTRIBUTE TO HEALTH AND SAFETY OF SELF AND OTHERS</td>
<td>BSBWHS201</td>
</tr>
<tr>
<td>PROCESS AND MAINTAIN WORKPLACE INFORMATION</td>
<td>BSBINM201</td>
</tr>
<tr>
<td>CONTRIBUTE TO WORKPLACE INNOVATION</td>
<td>BSBINN201</td>
</tr>
<tr>
<td>PARTICIPATE IN ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES</td>
<td>BSBFSUS201</td>
</tr>
<tr>
<td>WORK EFFECTIVELY IN A BUSINESS ENVIRONMENT</td>
<td>BSBIND201</td>
</tr>
<tr>
<td>DELIVER A SERVICE TO CUSTOMERS</td>
<td>BSBCUS201</td>
</tr>
<tr>
<td>PREPARE AND PROCESS FINANCIAL DOCUMENTS</td>
<td>TLIP2029</td>
</tr>
<tr>
<td>COMMUNICATE ELECTRONICALLY</td>
<td>BSBITU203</td>
</tr>
<tr>
<td>DEVELOP KEYBOARDING SPEED AND ACCURACY</td>
<td>BSBITU307</td>
</tr>
<tr>
<td>PRODUCE SIMPLE WORD PROCESSED DOCUMENTS</td>
<td>BSBITU201</td>
</tr>
<tr>
<td>USE BUSINESS TECHNOLOGY</td>
<td>BSBWOR204</td>
</tr>
<tr>
<td>ORGANISE AND COMPLETE DAILY WORK ACTIVITIES</td>
<td>BSBWOR202</td>
</tr>
<tr>
<td>CREATE AND USE SPREADSHEETS</td>
<td>BSBITU202</td>
</tr>
<tr>
<td>HANDLE MAIL</td>
<td>BSBINM202</td>
</tr>
</tbody>
</table>
**Particular Course Requirements:**
Students must attempt all units of competency and complete a minimum of 70 hours of work placement over the two years of the course (two - 1 week blocks).

**Assessment: Competency Assessment**
- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each Unit of Competency. A student must demonstrate to a teacher or 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 to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either developing (not yet competent), satisfactory (competent) or highly developed (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 teacher or qualified assessor.
- Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment - HSC Examination**
- The Higher School Certificate Examination for Business Services (240 indicative hours) will involve a written examination made up of multiple choice items, short answers and extended response items.
- The questions will be drawn from the core Units of Competency.
- 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 Australian Qualifications Framework qualifications.
- The Business Services HSC examination can contribute 2 units towards the calculation of a student’s ATAR. Consequently, the Business Services HSC examination is mandatory for ATAR students.
- Non-ATAR students are not required to sit the HSC examination in Business Services.

**Qualifications:**
Students assessed as fulfilling the requirements for 14 or more Units of Competency in this course will be eligible for the AQF Certificate II in Business (BSB20115).
Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of the Certificate II (BSB20115).
Course: Construction (240 hours) - CPC20211

2 units in Preliminary
2 units in HSC
Exclusions: Construction (120 hours)

Course Description:
This course provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: tiler, concreter, painter and decorator and wall or floor tiler, building contractor, electrician, plumber, carpenter, plasterer, construction manager, quantity surveyor.

Main Topics Covered:
- The Compulsory 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 compulsory Units of Competency focus on developing and refining the skills required to work effectively within the industry.
- The electives available in the course complement these competencies by providing a range of practical and technical skills.

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work safety in the construction industry</td>
<td>CPCCOHS1001A</td>
</tr>
<tr>
<td>Apply OH&amp;S requirements, policies and procedures in the construction industry</td>
<td>CPCCOHS2001A</td>
</tr>
<tr>
<td>Work effectively and sustainably in the construction industry</td>
<td>CPCCCM1012A</td>
</tr>
<tr>
<td>Plan and organise</td>
<td>CPCCCM1013A</td>
</tr>
<tr>
<td>Conduct workplace communication</td>
<td>CPCCCM1014A</td>
</tr>
<tr>
<td>Carry out measurements and calculations</td>
<td>CPCCCM1015A</td>
</tr>
<tr>
<td>Read and interpret plans and specifications</td>
<td>CPCCCM2001A</td>
</tr>
<tr>
<td>Use construction tools and equipment</td>
<td>CPCCCM2005B</td>
</tr>
<tr>
<td>Apply basic levelling procedures</td>
<td>CPCCCM2006B</td>
</tr>
<tr>
<td>Carry out concreting to simple forms</td>
<td>CPCCCO2013A</td>
</tr>
<tr>
<td>Handle Carpentry materials</td>
<td>CPCCCCA2011A</td>
</tr>
<tr>
<td>Use Carpentry tools and equipment</td>
<td>CPCCCCA2002B</td>
</tr>
<tr>
<td>Handle and prepare bricklaying and blocklaying materials</td>
<td>CPCCBL2001A</td>
</tr>
<tr>
<td>Use bricklaying and blocklaying tools and equipment</td>
<td>CPCCBL2002A</td>
</tr>
</tbody>
</table>
Particular Course Requirements:
Work Placement - Students must complete a minimum of 70 hours work placement in a construction industry workplace.

