



Senior High School provides you with opportunities to take different pathways to your preferred future. This booklet is designed as to help you choose the appropriate pathway and the most suitable subjects for Years 11 & 12.

Course Information Stage 6

2015 3+3

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INTRODUCTION

Participation in our Subject Selection Expo and careful reading and reference to this booklet will also support you as you undertake your senior studies.

This booklet is for you to keep as a reference now and throughout your Preliminary and HSC courses. Keep it at home and use it as a guide in understanding your courses and your responsibilities as a senior student.

It is **your responsibility** to attend school regularly and participate in your chosen courses so that your potential is realised.

It is **our responsibility** to provide quality learning programs, reporting back to you and your parents on your progress and achievements.

This is an exciting new phase of your school life.

- Take the opportunity to reach out and explore the range of courses available, including courses offered outside the school.
- Assess your own skills and interests.
- Focus on your future career aspirations.
- Plan your subject choice so that you can design the best way to achieve your goals.

Lake Munmorah High has high expectations of its senior students in all their endeavours. As a senior student you will be encouraged in your enterprise and you will be rewarded in your efforts.

- ✓ You will have many opportunities.
- ✓ You can be involved in student leadership in its different forms.
- ✓ You will enjoy a closer and stronger relationship with staff.
- ✓ You will be part of a supportive classroom and school atmosphere.
- ✓ You will be given responsibilities and treated like an adult.

Engage in the various aspects of life in the senior school and be part of the proud tradition that makes Lake Munmorah High a successful and excellent school.

Disclaimer: The authors have attempted to make sure that the information in this booklet is correct and up to date. However, we do not guarantee the accuracy and currency of every item of information. Persons intending to rely on any information should check with course coordinators. The information is provided without any express or implied warranty. The authors do not guarantee that websites listed or links will always be available, and/or free of any defects, including viruses. All access and use is at the risk of the user who should take this into account when accessing the resources. Information about programs, courses, units, and any arrangements for their delivery, including staffing, is an expression of intent only and is not to be taken as a firm offer or undertaking. Lake Munmorah High School reserves the right to limit enrolments in, discontinue, or vary programs, courses, units, or to change staffing or other arrangements at any time without notice.

THE HSC 3+3 MODEL – WHAT IS IT?

The HSC 3+3 model is a Higher School Certificate (HSC) curriculum structure that the Board of Studies (BOS) describes as a 'compressed model'. A number of other schools in NSW operate a similar structure, some referring to it as the 'focussed HSC'. Under these structures students study three subjects for their HSC in each of the two years. In each year they complete the Preliminary and HSC courses in these three subjects as well as the HSC examinations in those three subjects. Students are regarded as following a 'pathways program' in the eyes of the BOS, and at the end of the second year combine their results from the two years to qualify for the award of the HSC. It is widely recognised that this structure is easier to manage, provides greater subject choice, and is less stressful for students.

THREE SUBJECTS STUDIED

Students study three subjects in 3+3 Year 1 (Year 11) and three subjects in 3+3 Year 2 (Year 12). They complete the Preliminary and HSC courses, as well as the HSC examinations in these three subjects in each year. At the end of Year 2 students combine their six subjects and attain the HSC as Pathways students. In the traditional HSC model students study six subjects in Year 11 and at least 5 subjects in Year 12.

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INFORMATION FOR STUDENTS AND PARENTS

Senior High School provides you with opportunities to take different pathways to your preferred future.

This booklet is designed as part of decision time to help you choose the appropriate pathway and the most suitable subjects for Years 11 and 12.

The subject choice decision you make now will give you the opportunity to plan for your future.

To ensure that your decisions are appropriate, you are advised to:

- Read carefully the information provided in this booklet.
- Investigate the requirements for your possible career interests by obtaining information from the Careers Adviser, Mr. Clint Green, or the Senior Curriculum Adviser, Mr. Dehn.
- Check with your teachers about your ability with relation to the specific courses you may be considering, and the workload that will be expected of you. Be **realistic** about your selections.
- Try to make course selections which allow suitable options for your preferred future career path.

As in the junior school, we will try to satisfy the choices of as many students as possible, but the final courses offered will depend on the number choosing each course.

The steps to making your choices are as follows:

- 1. At the Subject Selections Expo you will be able to complete an online survey which will indicate general student subject preferences. This Survey will remain open until all students have entered their preferences**
- 2. As the list of subjects is refined, you may be asked to complete further surveys**
- 3. Dates and processes for your final choices will be communicated by Mr. Dehn and Mr. Bath this term**

Make sure you have read and understand the information provided in this booklet, and take the time to ask questions at one of the sessions concerning subject selection.

Mr. Lindsay West
Principal

WHY SUBJECT CHOICES ARE IMPORTANT

- The subjects you do at school can, and often will, determine the type of career you choose.
- Doing subjects that you like and that interest you make life at school enjoyable.
- You are more likely to do well at a subject if you enjoy it.

How to decide.....

Ask yourself the following questions:

- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

**In most cases, the best subjects to take are the ones you like *the most*.
If you select subjects you are interested in, you are more likely to do well.**

Use the following as a guide when choosing subjects:

📌 ABILITY

Choose subjects that you are good at

📌 INTEREST

Choose subjects you enjoy

📌 MOTIVATION

Choose subjects you really want to study

How not to decide.....

- *Your friends are taking it.*
Your friends may have different abilities, interests and motivations from your.
- *Your favourite teacher is teaching it.*
Teachers often change classes or even schools.
- *You want to go on a particular excursion.*
You could endure years of misery for the sake of that excursion.
- *You've heard it's a "bludge" subject.*
If someone tells you a subject is a "bludge", chances are that he or she are "bludging" and will probably do poorly.
- *Boys / girls don't do that subject.*
There are no separate subjects for boys and girls. If you are good at or interested in a subject, then do it for yourself.
- *You need to do it even though you dislike it.*
If you think you need to do a subject to get into a particular course at university or TAFE, consider carefully and talk to your Careers Advisor or senior Curriculum Adviser.

PARENTS – HOW TO HELP

Many parents ask “How can we help? It is so different from my senior school. There are so many choices”.

Below are just a few suggestions.

- ✓ Be interested, supportive, encouraging and positive towards your son or daughter and their needs.
- ✓ Help promote realistic aspirations and goals with them.
- ✓ Do not apply too much pressure on them to achieve. It can be counter-productive.
- ✓ Look for and praise areas where he / she does well. Make this an ongoing attitude.
- ✓ Help them explore career areas which interest them.
- ✓ Encourage them to be responsible for their actions.
- ✓ Try not to impose your wishes on him / her. Understand that their needs and desires may not be the same as your own.
- ✓ Encourage them to think broadly.
- ✓ Seek professional advice on what would suit their particular needs, interests and abilities.
- ✓ Are the subject choices guided by your daughter’s / son’s interests and abilities.
- ✓ Treat each daughter / son as an individual.

WHAT TYPES OF COURSES CAN I SELECT?

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

BOARD DEVELOPED COURSES

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

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

All students entered for the HSC who are studying these courses follow these syllabuses. **These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.**

BOARD DEVELOPED / ENDORSED COURSES

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

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

Most HSC SVET (School Delivered Vocational Education and Training) courses are Board Endorsed Courses.

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

Some board Endorsed Courses are one year courses.

There is no external examination for any content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed courses do not count in the calculation of the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES – EITHER BOARD DEVELOPED OR BOARD ENDORSED

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

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

Some courses can be counted (up to 2 units) for an ATAR.

LIFE SKILLS COURSES AS PART OF A SPECIAL PROGRAM OF STUDY

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

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

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

The Board expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, indicative hours in each course).

Life Skills courses do not count towards an ATAR.

WHAT ARE UNITS?

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

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

**2 units = 4 hours (or 4 X 60 minute lessons) per week (120 hours per year)
= 100 marks**

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

2 UNIT COURSE

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

EXTENSION COURSE

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

Undergraduate university courses will be available in some subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the Board of studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the preliminary course and the HSC course must include the following:

At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English

At least three courses of 2 units value or greater

At least four subjects

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

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate. An Information booklet for Year 10 students*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, **University Entry Requirements booklet**, published by UAC, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- 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.

ASSESSMENT AND REPORTING

The new HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject. A standards referenced approach to assessment and reporting is being implemented. Your achievement will be assessed and reported against known standards of performance as well as showing position in the course.

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

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

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

The other 50 % will come from the HSC examination.

On satisfactory completion of your HSC you will receive a portfolio containing:

- The HSC Testamur
(if all requirements are met)
- The Record of Achievement
(summarised results awarded in each course)
- Course Reports for each Board Developed Course
(showing your internal assessment mark, your external examination mark and the averaged HSC mark on a performance scale)
- VET credentials *(if applicable)*

HSC BOARD DEVELOPED COURSES

Subject	Preliminary & HSC Courses (2 unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community & Family Studies	Community & Family Studies		
Dance	Dance		
Design & Technology	Design & Technology		
Drama	Drama		
Earth & Environmental Science	Earth & Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English Advanced English Studies (Preliminary Only)	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
French	French Beginners French Continuers		
Geography	Geography		
History	Ancient History Modern History		HSC History Extension
Industrial Technology	Industrial Technology		
Information Processes & Technology	Information Processes & Technology		
Japanese	Japanese Beginners Japanese Continuers		
Legal Studies	Legal Studies		
Mathematics	Mathematics General 1 and 2 Mathematics	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Music	Music 1		
PD / Health / PE	PD / Health / PE		
Physics	Physics		
Senior Science	Senior Science		
Society and Culture	Society and Culture		
Studies of Religion	Studies of Religion		
Software Design & Development	Software Design & Development		
Textiles & Design	Textiles & Design		
Visual Arts	Visual Arts		

Course: Aboriginal Studies

Course No: 15000

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves local community case studies.

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

Main Topics Covered

Preliminary Course

- **Part I: Aboriginality and the Land** (30%) – Aboriginal peoples' relationship to land and water; the dispossession and dislocation of Aboriginal peoples from land and water and the impact of British colonisation on land and water. Comparative Case Study.
- **Part II: Aboriginal Heritage and Identity** (25%) – The Dreaming and cultural ownership; the impact of colonisation on Aboriginal cultures and families and the diversity of Aboriginal cultural and social life. Case Study of the local Aboriginal Community/ies.
- **Part III: Colonialism, Racism and Prejudice** (25%) – Aboriginal political and legal systems; Aboriginal and non-Aboriginal responses to the British colonisation and the impact and consequences of dispossession and dislocation of Aboriginal peoples. Case Study.
- **Part IV: Research and Inquiry Methods** (20%) – Skills and protocol necessary for appropriate community consultation and fieldwork; acquiring information; processing information; community information.

HSC Course

- **Part I – Social Justice and Human Rights Issues** (50% of indicative time)
A global perspective of Social Justice and Human Rights Issues across 2 topics chosen from: health, education, housing, employment, criminal justice and economic independence. Comparative Case Study.
- **Part II – Elective study** (20% of indicative time incorporating a Case Study)
 - **Aboriginality and the Land** – The Land Rights movement and the recognition of native title including non-Aboriginal responses to land rights; government policies and legislation
 - or
 - **Aboriginal Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, including non-Aboriginal responses to Aboriginal heritage and identity and government legislation and policies influencing expressions of identity and heritage.
- **Part III – Major Project** (30% of indicative time) – choice of project topic based on student interest.

Particular Course Requirements

In both courses, students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination		Section I – Social Justice and Human Rights Issues	40
Section I – Social Justice and Human Rights Issues	60	Section II – Aboriginality and the Land or Heritage and Identity	20
Section II – Aboriginality and the Land or Heritage and Identity	30	Section III – Research and Inquiry Methods – Major Project	40
Section III – Research and Inquiry Methods – Major Project	10		
	100		100

Course: Ancient History

Course No: 15020

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

The Preliminary course is structured for students to investigate:

- people, groups, events, institutions, societies and historical sites from the ancient world
- archaeological and written evidence and the methods used by historians and archaeologists.

In the HSC course, students use archaeological and written evidence to investigate a core study personality from the ancient world, ancient society and historical period.

Main Topics Covered

Preliminary Course (120 indicative hours)

Part I: Introduction

- a) Investigating the Past: History, Archaeology and Science
 - b) Case Studies
- At least ONE case study should be undertaken

Part II: Studies of Ancient Societies, Sites and Sources

At least ONE study of ancient societies, sites and sources should be undertaken

Part III: Historical Investigation

The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

HSC Course

The course comprises a study of:

- **Part I:** Core: Cities of Vesuvius – Pompeii and Herculaneum (25%)
- **Part II:** ONE Ancient Society (25%)
- **Part III:** ONE Personality in Their Time (25%)
- **Part IV:** ONE Historical Period (25%)

The course requires study from at least TWO of the following areas:

1. Egypt
2. Near East
3. Greece
4. Rome

The core study, *Cities of Vesuvius – Pompeii and Herculaneum*, is a Roman study

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination in four parts, including short answer and extended response questions core study	25	The four parts of the course are assessed through a range of tasks, including:	
▪ Personalities in Their Times	25	▪ Tests/examinations	40
▪ Ancient Society	25	▪ Research	25
Historical Period	25	▪ Source analysis	25
		▪ Oral presentation	10
	100		100

Course: Biology		Course No: 15030	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Senior Science (Preliminary only)	
<p>Course Description Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.</p> <p>The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ A Local Ecosystem ▪ Patterns in Nature ▪ Life on Earth ▪ Evolution of Australian Biota <p>HSC Course Core Topics</p> <ul style="list-style-type: none"> ▪ Maintaining a Balance ▪ Blueprint of Life ▪ The Search for Better Health <p>One Option from the following:</p> <ul style="list-style-type: none"> ▪ Communication ▪ Biotechnology ▪ Genetics: The Code Broken? ▪ The Human Story ▪ Biochemistry 			
<p>Particular Course Requirements The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

Course: Business Studies**Course No: 15040**2 units for each of Preliminary and HSC
Board Developed Course**Exclusions:** Nil**Course Description**

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

Main Topics Covered**Preliminary Course**

- Nature of Business (20%) - the role and nature of business in a changing business environment
- Business Management (40%) - the nature and responsibilities of management in the business environment.
- Business Planning (40%) - the processes of establishing and planning a small to medium enterprise.

HSC Course

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple-choice, short answer and extended response questions	100	Knowledge and understanding of course content Stimulus-based skills Inquiry and research Communication of business information, ideas and issues in appropriate forms	40 20 20 20
	100		100

Course: Chemistry

Course No: 15050

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

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

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

Main Topics Covered

Preliminary Course

- The Chemical Earth
- Metals
- Water
- Energy

HSC Course

Core Topics

- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following:

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

Particular Course Requirements

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

Course: Community and Family Studies		Course No: 15060	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>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.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ 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). <p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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). <p>HSC Option Modules Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> ▪ 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. 			
<p>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.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: Section I Part A – multiple choice Part B – short answer Part C – two questions, one on each of the HSC core modules: <ul style="list-style-type: none"> ▪ Groups in Context ▪ Parenting and Caring Section II Three questions, one on each of the HSC option modules: <ul style="list-style-type: none"> ▪ Family and Societal Interactions ▪ Social Impact of Technology ▪ Individuals and Work Candidates attempt one question only	10 15 50 25	Core Research Methodology Groups in Context Parenting and Caring Options Family and Societal Interactions Social Impact of Technology Individuals and Work	75 25
	100		100

Course: Dance

Course No: 15070

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 art form. 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 art form and is emphasised throughout both courses.

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance Solo dance and <i>Viva voce</i>	20	Core Performance	20
Core Composition Solo composition and <i>Viva voce</i> performed by another student	20	Core Composition	20
Core Appreciation A written examination (one hour)	20	Core Appreciation	20
Major Study	40	Development of Major Study	40
▪ Major Study Performance One solo dance and <i>Viva voce</i> or			
▪ Major Study Composition One dance composition: new solo, group dance and <i>Viva voce</i> or			
▪ Major Study Appreciation Written examination: 1 ¼-hours or			
▪ Major Study– Dance & Technology Option 1: Choreographing the Virtual Body. Presentation of a choreographed work using 3D animation software and <i>Viva voce</i> or Option 2: Film and Video. Presentation filmed and edited choreographed work and <i>Viva voce</i> .			
	100		100

This is a performance based subject and students will be required to perform in front of audiences on a regular basis

Course: Design and Technology

Course No: 15080

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course, student's study designing and producing, which includes the completion of at least two design projects.

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

Main Topics Covered

Preliminary Course

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

HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. 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 the presentation of a case study.

Assessment: HSC Course only. Please check Board of Studies website for changes.

External Assessment	Weighting	Internal Assessment	Weighting
Section I: The examination consists of: Written Paper. Part A – Multiple Choice Part B – ONE compulsory question made up of a number of short structured response parts Part C – extended response questions (choose one out of three) Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation	40
	60	Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)	60
Section II: Major Design Project This will include submission of: (i) A folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) A product system or environment.	100		100

Course: Drama**Course No: 15090**

2 units for each of Preliminary and HSC
Board Developed Course

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, Play building 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, Play building, 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 should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre Studies in Drama and Theatre	30 30
Individual Project	30	Development of Group Performance Development of Individual Project	20 20
A 1½-hour written examination comprising two compulsory sections: <ul style="list-style-type: none"> ▪ Australian Drama and Theatre (Core) ▪ Studies in Drama and Theatre 	40		
	100		100

This is a performance based subject and students will be required to perform in front of audiences on a regular basis

Course: Earth and Environmental Science

Course No: 15100

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 the 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.