Assessment: Competency Assessment
- This is a competency based course. This requires students to develop the competencies and skills and knowledge described by each Unit of Competency. 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 to be assessed as competent.
- There is no mark awarded in competency based assessment. Students are assessed as either developing (not yet competent), satisfactory (competent) or highly developed (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.
- Competency based assessment determines the vocational qualification that a student will receive.

External Assessment - HSC Examination
- The Higher School Certificate Examination for Construction (240 indicative hours) will involve a written examination made up of multiple choice items, short answers and extended response items.
- The questions will be drawn from the core Units of Competency.
- 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 AQF qualifications.
- The Construction HSC examination can contribute 2 units towards the calculation of a student’s ATAR. Consequently, the Construction HSC examination is mandatory for ATAR students.
- Non-ATAR students are not required to sit the HSC examination in Construction.

Qualifications:
- Students who are assessed as competent (through integrated competency assessment) in all of the prescribed Units of Competency in Construction (240 hours) will be eligible for the AQF Certificate II in Construction Pathways (CPC20211).
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II (CPC20211).
Fitness SIS30315

Course: Fitness SIS30315
2 Units in Preliminary
2 Units in HSC
Prerequisites: NIL
Exclusions: Students undertaking both this Sport, Fitness and Recreation course and another course based on the SIS10 Sport, Fitness and Recreation Training Package should choose different units of competency to meet the requirements of each HSC course and qualification.

Course Description:
This course provides students with the opportunity to obtain nationally recognised qualifications for employment in the Fitness industry. This course would suit students who are interested in a career in personal training or as an exercise instructor in locations such as gyms, fitness facilities, pools, community facilities and in outdoor environments. The knowledge, skills and attitudes acquired by students in this course will also be of value in future study and daily life.

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATE IN WORKPLACE HEALTH AND SAFETY</td>
<td>HLTWHS001</td>
</tr>
<tr>
<td>IDENTIFY RISK AND APPLY RISK MANAGEMENT PROCESSES</td>
<td>BSBRSK401</td>
</tr>
<tr>
<td>INCORPORATE ANATOMY AND PHYSIOLOGY PRINCIPLES INTO FITNESS PROGRAMMING</td>
<td>SISFFIT004</td>
</tr>
<tr>
<td>PROVIDE HEALTH SCREENING AND FITNESS ORIENTATION</td>
<td>SISFFIT001</td>
</tr>
<tr>
<td>PLAN AND CONDUCT PROGRAMS</td>
<td>SISXCAI004</td>
</tr>
<tr>
<td>PROVIDE QUALITY SERVICE</td>
<td>SISXCCS001</td>
</tr>
<tr>
<td>WORK EFFECTIVELY IN SPORT, FITNESS AND RECREATION ENVIRONMENTS</td>
<td>SISXIND001</td>
</tr>
<tr>
<td>MAINTAIN EQUIPMENT FOR ACTIVITIES</td>
<td>SISXFAC001</td>
</tr>
<tr>
<td>MAINTAIN SPORT, FITNESS AND RECREATION FACILITIES</td>
<td>SISXFAC002</td>
</tr>
<tr>
<td>PROVIDE HEALTHY EATING INFORMATION</td>
<td>SISFFIT005</td>
</tr>
<tr>
<td>FACILITATE GROUPS</td>
<td>SISXCAI006</td>
</tr>
<tr>
<td>PROVIDE FIRST AID</td>
<td>HLTAID003</td>
</tr>
</tbody>
</table>

Particular Course Requirements
Work placement: Students must complete a minimum of 70 hours work placement in the fitness industry workplace. Work placement is a mandatory component of the course.

Assessment: Competency Assessment:
This course is competency based and the student’s performance is recognised against a prescribed industry standard. Students are assessed using a variety of oral, written and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course. Both formal and informal assessment events will occur throughout Years 11 and 12.