Main Topics Covered

Preliminary Course

- Planet Earth and Environment – A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course

Core Topics

- Tectonic Impacts
- Environments Through Time
- Caring for the Country

One Option from the following:

- Introduced Species and the Australian Environment
- Organic Geology – A Non-renewable Resource
- Mining and the Australian Environment
- Oceanography

Particular Course Requirements

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

Course: Economics**Course No: 15110**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 (10%) – the nature of economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets (20%) – the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia including the share market
- Government in the Economy (20%) – the role of government in the Australian economy.

HSC Course

- The Global Economy (25%) – Features of the global economy and globalisation
- Australia's Place in the Global Economy (25%) – Australia's trade and finance
- Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management (25%) – the range of policies to manage the economy.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple-choice, short answer and extended response questions	100	Tests/exams Research, investigation and communication Stimulus-based skills	50 30 20
	100		100

Course: Engineering Studies**Course No: 15120**

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.

Preliminary Course

Students undertake the study and develop an engineering reports:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems
- one focus module relating to the field of Bio-Engineering
- one school-based elective module.

HSC Course

Students undertake the study and develop an engineering reports:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Students develop an engineering report for module studied.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Assessment: HSC Course only. Please check Board of Studies website for changes.

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: Section I – Multiple-choice – Application Modules	10 70	Tasks relating to module content exclusive of the Engineering reports	65
Section II – Short structured responses – Historical and societal influence – Scope of the Profession – Application and Focus Modules	20	Engineering reports	35
Section III – Short structured responses – All modules – Engineering reports			
	100		100

Course: English (Standard)		Course No: 15130	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Advanced); English (ESL); English (Extension); English Studies	
<p>Course Description</p> <p>In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.</p> <p>In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ 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. 			
<p>Particular Course Requirements</p> <p>In the Preliminary English (Standard) Course students are required to:</p> <ul style="list-style-type: none"> ▪ study Australian and other texts ▪ explore a range of types of text drawn from: prose fiction; drama; poetry; nonfictions; film or media or 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. <p>HSC English (Standard) Course requires the close study of:</p> <ul style="list-style-type: none"> ▪ 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 ▪ prescribed stimulus booklet. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of: Paper 1 (2 hours) Area of Study (common course content)	40	Area of Study (common course content)	40
		Module A	20
		Module B	20
		Module C	20
			100
Paper 2 (2 hours) Module A Module B Module C	60	Assessment across the language modes Listening Speaking Reading Writing Viewing and representing	15 15 25 30 15
	100		100

Course: English (Advanced)		Course No: 15140	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: English (Standard); English Studies, English (ESL)	
<p>Course Description</p> <p>In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the HSC English (Advanced) course students analyse and evaluate texts, and the ways that they are valued in their contexts.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ 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. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> ▪ 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. 			
<p>Particular Course Requirements</p> <p>In the Preliminary English (Advanced) Course students are required to:</p> <ul style="list-style-type: none"> ▪ study Australian and other texts ▪ explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film or media or 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. <p>HSC English (Advanced) Course requires the close study of:</p> <ul style="list-style-type: none"> ▪ 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 ▪ prescribed stimulus booklet. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of: Paper 1 (2 hours) Area of Study (common course content)	40	Area of Study (common course content)	40
		Module A Module B Module C	20 20 20
			100
Paper 2 (2 hours) Module A Module B Module C	60	Assessment across the language modes Listening Speaking Reading Writing Viewing and representing	 15 15 25 30 15
	100		100

Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2				Course No: Course No: 15160 Course No: 15170				
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 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: <ul style="list-style-type: none"> ▪ 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 2006 and 2007 Electives and Prescribed Texts). HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.								
Assessment: HSC English Extension Course 1								
External Assessment		Weighting		Internal Assessment		Weighting		
A written examination of two hours duration		50		Module A, B or C		50		
		50				50		
						Assessment across the language modes: <ul style="list-style-type: none"> ▪ Speaking and listening ▪ Reading and writing ▪ Viewing and representing 		10
						30		
						10		
						50		
Assessment: HSC English Extension Course 2								
External Assessment		Weighting		Internal Assessment		Weighting		
Submission of Major Work Including a 1000–1500 word (maximum) reflection statement		50		Proposal: Presentations of proposal for Major Work		10		
				Viva Voce: Interview and discussion/		20		
				exploration of the work in progress Report: The impact of independent investigation on the development of the Major Work		20		

Course: English Studies

2 units for each of Preliminary and HSC
Board Endorsed Course

Exclusions: English (Standard); English
(Advanced); English (ESL); English (Extension)

STUDENTS ENROLLED IN ENGLISH STUDIES WILL NOT BE ELEGIBLE FOR AN ATAR.

Course Description

The aim of English Studies is to enable students to understand, use, enjoy and value the English language in its various textual form and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

Course Structure

Preliminary Course –

- 120 indicative hours
- 3 – 5 modules
- 20 – 40 indicative hours per module
- Mandatory module: *Achieving through English: English and the Worlds of Education, Careers and Community.*

HSC Course –

- 120 indicative hours
- 3 – 5 modules
- 20 – 40 indicative hours per module
- Mandatory module: *We Are Australians – English in Citizenship, Community and Cultural Identity*

Particular Course Requirements

In the Preliminary and HSC years students are required to:

- **Read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts**
- **Undertake study of at least one substantial print text and at least one substantial multi-modal text**
- **Be involved in planning, research and presentation activities as part of one individual and/or 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.**

Assessment: Preliminary and HSC Course

Students will develop knowledge and understanding of various texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.	30
Students will develop skills in reading, listening and viewing in writing, speaking and representing.	30
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25
Students will develop skills in planning and working individually and collaboratively.	15

Course: Food Technology

Course No: 15180

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

Preliminary Course

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

HSC Course

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

Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

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

Assessment: HSC Course only. Please check Board of Studies website for changes.

External Assessment	Weighting	Internal Assessment	Weighting
Core			
▪ The Australian Food Industry – multiple-choice – short structured items	15	▪ Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)	20
▪ Food Manufacture, Food Product Development – multiple-choice – short structured items – extended structured response	30	▪ Research, analysis and communication	30
Options	25	▪ Experimentation and preparation	30
▪ Contemporary Food Issues: Nutrition – short structured items – extended response or		▪ Design, implementation and evaluation	20
▪ Contemporary Food Issues: Marketplace – short structured items – extended response			
	100		100

Course: French Beginners

Course No: 15670

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: French Continuers.

Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's *ACE Manual*.

Course Description

In the Preliminary course, students will begin to develop their knowledge and understanding of French. During this course, students must acquire some knowledge of the French language as a system through topics such as Social Interaction and Personal Identification, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the Preliminary course will be studied in greater depth for the HSC course.

Main Topics Covered

- personal identification
- leisure activities
- travel and tourism
- shops and services
- general (numbers, time, dates, weather)
- social interaction.

Particular Course Requirements: Nil

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination:		Listening skills	35
Listening skills	35	Speaking skills	20
Speaking skills	20	Reading skills	35
A two-hour written examination:		Writing skills	10
Reading skills	35		
Writing skills	10		
	100		100

Course: Geography		Course No: 15190	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>			
<p>Preliminary Course</p> <p>Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management. Global Challenges (45%) – geographical study of issues at a global scale. Senior Geography Project (10%) – a geographical study of student's own choosing.</p> <p>HSC Course</p> <p>Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection. Urban Places (33%) – study of cities and urban dynamics. People and Economic Activity (33%) – geographic study of economic activity in a local and global context.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>			
<p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination		Knowledge and understanding of course content	40
Multiple-choice	20	Geographical tools and skills	20
Short answers	40	Geographical inquiry and research including fieldwork	20
Extended responses	40	Communication of geographical information, ideas and issues	20
	100		100

Course: HSC History Extension

Course No: 15280

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 1 of the course, students investigate the question 'What is history?' through readings compiled in a source book 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 course.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination comprised of TWO questions, both compulsory. Question 1: one compulsory essay question based on an unseen passage as stimulus. Question 2: one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.	25 25	Assessment tasks History Project made up of: Proposal Essay Bibliography Process Log	10 40
	50		50

Course: Industrial Technology Course No: 15200

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

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

The Focus Areas include Metals and Engineering Industries; Multimedia Industries; Timber Products and Furniture Industries.

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry-specific Content and Production.

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry-specific Content and Production.

Particular Course Requirements

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

Assessment: HSC Course only. Please check Board of Studies website for changes.

External Assessment	Weighting	Internal Assessment	Weighting
A 1 ¹ / ₂ -hour written examination	40	Industry Study	20
Section I		Designing, planning and management	20
<ul style="list-style-type: none"> ▪ 3 questions ▪ Industry Study, Design and Management, Workplace Communication 		Workplace communication	10
Section II		Industry-specific content	50
<ul style="list-style-type: none"> ▪ 2 questions ▪ questions specific to the industry focus area 			
Major Project and related management folio	60		
	100		100

Course: Information Processes and Technology

Course No: 15210

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Computing Applications

Course Description

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

Preliminary Course: Introduction to Information Skills and Systems (20%)

- Information Systems in Context
- Information Processes
- Digital Representation of Data
- Classification of Information Systems
- Social and Ethical Issues

Tools for Information Processes (40%)

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying

Planning, Design and Implementation (20%)

- Understanding the Problem to be Solved
- Making Decisions
- Designing Solutions
- Implementing
- Testing, Evaluating and Maintaining
- Social and Ethical Issues

Personal and Groups Systems and Projects (20%)

- Personal Information Systems
- Group Information Systems

HSC Course

Project(s) (20%)

- Understanding the Problem
- Making Decisions
- Designing Solutions
- Project Management
- Social and Ethical Design
- Implementing
- Testing, Evaluating and Maintaining

Information Systems and Databases (20%)

- Information Systems
- Examples of Database Information Systems
- Organisation Methods
- Storage and Retrieval
- Other Information Processes
- Issues related to Information Systems

Communication Systems (20%)

- Characteristics of Communication Systems
- Examples of Communication Systems
- Transmitting and Receiving in Communication Systems
- Other Information Processes in Communication Systems
- Issues Related to Communication Systems

Option Strands (40%)

Students will select two of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Project(s) Information Systems and Databases Communication Systems Option Strand (two of the following) – Transaction Processing Systems – Decision Support Systems – Automated Manufacturing Systems – Multimedia Systems	20 20 20 40
	100		100

Course: Japanese Beginners Course No: 15820

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Japanese Continuers; Japanese Background Speakers.
Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's *ACE Manual*.

Course Description

In the Preliminary course, students will begin to develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary course will be studied in greater depth.

Main Topics Covered

- meeting people
- family and friends
- home life
- education
- around town
- travel
- future.

Particular Course Requirements: Nil

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Speaking skills	30	Speaking skills	30
		Processing spoken information	30
A 2 ¹ / ₂ -hour written examination:		Processing written information	30
Processing spoken information	30	Writing skills	10
Processing written information	30		
Writing skills	10		
	100		100

Course: Legal Studies		Course No: 15220	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>			
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Part I – The Legal System (40% of course time) ▪ Part II – The Individual and the State (30% of course time) ▪ Part III – Law in Practice (30% of course time) <p>HSC Course</p> <ul style="list-style-type: none"> ▪ Core Part 1: Crime (30% of course time) ▪ Core Part 2: Human Rights (20% of course time) ▪ Additional Focus Studies (50% of course time) <p>Students will study two focus studies chosen from:</p> <ul style="list-style-type: none"> ▪ Consumers ▪ Family ▪ Global environmental protection ▪ Indigenous peoples ▪ Shelter ▪ Workplace ▪ World order. 			
Particular Course Requirements No special requirements			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: Crime and Human Rights Focus Studies	50 50	Knowledge and Understanding Research Communication	60 20 20
	100		100

Course:
Preliminary Mathematics
General/
HSC Mathematics General 1

Course No: 11235 / 30120

2 units for each of Preliminary and HSC
 Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the majority of outcomes of Stage 5.1 for the School Certificate, together with the recommended options *Trigonometry* and *Further Algebra*. * It is strongly recommended that students have successfully completed Stage 5.2 Mathematics and achieved Band 3 or 4 in the School Certificate.

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

Course Description

General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of Mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered

Preliminary Course

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies

- Mathematics and Communication
- Mathematics and Driving

HSC Course

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies

- Mathematics and Design
- Mathematics and Household Finance
- Mathematics and the Human Body
- Mathematics and Personal Resource Usage

	Weighting	Internal Assessment	Weighting
Preliminary : 4 Assessment Tasks 10% 20% 30% 40%	100	A variety of assessment tasks across all of the content of the course. Three Assessment Tasks 30% 30% 40%	30 30 40
There is no HSC Exam for Mathematics General 1	0		100

Course:
Preliminary Mathematics
General/
HSC Mathematics General 2

Course No: 11235 / 15235

2 units for each of Preliminary and HSC
 Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the majority of outcomes of Stage 5.1 for the School Certificate, together with the recommended options *Trigonometry* and *Further Algebra*. * It is strongly recommended that students have successfully completed Stage 5.2 Mathematics and achieved Band 3 or 4 in the School Certificate.

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

Course Description

General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of Mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered

Preliminary Course

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies

- Mathematics and Communication
- Mathematics and Driving

HSC Course

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies

- Mathematics and Health
- Mathematics and Resources

External Assessment	Weighting	Internal Assessment	Weighting
A single HSC examination of two and one half hours' duration. No more than 30% of the examination will be based on the Preliminary course. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance. Calculators, including graphics calculators, that meet Board requirements (as advised through the Official Notices section of the <i>Board Bulletin</i>) may be used. Geometrical instruments and approved geometrical templates may be used.	100	A variety of assessment tasks across all of the content of the course. Four Assessment Tasks in total. One of which is a Practical. Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.	10 20 40 30
	100		100

Course: Mathematics		Course No: 15240			
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: The course is constructed on the assumption that students have achieved the majority of outcomes of Stage 5.2 course of the School Certificate, along with the recommended options. * It is strongly recommended that students have successfully completed Stage 5.3 Mathematics and achieved Band 5 or 6 in the School Certificate.</p> <p>Exclusions: General Mathematics</p>					
<p>Course Description</p> <p>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.</p>					
<p>Main Topics Covered</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ 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 </td> <td style="vertical-align: top; width: 50%;"> <p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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 </td> </tr> </table>				<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ 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 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ 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
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ 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 	<p>HSC Course</p> <ul style="list-style-type: none"> ▪ Coordinate methods in geometry ▪ Applications of geometrical properties ▪ Geometrical applications of differentiation ▪ Integration ▪ Trigonometric functions ▪ Logarithmic and exponential functions ▪ Applications of calculus to the physical world ▪ Probability ▪ Series and series applications 				
External Assessment		Internal Assessment			
<p>A single written examination paper of three hours duration, consisting of ten questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>		<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.</p> <p>Three Assessments</p> <p>30% 40% 30%</p>			
External Assessment		Internal Assessment			
100		100			

Course: Mathematics Extension 1

Course No: 15250

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

Prerequisites: The course is constructed on the assumption that students have achieved the majority of outcomes for Stage 5.3 of the School Certificate, along with the recommended options to a high level of achievement and achieved a high Band 5 or 6 in the School Certificate.

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 $\cos^2 x$
- 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

External Assessment

100

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

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

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

Internal Assessment

100

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. Three tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.

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

30%
40%
30%

Course: Mathematics Extension 2

Course No: 15260

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

External Assessment

100

Internal Assessment

100

Two written examination papers. One paper is the Mathematics Extension 1 course paper and is of two hours duration. The other paper, of three hours duration, is based on the Mathematics Extension 2 course and consists of eight questions of equal value.

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

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.

Three Assessments

30%

40%

30%

Course: Modern History

Course No: 15270

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 eighteenth century to the present using the methods of historical inquiry.

The HSC course is designed for students to investigate national and international forces for change and continuity in the Twentieth century through three major studies.