Competency based assessment determines the vocational qualification that a student will receive.
| **External Assessment:**  
This is a Board Endorsed Course and therefore has no HSC examination. |
|---|
| **Qualifications:**  
Students who are assessed as competent for all Units of Competency in the 240 hour course are eligible for the following award under the Australian Qualifications Framework: Statement of Attainment towards Certificate III in Fitness (SIS30315) |
**Hospitality (240 hours) SIT20312**

Course: Hospitality (240 hours) - SIT20312  
2 units in Preliminary  
2 units in HSC  
Pre-requisites: Nil  
Exclusions: Hospitality (120 hours)

**Course Description**
This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in **customer service, communication, environmentally sustainable work practices, hygiene and safety** as well as basic **skills in commercial cookery**.

Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Unit Code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANDATORY (Hygiene)</td>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>MANDATORY (Safety)</td>
<td>SITWWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>MANDATORY (Working in the hospitality industry and workplace)</td>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td></td>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>STREAM (Kitchen operations and Cookery)</td>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td></td>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
</tr>
<tr>
<td></td>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td></td>
<td>SITXFSA201</td>
<td>Participate in safe food handling practices</td>
</tr>
<tr>
<td>ELECTIVE (Commercial Cookery and Catering)</td>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
</tr>
<tr>
<td></td>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
</tr>
<tr>
<td></td>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
</tr>
<tr>
<td></td>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td></td>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td></td>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items</td>
</tr>
</tbody>
</table>
**Assessment: Competency Assessment**

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in 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. There is no mark awarded in competency based assessment. Students are assessed as either developing (not yet competent), satisfactory (competent) or highly developed (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.

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

**External Assessment - HSC Examination**

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Units of Competency and HSC Requirements and Advice shown 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 AQF qualifications.

- The Hospitality HSC examination can contribute 2 units towards the calculation of a student’s ATAR.
- Consequently, the Hospitality HSC examination is mandatory for ATAR students.
- Non-ATAR students are not required to sit the HSC examination in Hospitality.

**Qualifications:**

Students who are assessed as competent (through integrated competency assessment) in some of the Units of Competency in Hospitality (240 hours) will be eligible for a Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations) (SIT20312).

If successful with the completion of all units of work you will receive a Certificate II in Hospitality (Kitchen Operations) (SIT20312).
<table>
<thead>
<tr>
<th>Course: Retail Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units in Preliminary</td>
<td>2 units in HSC</td>
</tr>
<tr>
<td>Exclusions: Retail Services (120 hours)</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in the retail industry, either as a long term career or in part time or temporary retail jobs. It is based on Units of Competency which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry. It incorporates all Units of Competency in the AQF Certificate II in Retail. (SIR20212).

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCLM101</td>
<td>Organise and maintain work area</td>
</tr>
<tr>
<td>SIRXCOM001</td>
<td>Communicate in the workplace to support team and customer outcomes</td>
</tr>
<tr>
<td>SIRXICT001A</td>
<td>Operate retail technology</td>
</tr>
<tr>
<td>SIRXINDO01</td>
<td>Work effectively in a customer service environment</td>
</tr>
<tr>
<td>SIRXWHSO01</td>
<td>Apply safe work practices</td>
</tr>
<tr>
<td>SIRSCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SIRXINV201</td>
<td>Perform stock control procedure</td>
</tr>
<tr>
<td>SIRXCCS201</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td>SIRXRSK201</td>
<td>Minimise loss</td>
</tr>
<tr>
<td>SIRXMER201</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>SIRXSL5201</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>SIRXSL5002A</td>
<td>Advise on products and services</td>
</tr>
<tr>
<td>SIRXFIN201</td>
<td>Balance and secure point of sales terminal</td>
</tr>
<tr>
<td>SIRXMER202</td>
<td>Plan, create and maintain displays</td>
</tr>
</tbody>
</table>

**Particular Course Requirements:**
Work placement. Students must complete a minimum of 70 hours work placement in a retail workplace.

**Assessment: Competency Assessment**
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in 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 retail store. There is no mark awarded in competency based assessment. Students are assessed as either developing (not yet competent), satisfactory (competent) or highly developed (competent). When a student achieves a Unit of Competency it is signed off by the assessor. Competency based assessment determines the vocational qualification that a student will receive.
External Assessment - HSC Examination
The Higher School Certificate examination for Retail Services (240 indicative hours) will involve a written examination made up of multiple choice items, short answers and extended response items. The questions will be drawn from Units of Competency and HSC Requirements and Advice shown 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 AQF qualifications.