Main Topics Covered

Preliminary Course

- **Part I:** Case Studies (50 %) – one from List A and one from List B
- **Part II:** Historical Investigation (20 %) – topics can be based on student interest as long as they do not duplicate content of HSC course
- **Part III:** Core Study: The World at the Beginning of the Twentieth Century (30 %)

HSC Course

- **Part I:** Core Study: World War I 1914 – 1919: A source – based Study (25 %)
- **Part II:** ONE National Study (25%)

Students will undertake ONE national study from those listed:

- a. Australia 1945 – 1983
 - b. China 1927 – 1949
 - c. Germany 1918 – 1939
 - d. India 1919 – 1947
 - e. Indonesia 1959 – 1998
 - f. Japan 1904 – 1937
 - g. Russia and the Soviet Union 1917 – 1941
 - h. South Africa 1960 – 1994
 - i. USA 1919 – 1941
- **Part III:** ONE Personality in the Twentieth Century (25 %)
 - a. Yasser Arafat 1929 to 2000
 - b. Joseph Benedict Chifley 1885 – 1951
 - c. Herbert Evatt 1894 – 1965
 - d. Mikhail Gorbachev 1931 to 2000
 - e. Emperor Hirohito 1901 – 1989
 - f. Ho Chi Minh 1890 – 1969
 - g. Kita Ikki 1883 – 1937
 - h. William Randolph Hearst 1863 – 1951
 - i. J Edgar Hoover 1895 – 1972
 - j. Mohammed Ali Jinnah 1876 – 1948
 - k. Alexandra Kollontai 1873 – 1952
 - l. Douglas MacArthur 1880 – 1964
 - m. Nelson Mandela 1918 to 2000
 - n. Golda Meir 1898 – 1978
 - o. Robert Gordon Menzies 1894 – 1978
 - p. Bernard Law Montgomery 1887 – 1976
 - q. Jawaharal Nehru 1889 – 1964
 - r. Ian Paisley 1926 to 2000
 - s. Leni Riefenstahl 1902 – 1981
 - t. Eleanor Roosevelt 1884 – 1962
 - u. Albert Speer 1905 – 1981
 - v. Achmad Sukarno 1901 – 1970
 - w. Sun Yixian (Sun Yat – sen) 1866 – 1925
 - x. Leon Trotsky 1879 – 1940
 - y. Woodrow Wilson 1865 – 1924
 - z. Isoruku Yamamoto 1884 – 1943
 - aa. Zhu De (Chu The) 1886 – 1976

Part IV: ONE International Study in Peace and Conflict (25 %)

Students will undertake ONE international Study in Peace and Conflict from those listed:

- a. Anglo – Irish Relations 1968 – 1998
- b. Conflict in Europe 1935 – 1945
- c. Conflict in Indochina 1954 – 1979
- d. Conflict in the Pacific 1937 – 1951
- e. The Arab – Israeli Conflict 1948 – 1996
- f. The Cold War 1945 – 1991
- g. The United Nations as Peacekeeper 1946 - 2001

Particular Course Requirements

The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination in three parts, including short answer and extended response questions <ul style="list-style-type: none"> ▪ World War 1 Core ▪ National Study ▪ Personality Study ▪ International Study in Peace and Conflict 	25 25 25 25	Core, national and inter-national studies are assessed through a range of tasks and should include: <ul style="list-style-type: none"> ▪ Oral presentation ▪ Research ▪ Source analysis ▪ Examination/test items 	10 25 25 40
	100		100

Course: Music 1**Course No: 15290**

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: Music mandatory course (or equivalent)

Exclusions: Music 2

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through 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.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core Performance	10
Written examination – Aural Skills (45–60 minutes)	30	Core Composition	10
Electives		Core Musicology	10
Three electives from any combination of:		Core Aural	25
Performance (one piece)		Elective 1	15
Composition (one submitted composition)		Elective 2	15
Musicology (one <i>viva voce</i>)		Elective 3	15
▪ Elective 1	20		
▪ Elective 2	20		
▪ Elective 3	20		
	100		100

This is a performance based subject and students will be required to perform in front of audiences on a regular basis

Course: Personal Development, Health and Physical Education

Course No: 15320

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%)

- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students to select **two** options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students to select **two** options each from:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Particular Course Requirements

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper			
Part A – multiple choice	20	Core	60
Part B – short answer and extended response related to core	40	Options	40
Part C – short answer and extended response related to two options	40		
	100		100

Course: Physics

Course No: 15330

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, in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

Core Topics

- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following:

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

Particular Course Requirements

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination			
Core	75	Core	75
Options	25	Options	25
	100		100

Course: Senior Science		Course No: 15340	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics	
<p>Course Description</p> <p>The Preliminary course incorporates study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.</p> <p>The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on increased information and understanding provided by improved technology to examine a variety of interest areas.</p> <p>The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern students who have completed the Preliminary course in Biology, Chemistry, Earth and Environment Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ Water for Living ▪ Plants ▪ Humans at Work ▪ The Local Environment <p>HSC Course</p> <p>Core Topics</p> <ul style="list-style-type: none"> ▪ Lifestyle Chemistry ▪ Medical Technology – Bionics ▪ Information Systems <p>One option from the following:</p> <ul style="list-style-type: none"> ▪ Polymers ▪ Preservatives and Additives ▪ Pharmaceuticals ▪ Disasters ▪ Space Science 			
<p>Particular Course Requirements</p> <p>The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 indicative hours in the HSC course.</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

Course: Society and Culture		Course No: 15350	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description</p> <p>The central concern of Society and Culture Stage 6 is the interaction of persons, societies, environments and time.</p> <p>Society and Culture draws on cross – disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.</p> <p>Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling students to develop understanding of :</p> <p>Themselves Their own society and culture The societies and cultures of others</p> <p>Students are provided with the necessary concepts, skills, competencies and knowledge to encourage a process of independent thinking that may be used to explain patterns of behaviour, solve problems and actively contribute to local, national, global levels of society.</p> <p>Society and Culture is a conceptually based course that promotes students’ awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse complementary and contrasting viewpoints about people, societies, cultures and environments, and their interactions across time. Society and Culture promotes an awareness of the nature of power and authority, gender, technology and facilitates intercultural understanding.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>The Social and Cultural (20 % of course time) Personal and Social Identity (40% of course time) Intercultural communication (40 % of course time)</p> <p>HSC Course</p> <p>Core Personal Interest Project (30 % of course time) Social and Cultural Continuity and Change (30 % of course time) Depth Studies (40 % of course time) TWO to be chosen from the following:</p> <ul style="list-style-type: none"> • Popular Culture • Belief Systems • Equality and Difference • Work and Leisure 			
Assessment: HSC Course only			
Internal Assessment	Weighting	External Assessment	Weighting

<p>Core Depth Study One Depth Study Two</p> <p>Assessment of the above components should include the following tasks and weightings:</p> <ul style="list-style-type: none"> • Oral 20 • Application of methodological skills 20 • Secondary research 20 • Test 40 	<p>40 30 30</p>	<p>A written examination consisting of :</p> <p>Core Study: Social and cultural Continuity and Change</p> <ul style="list-style-type: none"> • Short answer section • Structured extended response <p>Depth Study One</p> <ul style="list-style-type: none"> • Unstructured extended response <p>Depth Study Two</p> <ul style="list-style-type: none"> • Unstructured extended response <p>An externally marked project: Core Personal Interest Project</p>	<p>30</p> <p>20</p> <p>20</p> <p>30</p>
Marks	100		100

Course: Software Design and Development

Course No: 15360

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Computing Applications

Course Description

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

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

Preliminary Course

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

HSC Course

- Development and Impact of Software Solutions
 - Social and ethical issues
 - Application of software development approaches
- Software Development Cycle
 - Defining and understanding the problem
 - Planning and design of software solutions
 - Implementation of software solutions
 - Testing and evaluation of software solutions
 - Maintenance of software solutions
- Developing a Solution Package
 - Options:
 - Evolution of programming languages **or**
 - Software developer's view of the hardware

Particular Course Requirements

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. There are software and course specifications.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I – Twenty multiple-choice questions relating to: <ul style="list-style-type: none"> – Development and Impact of Software Solutions – Software Development Cycle – Developing a Solution Package 	20	Knowledge and understanding about development and impact of software solutions and the software development cycle	20
Section II – Three short structured response questions relating to: <ul style="list-style-type: none"> – Development and Impact of Software Solutions – Software Development Cycle – Developing a Solution Package 	60	Design and development of software solutions Project management techniques, including documentation, teamwork and communication Project(s)	35 20 25
Section III – Students select one question from either: <ul style="list-style-type: none"> – Evolution of Programming Languages OR <ul style="list-style-type: none"> – Software Developer's View of the Hardware 	20		
	100		100

Course: Studies of Religion**Course No: 15370**2 units for each of Preliminary and HSC
Board Developed Course**Exclusions:** Nil**Course Description**

The Studies of Religion syllabus acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion's place within the global community.

Main Topics Covered**The Preliminary course in Studies of Religion 2 is structured into two parts:**

Nature of Religion and Beliefs (16 indicative hours)

Three Religious Tradition Studies (3x22 = 66 indicative hours)-the syllabus allows the studies to be taken of Buddhism, Christianity, Hinduism, Islam and Judaism

Religions of Ancient Origin (22 hours) and Religion in Australia pre - 1945

The HSC course in Studies of Religion 2 is structured into two parts:

Religion and Belief Systems in Australia post-1945 (16 indicative hours)

Three Religious Tradition Depth Studies (3x22 = 66 indicative hours) - the syllabus allows the studies to be taken of Buddhism, Christianity, Hinduism, Islam and Judaism

Religion and Peace (22 hours) and Religion and Non-Religion (16 hours)

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"> ▪ A 3 hour written examination ▪ Section 1 – Parts A and B ▪ Section 2 - Religious tradition depth study ▪ Section 3 - Religious tradition depth study ▪ Section 4 – Religion and Peace 	30 30 20 20	<ul style="list-style-type: none"> ▪ Knowledge and understanding of course content ▪ Source-based skills ▪ Investigation and research ▪ Communication of ideas and issues in appropriate forms 	40 20 20 20
	100		100

Course: Textiles and Design**Course No:**

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil**Course Description**

This course investigates textiles in society and promotes a greater understanding of the significance of different cultures and their specific use of textile materials.

Through the area of study relating to the Australian Textile, Clothing, Footwear and Allied Industries, the course offers students the opportunity to explore advances in technology, current issues facing the industry and employment opportunities.

Main Topics Covered:**Preliminary Course**

- **Design** – Elements and Principals of Design; types of design; communication techniques; manufacturing methods; Textile Project 1.
- **Properties and Performance of Textiles** – Types, classification, identification and properties of fabrics, yarns and fibres; Textile Project 2.
- **Australian, Textile, Clothing, Footwear and Allied Industries** - Industry overview – Past, Present and Future; Quality and value of textiles.

HSC Course learning opportunities focus on:

- **Design** – Historical design development; fabric decoration; Influence of culture on design; Contemporary Designers.
- **Properties and Performance of Textiles** – End-use applications; Innovations and emerging textile technologies.
- **Australian Textile, Clothing, Footwear and Allied Industries** – Appropriate textile technology and environmental sustainability; Current issues and Marketplace.
- **Major Textiles Project** – Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s. apparel, furnishings, costume, textile arts, non-apparel

Particular Course Requirements

Content endorsed courses can be counted towards the units required for either the Preliminary Record of Achievement or the HSC Record of Achievement, depending on the year/s in which they studied. Schools will need to determine the Preliminary and/or HSC components of the course that best meet the needs of their studies.

Assessment:

Preliminary Assessment	Weighting	HSC Assessment	Weighting
Design <ul style="list-style-type: none"> • Elements and principles of design • Types of design • Communication techniques • Manufacturing methods • Preliminary Textile Project 1 	40	Design <ul style="list-style-type: none"> • Historical design development • Fabric decoration • Influence of culture on design • Contemporary designers 	20
Properties and Performance of Textiles <ul style="list-style-type: none"> • Fabric, yarn and fibre structure • Types, classification and identification of fabrics, yarns and fibres • Fabric, yarn and fibre properties • Preliminary Textile Project 2 	50	Properties and Performance of Textiles <ul style="list-style-type: none"> • End-use applications • Innovations and emerging textile technologies 	20
Australian Textile, Clothing, Footwear & Allied Industries <ul style="list-style-type: none"> • Industry overview – past, present, future • Quality and value of textiles 	10	Australian Textile, Clothing, Footwear & Allied Industries <ul style="list-style-type: none"> • Appropriate textile technology and environmental sustainability • Current issues • Marketplace 	10
		Major Textiles Project	50
	100		100

Course: Visual Arts

Course No: 15400

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 focussed, 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

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

Particular Course Requirements

Preliminary Course:

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

HSC Course:

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

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written examination paper	50	Development of the body of work Art criticism and art history	50 50
Submission of a body of work	50		
	100		100

BOARD / CONTENT ENDORSED COURSES

Title	Preliminary
Computing Applications	1 Unit
Exploring Early Childhood	2 Units
Sport, Leisure & Recreation Studies	1 Unit
Work Studies	2 Units
Marine Studies	2 Units
Photography, video and Digital Imaging	2 Units
Furnishings (proposed subject 2015)	2 Units

Course: Computing Applications

Content Endorsed Course

Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

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

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

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

Course: Exploring Early Childhood

Content Endorsed Course

Exclusions: TVET Children's Services

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.

Course: Marine Studies (2 units for Preliminary and HSC)

Content Endorsed Course (**this course does not count towards an ATAR**)

The aim of Marine Studies is to develop in each student a capacity to think critically about key issues relating to the marine environment, to utilise and protect the resources it offers and to develop skills that allow students to participate safely in a range of practical experiences.

Marine Studies will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

The students will be offered the opportunity to gain their first aid certificate and PADI open water dive course.

Through the course students will develop:

- knowledge, understanding and appreciation that will 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 of safe practice in the marine context

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

- Marine Safety and First Aid
- The Marine Environment
- Life in the Sea
- Humans in Water
- Marine and Maritime Employment
- First Aid/Resuscitation Certificate
- Coral Reef Ecology
- Oceanography
- Sea Birds of Our Coast
- Commercial and Recreational Fishing
- Skin Diving and Diving Science
- Boating and Seamanship
- Pilotage and Navigation
- Personal Interest Project

Course: Photography, Video and Digital Imaging

2 units for each of Preliminary and HSC
Content Endorsed Course

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

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 in the contemporary world of visual arts, design, television, film, video, mass media, social media and multi-media.

Preliminary and HSC Course learning opportunities focus on:

- Generating collaborative and individual projects
- Explore concepts and ideas that reflect their interpretation of the world
- Investigate different viewpoints
- Develops a range of techniques across a variety of media
- Considers issues pertaining to occupational health and safety
- Develops an appreciation and understanding of artists and creators of video, film, digital and photographic works
- Exhibition of student work
-

Particular Course Requirements

- Collaborative and individual generated resolved work across at least two media forms
- Utilise and maintain a documentary diary
- Critical and historical studies in the form of Case Studies
- Exhibition of resolved work/s to engage with audiences

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
NA		Making Studying	70 30
			100

Course: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

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

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:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Course: Work Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The strongly practical orientation of the course is intended to give students useful, practical experiences and knowledge to enable young people to develop the skills, knowledge, understanding and confidence to allow them experience a successful transition from school to work. It allows students to develop a range of skills and attitudes in career planning, performing work tasks, working with others and managing change.

Main Topics Covered

The Core

Core studies are compulsory. The core focuses on transition from school to work. It explores career and life choices, assessing specific work and life situations, identifying future aspirations and developing a career plan. The indicative time allocation for the core is 30 hours. There is ONE core area of study

Core 1: My Working Life

Course Modules

The course modules expand on the issues introduced in the course. The eleven course modules supplied are:

1. In the Workplace
2. Preparing Job Applications
3. Workplace Communication
4. Teamwork and Enterprise Skills
5. Managing Work and Life Commitments
6. Personal Finance
7. Workplace Issues
8. Self Employment
9. Team Enterprise Project
10. Experiencing Work
11. School Developed Module

Particular Course Requirements

Content endorsed courses can be counted towards the units required for either the Preliminary Record of Achievement or the HSC Record of Achievement, depending on the year (s) in which they are studied.

Schools will need to determine the Preliminary and/or HSC components of the course that best meet the needs of their studies.

Assessment:

Preliminary Assessment	Weighting	HSC Assessment	Weighting
Knowledge and Understanding	30	Knowledge and Understanding	30
Skills	70	Skills	70
	100		100

VOCATIONAL EDUCATION AND TRAINING (VET)

1. SCHOOL DELIVERED VET COURSES

VET CURRICULUM FRAMEWORKS

The Board has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. It is expected that at least one designated 240 hour course in each framework will contribute towards an ATAR. You must undertake a work placement to complete these courses successfully.

The seven frameworks are:

- Business Services (Administration)
- Construction
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail
- Tourism and Hospitality

VET COURSES OFFERED BY LAKE MUNMORAH HIGH SCHOOL	
Subject	Course
Business Services	Business Services
Hospitality	Kitchen Operations
Hospitality	Hospitality
Information and Digital Technology	Information and Digital Technology

FREQUENTLY ASKED QUESTIONS

What does VET mean?

VET means Vocational Education and Training. VET courses are Higher School Certificate (HSC) courses for students which allow the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory

What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NSW Board of Studies.

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), VET Board Developed Courses (VET BEC) as well as Accounting (Board Developed Course) are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Hunter/Central Coast Region (RTO 90222) is currently delivering Vocational Education and Training in 50 schools in the Region.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks?

The Board of Studies has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course.

ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

What are Specialisation Courses?

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, 1 x during the Preliminary course and 1 x during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

How do employability skills relate to VET courses?

Employability Skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". The eight Employability Skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All AQF Credentials or Statements of Attainment achieved by students provide an Employability Skills Summary that lists the elements of each skill that have been identified for the qualification.