- The Retail HSC examination can contribute 2 units towards the calculation of a student’s ATAR. Consequently, the Retail HSC examination is mandatory for ATAR students.
- Non-ATAR students are not required to sit the HSC examination in Retail.

Qualifications:
Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Retail Services (240 hours) will be eligible for the AQF Certificate II in Retail (SIR20212). Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II (SIR20212).
There are two types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses.

- **Content Endorsed Courses** have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses.
- Schools may also develop special courses in order to meet student needs. These courses must be approved by 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)**.

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.
Course: English Studies

2 units for each of Preliminary and HSC years

Content Endorsed Course - Non-ATAR
Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)

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

Students considering choosing the course should be advised that:

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

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

Main Topics Covered

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

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

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

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

Particular Course Requirements
In each of the Preliminary and HSC courses students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

Internal Assessment: HSC Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop skills in reading, listening and viewing and in writing, speaking and representing.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.</td>
<td>25</td>
</tr>
<tr>
<td>Students will develop skills in planning and working individually and collaboratively.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Exploring Early Childhood 1 unit
1 unit for Preliminary year
Exclusions: 2 unit Exploring Early Childhood

Course Description
Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.
This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.
The study of this course will enable students to:
● develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
● recognise the uniqueness of all children, including those who have special needs
● become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
● identify the range of services developed and provided for young children and their families
● consider the role of family and community in the growth, development and learning of young children
● reflect upon potential implications for themselves as adults, in relation to young children
● understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
● become aware of the work opportunities available in the area of children’s services.

Main Topics Covered
Exploring Early Childhood comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. The optional modules expand on the issues introduced in the compulsory core component. Fourteen optional modules are included in this document.

Core Studies
The core studies are compulsory. There are three parts to the core:
Part A: Pregnancy and Childbirth (15 hrs)
Part B: Child Growth and Development (20 hrs)
Part C: Promoting Positive Behaviour (10 hrs)

Modules
The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment. The following optional course modules are included in this document:
1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children’s Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children’s Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

Particular Course Requirements:
45 hours are to be spent on Core Studies and 15 hours are to be spent on Optional Modules.

Assessment:
The components and weightings to be used by schools are detailed below. The allocation to particular tasks is left to the individual schools, but the percentage allocated to each assessment component (50% each) must be maintained.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>50</td>
</tr>
<tr>
<td>Skills</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Exploring Early Childhood 2 units
2 units for each of Preliminary and HSC years
Exclusions: 1 unit Exploring Early Childhood

Course Description
Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:
- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children’s services.

Main Topics Covered
Exploring Early Childhood comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. The optional modules expand on the issues introduced in the compulsory core component. Fourteen optional modules are included in this document.

Core Studies
The core studies are compulsory. There are three parts to the core:
Part A: Pregnancy and Childbirth (15 hrs)
Part B: Child Growth and Development (20 hrs)
Part C: Promoting Positive Behaviour (10 hrs)

Modules
The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment. The following optional course modules are included in this document:
1. Learning Experiences for Young Children
2. Play and the Developing Child
3. Starting School
4. Gender and Young Children
5. Children and Change
6. Children of Aboriginal and Torres Strait Islander Communities
7. Historical and Cultural Contexts of Childhood
8. The Children’s Services Industry
9. Young Children and Media
10. Young Children and the Law
11. Children’s Literature
12. Food and Nutrition
13. Child Health and Safety
14. Young Children with Special Needs

Particular Course Requirements:
45 hours are to be spent on Core Studies and 7 - 13 Optional Modules will be studied.

Assessment:
The components and weightings to be used by schools are detailed below. The allocation to particular tasks is left to the individual schools, but the percentage allocated to each assessment component (50% each) must be maintained.

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Course: Marine Studies 1 unit
1 unit for Preliminary year
Exclusions: 2 unit Marine Studies

Course Description
The oceans cover more than 70 per cent of the earth’s surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students’ acquire skills to solve real life problems.

Through Marine Studies students will develop:
- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

Main Topics Covered
In the Preliminary year students will be engaged in the study of the following core topics:
- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime Employment
- Marine Resource Management (Optional Module)
- Marine Aquarium (Optional Module)

Particular Course Requirements
Students undertaking this course will need to be a capable swimmer; swimming 200 metres in under 5 minutes. Students will be actively involved in marine activities in both summer and winter climatic conditions.

Assessment
A variety of assessment strategies and instruments will be used to gauge students achievement. Examples of such instruments are:
- Written reports on case studies
- Class presentations (individual and group)
- Formal tests
- Level of achievement within practical activities

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<tr>
<td>Preliminary Optional Modules</td>
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100%
Course: Marine Studies 2 units
2 units for each of Preliminary and HSC years
Exclusions: 1 unit Marine Studies

Course Description
The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.
The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century.
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● knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
● knowledge, understanding and skills in safe practices in the marine context.