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC
AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR.**

INFORMATION AND DIGITAL TECHNOLOGY

240 indicative hours - 2015

QUALIFICATION: SOA towards Certificate III in Information and Digital Technology (ICA30111)

- | | |
|--|---|
| <ul style="list-style-type: none"> Board Developed Course – BOS No: 27301 Minimum mandatory work placement – 70 hours A total of 4 units of credit – Preliminary and/or HSC | <ul style="list-style-type: none"> Category B status for the Australian Tertiary Admission Rank (ATAR) Course Cost: |
|--|---|

Course Description

This course provides students with the opportunity to obtain a national vocational qualification in the information and communications technology industry. Students will be able to develop knowledge and skills to enable them to be an effective ICT user and/or employer. Skills acquired in this course are transferable to other industries. Specialised occupations in ICT include technical support officer, desktop publisher, computer programmer, software designer/developer, website developer and systems analyst.

HSC Course Structure:

This course is compiled of seven compulsory units of competency and four elective units.

UNITS OF COMPETENCY

Compulsory

Unit code	Unit title	HSC indicative hours of credit
BSBWHS304A	Participate effectively in WHS communication and consultation processes	20
ICAICT202A	Work and communicate effectively in an IT environment	25
ICAICT302A	Install and optimise operating system software	20
ICASAS301A	Run standard diagnostic tests	10

Stream Focus Area - Web and Software Applications

ICAICT203A	Operate application software packages	20
ICAICT308A	Use advanced features of computer applications	30
ICAWEB302A	Build simple websites using commercial programs	30

Electives - Web Technologies

Unit code	Unit title	HSC hours
BSBSUS301A	Implement and Monitor Environmentally sustainable work practices	25
ICAWEB201A	Use social media tools for collaboration and engagement	20
ICAWEB301A	Create a simple mark-up language document	25
ICAWEB303A	Produce digital images for the web	20

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work placement:

Students **must** complete a minimum of 70 hours work placement in an Information and Digital Technology related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in a simulated Information and Digital environment.

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: Certificate II in Kitchen Operations (SIT20312)

- | | |
|--|---|
| <ul style="list-style-type: none"> Board Developed Course - BOS No: 26501 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses - nil | <ul style="list-style-type: none"> A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank(ATAR) Course Cost: |
|--|---|

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. **Course HSC Structure:** To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a kitchen operations and cookery focus must undertake **four mandatory** and **four Kitchen Operations and Cookery stream associated unit of competency** (six core and two listed electives for Certificate II in Kitchen Operations) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

UNITS OF COMPETENCY – Compulsory – Attempt ALL units

Unit Code	Unit Title	HSC indicative hours of credit
SITXFSA101	Use hygienic practices for food safety	10
SITXWHS101	Participate in safe work practices	15
BSBWOR203B	Work effectively with others	15
SITHIND201	Source and use information on the hospitality industry	20

Kitchen Operations & Cookery Stream - Attempt ALL units

Unit Code	Unit Title	HSC hours
SITXFSA201	Participate in safe food handling practices	15
SITHCCC101	Use food preparation equipment	20
SITHCCC201	Produce dishes using basic methods of cookery	40
SITHKOP101	Clean kitchen premises and equipment	10

Electives - Attempt ALL units

Unit Code	Unit Title	HSC hours
SITXINV202	Maintain the quality of perishable items	5
SITHCCC102	Prepare simple dishes	20
SITHCCC202	Produce appetisers and salads	25
SITHCCC103	Prepare sandwiches	10
BSBSUS201A	Participate in environmentally sustainable work practices	15
SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes OR Produce vegetable, fruit, egg and farinaceous dishes	35
SITHCCC207	Use cookery skills effectively (holistic unit)	20

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work placement:

Students **must** complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12) For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: Certificate II Hospitality (SIT20213)

- | | |
|--|--|
| <ul style="list-style-type: none"> Board Developed Course - BOS No: 26501 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses - nil | <ul style="list-style-type: none"> A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR) Course Cost: |
|--|--|

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 food service. Occupations in the hospitality industry including café attendant, food and beverage attendant, front office assistant.

Course HSC Structure: To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a food and beverage focus must undertake **four mandatory** and **four Food and Beverage stream associated units of competency** (four core, one Group A elective and three Group B electives for Certificate II in Hospitality) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

UNITS OF COMPETENCY – Compulsory – Attempt ALL units

Unit Code	Unit Title	HSC indicative hours of credit
SITXFSA101	Use hygienic practices for food safety	10
SITXWHS101	Participate in safe work practices	15
BSBWOR203B	Work effectively with others	15
SITHIND201	Source and use information on the hospitality industry	20

Food and Beverage Stream - Attempt ALL units

Unit Code	Unit Title	HSC hours
SITXFSA201	Participate in safe food handling practices	15
SITXCCS202	Interact with customers	15
SITHFAB204	Prepare and serve espresso coffee	15
SITHFAB206	Serve food and beverage	40

Electives - Attempt ALL units

Unit Code	Unit Title	HSC hours
SITXCOM201	Show social and cultural sensitivity	10
SITHFAB203	Prepare and serve non-alcoholic beverages	15
SITHACS101	Clean premises and equipment	10
SITHCCC103	Prepare sandwiches	10
BSBSUS201A	Participate in environmentally sustainable work practices	15
SITXCOM101	Source and present information	10
SITHIND202	Produce vegetable, fruit, egg and farinaceous dishes <i>Use hospitality skills effectively (holistic unit)</i>	20

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work placement:

Students **must** complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

QUALIFICATION: Certificate II Business (BSB20112)

- | | |
|--|--|
| <ul style="list-style-type: none"> Board Developed Course - BOS No: 26101 Minimum mandatory work placement – 70 hours Exclusions with other Board Developed Courses - nil | <ul style="list-style-type: none"> A total of 4 units of credit – Preliminary and/or HSC Category B status for the Australian Tertiary Admission Rank (ATAR) Course Cost: |
|--|--|

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.

HSC Course Structure:

This course is compiled of eight compulsory HSC units of competency and seven elective units.

UNITS OF COMPETENCY

Compulsory - Attempt ALL units

Unit Code	Unit Title	HSC indicative hours of credit
BSBWHS201A	Contribute to health and safety of self and others	15
BSBCMM201A	Communicate in the workplace	15
BSBCUS201B	Deliver a service to customers	15
BSBIND201A	Work effectively in a business environment	20
BSBINM201A	Process and maintain workplace information	20
BSBSUS201A	Participate in environmentally sustainable work practices	15
BSBWOR202A	Organise and complete daily work activities	15
BSBWOR203B	Work effectively with others	15

Electives - Attempt ALL units

Unit Code	Unit Title	HSC hours
BSBWOR204A	Use business technology	15
BSBINM202A	Handle mail	15
BSBITU201A	Produce simple word processed documents	20
BSBITU203A	Communicate electronically	15
BSBADM311A	Maintain business resources	15
BSBITU202A	Create and use spreadsheets	20
BSBITU102A	Develop keyboard skills	15

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work placement:

Students **must** complete a minimum of 70 hours work placement in a Business Services related industry workplace (35 hours in each of Years 11 and 12).

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Lakes Community Trade Training Centre

HISTORY AND INFORMATION

The *Trade Training Centres in Schools Program* is a Commonwealth Government initiative which has enabled the Lakes Cluster to gain funding to offer this program of study. Funding is provided through an annual national application process for which this cluster has been granted approximately 9 million dollars.

THE LAKES COMMUNITY TRADE TRAINING CENTRE IS COMPOSED OF SIX SCHOOLS (WADALBA COMMUNITY SCHOOL, NORTHLAKES HIGH SCHOOL, GOROKAN HIGH SCHOOL, LAKE MUNMORAH HIGH SCHOOL, WYONG HIGH SCHOOL AND LAKES GRAMMAR AN ANGLICAN SCHOOL) AND ALLOWS FOR A RANGE OF VOCATIONAL EDUCATION AND TRAINING COURSES TO BE UNDERTAKEN BY STUDENTS ACROSS A VARIETY OF CAMPUSES. STUDENTS HAVE THE OPPORTUNITY TO APPLY AND STUDY AT THE APPROPRIATE CAMPUS ON A MONDAY AND WEDNESDAY AFTERNOON AS LISTED BELOW.

Construction – Wadalba Community School – Monday and Wednesdays 2:30pm – 5:30pm

Construction – Lake Munmorah High School – Monday and Wednesdays 2:00pm – 5:00pm

Hospitality – Northlakes High School – Monday and Wednesdays 2:30pm – 5:30pm

Metals and Engineering – Gorokan High School – Monday and Wednesdays 2:30pm – 5:30pm

Primary Industries – Wyong High School – Monday and Wednesdays 2:30pm – 5:30pm

At the conclusion of study (one calendar year comprising Terms 1-4) the students will have completed a range of competencies and gained a Certificate II in their field and also gained a range of competencies leading to Certificate III.

Only Year 11 Preliminary students at the six schools are eligible to apply on the application form provided.