Main Topics Covered
In the Preliminary year students will be engaged in the study of the following core topics:
● Marine Safety and First Aid
● The Marine Environment
● Life in the Sea
● Humans in Water
● Marine and Maritime Employment
● Commercial and Recreational Fishing (Optional Module)
● Marine Aquarium (Optional Module)
● First Aid Certificate (Optional Module)
● Skin Diving and Science (Optional Module)

HSC Course
● Boating and Seamanship
● Wind Powered Craft
● Coastal Studies
● Coral Reef Ecology

Particular Course Requirements
Students undertaking this course will need to be a capable swimmer; swimming 200 metres in under 5 minutes.
Students will be actively involved in marine activities in both summer and winter climatic conditions.

Assessment
A variety of assessment strategies and instruments will be used to gauge students achievement. Examples of such instruments are:
● Written reports on case studies
● Class presentations (individual and group)
● Formal tests
● Level of achievement within practical activities

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<tbody>
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<td>Preliminary Optional Modules</td>
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<td>HSC Optional Modules</td>
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HSC Mathematics General 1 - HSC Course Only

2 units HSC (Content Endorsed Course)

Prerequisites:
The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1. Students must have studied Preliminary Mathematics General (Board Developed Course).

Exclusions:
Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 1 course.

Course Description
The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.
The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Note: As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only, and not formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.

Main Topics Covered
Preliminary Mathematics General Course (Board Developed Course)
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

HSC Mathematics General 1 Course (Content Endorsed Course)
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Design
- Focus Study: Mathematics and Household Finance
- Focus Study: Mathematics and the Human Body
- Focus Study: Mathematics and Personal Resource Usage

Internal Assessment: HSC Content Developed Course
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

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</tbody>
</table>
Course: Photography, Video and Digital Imaging 1 unit
1 unit for the Preliminary year

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

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

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

Modules include:
- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements
Students are required to keep a diary throughout the course.

Assessment

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Course: Photography, Video and Digital Imaging 2 unit
2 units for each of Preliminary and HSC years
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

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

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Main Topics Covered
Modules may be selected in any of the three broad fields of:

- Wet Photography
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Modules include:

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**Catholic Studies 1 unit**
1 unit for both Preliminary and HSC year
*Exclusions: Studies of Religion I, Studies of Religion II*

**Course Description**
This course provides students with a knowledge and understanding of religions and an appreciation of their spiritual function in people’s lives and of their complex interactions with society. It involves students studying beliefs and values and seeks to develop the skills of critical reflection and moral decision-making. Religious Education is a lifelong process. Parents are the first and foremost educators of their children and the family is generally the first place where children come to Christian faith. Religious Education in the school years is therefore a partnership of home, parish and school.

There are 15 units of content; these are divided into 5 strands with 3 units in each. Students are to study at least one unit from each of the five content strands.

**Particular Course Requirements**
Each student is expected to participate in a retreat experience as an integral part of the Religious Education program at the College. This is a *compulsory* part of the school program, but is *not* an assessable component of the course.

<table>
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<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>20</td>
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<tr>
<td>Source-based skills</td>
<td>10</td>
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<tr>
<td>Investigation and research</td>
<td>10</td>
</tr>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
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</tbody>
</table>
Course: Sport, Lifestyle and Recreation Studies 1 unit
1 unit for the Preliminary year

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

Course, Lifestyle and Recreation Studies 2 unit

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

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications
7. Games and Sports Applications
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

Particular Course Requirements
The time allocated to each module is flexible within the range of 20-24 hours per module. Students choosing the course should be competent athletes.

Assessment:
The components and weightings to be used by schools are detailed below. The allocation to particular tasks is left to the individual schools, but the percentage allocated to each assessment component (50% each) must be maintained.

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</table>
Course: Visual Design 1 unit
1 unit for the Preliminary year

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Visual Design 2 unit

Course Description
This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered
Modules may be selected in any of the four broad fields of:

- graphic design (publications and information, illustration and cartooning, interactive and multimedia graphic design)
- wearable design (jewellery and accessories, textiles, clothing and image)
- product design (packaging, industrial)
- interior/exterior design (stage sets and props)

The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

Particular Course Requirements
Students are required to keep a diary throughout the course.

### Assessment

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Course: Visual Design 2 unit
2 units for each of the Preliminary and HSC years
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Visual Design 1 unit

Course Description
This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

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