Trade Training Centre SVET Options

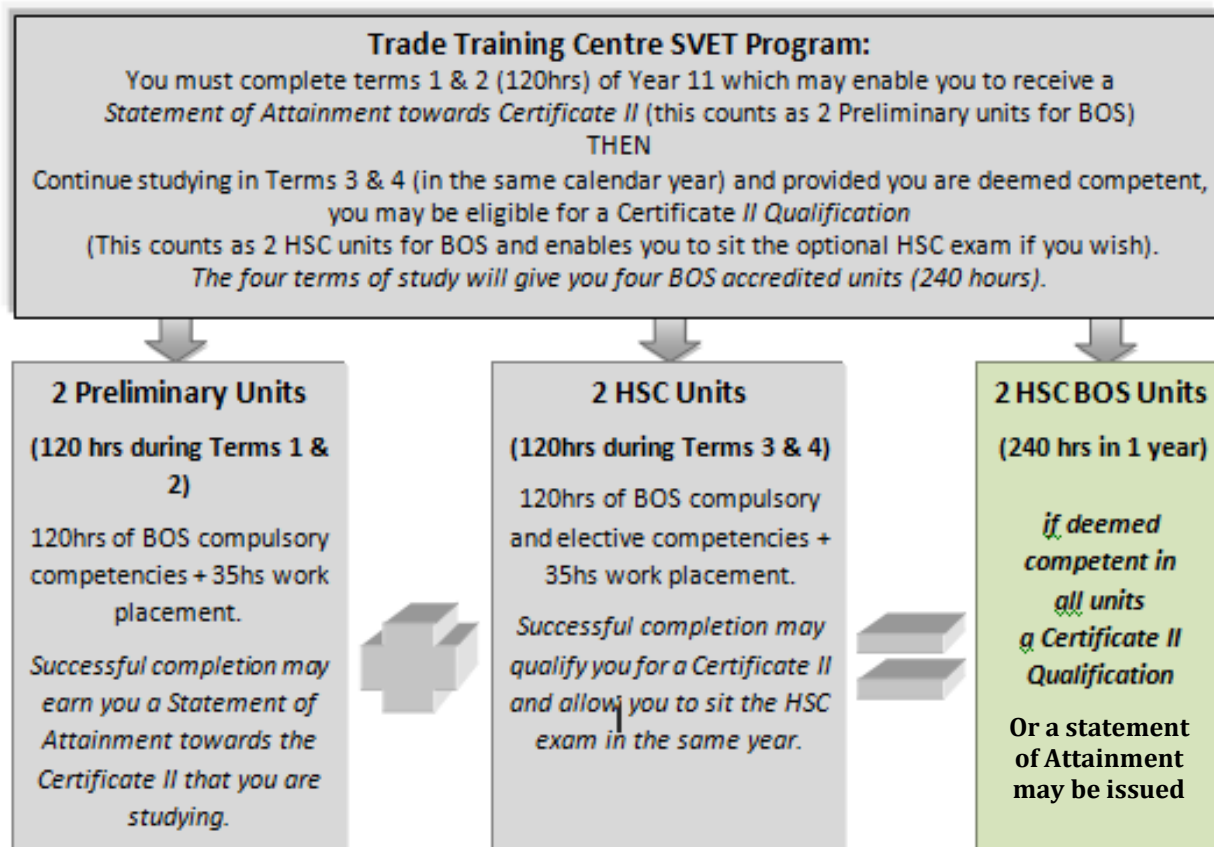
What is the Trade Training Centre SVET scheme?

If you choose this training option and are successful in your application, it may allow you to obtain a Certificate II qualification in one of the four frameworks on offer. That is, you could complete this qualification in one year instead of two.

What courses are on offer?

CONSTRUCTION @ Wadalba Community School (Monday and Wednesday 2:30pm – 5:30 pm) \$300	METAL AND ENGINEERING @Gorokan High School (Monday and Wednesday 2:30pm – 5:30 pm) \$300
CONSTRUCTION @Lake Munmorah High School (Monday and Wednesday 2.00pm – 5.00pm) \$300	PRIMARY INDUSTRIES @ Wyong High School (Monday and Wednesday 2 - 5pm) \$200 +students purchase own WH&S
HOSPITALITY @ Northlakes High School (Monday and Wednesday 2:30pm – 5:30 pm) \$300	

How do I complete a Certificate II in one year?



For more information please contact your Principal

Course fees

The fees being charged are to cover the cost of consumables needed to deliver each particular course. This is a total one off course fee that covers the total Year 11 and 12 content. Projects and experiences must be delivered to meet the course outcomes. The fees will cover all theory and practical aspects of each course.

Construction:	\$300.00
Hospitality	\$300.00
Metals and Engineering	\$300.00
Primary Industries	\$200.00 + Students to supply own uniform

Payment Policy:

- \$150.00 must be paid on application to the course and full course fees must be paid on successful enrolment (if the application is unsuccessful, this \$150.00 will be refunded).
- \$150.00 must be paid before uniform fitting day in October. If full fees are not paid by this time, your place in the course may be declared vacant and a student from the reserve list may be offered the position.

Refunds:

- Any student withdrawing from their course in Term 1 will receive a 50% refund.
- Any student withdrawing after Term 1 will not be eligible for any refund.



QUALIFICATION: Certificate II in Construction Pathways (CPC20211)

- Board Developed Course - BOS No: 26201
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses - nil
- A total of 4 units of credit – Preliminary and/or HSC
- Category B status for the Australian Tertiary Admission Rank (ATAR)

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: construction or trades assistant, builder’s labourer, concreter and painter and decorator. As part of the course, all students must have a WorkCover ‘white card’ before they can enter a worksite.

HSC Course Structure:

This course is consists of eight compulsory HSC units of competency and seven HSC elective units.

UNITS OF COMPETENCY

Mandatory - Attempt ALL units

Unit Code	Unit Title	HSC indicative hours of
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15
CPCCCM1012A	Work effectively and sustainably in the construction industry	25
CPCCCM1013A	Plan and organise work	10
CPCCCM1014A	Conduct workplace communication	10
CPCCCM1015A	Carry out measurements and calculations	20
CPCCCM2001A	Read and interpret plans and specifications	20
CPCCCA2002B	Use carpentry tools and equipment	10
CPCCOHS1001A	Work safely in the Construction industry	10

Electives - Attempt ALL units

Unit Code	Unit Title	HSC hours
CPCCCA2011A	Handle Carpentry materials	20
CPCCCM206B	Apply basic levelling procedures	15
CPCCCO2013A	Carry out concreting to simple forms	20
CPCCJN2001A	Assemble components	15
CPCCJN2002B	Prepare for offsite manufacturing processes	10
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground	25
CPCCCM2005B	Use construction tools and equipment	20

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment:

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

Work placement:

Students **must** complete a minimum of 70 hours work placement in a Construction related industry workplace (35 hours in each of Years 11 and 12).

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the compulsory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units

**NSW DEPARTMENT OF EDUCATION
AND TRAINING**



Lakes Community Trade Training Centre

APPLICATION INFORMATION

Instructions and Information

All Trade Training Centre courses will run on Monday and Wednesday afternoons from 2:30pm to 5:30pm at the host school. The only exception to this is Construction at Lake Munmorah which will run on Monday and Wednesdays from 2pm to 5pm.

Trade Training Centre courses are conducted in Terms 1-4 of your Preliminary year (entire course is completed in one calendar year). At the successful conclusion of your study you will have completed 2 units of Preliminary AND 2 units of HSC study leading to a Certificate II in your chosen area.

Each course has a compulsory fee, this fee accounts for ongoing costs, consumables and uniform. All successful applicants will be supplied with an appropriate uniform.

This application form **MUST** be completed and submitted to the appropriate person at your school for submission. Please note that all applications **MUST** be lodged by 19th July 2013 (Week 2 Term 3) and **MUST** also include a \$150 deposit (this is refundable for unsuccessful applications). Full payment **MUST** be made upon acceptance of position.

Any student withdrawing from their course in Terms 1 will receive a 50% refund. Anyone withdrawing after Term 1 will not be eligible for any refund.

Each application will be ranked within the school and submitted to the Trade Training Centre Management Group for approval.

Further Information and Submission

Mr. West, Principal, Lake Munmorah High School

**Lakes Community Trade Training Centre
APPLICATION FORM**

1. Personal Details

Name: Family Name - _____ Given Name - _____

Date of Birth - _____ Gender – (Male/Female) _____

Home Address: Number and street _____

Suburb _____ Postcode _____

Phone: Home - _____ Mobile - _____

School: _____

2. Course Choice

List the course and Campus/Location that you are interested in from the list below.

Construction – Wadalba Community School (Fee Cost - \$300)

Construction – Lake Munmorah High School (Fee Cost - \$300)

Hospitality – Northlakes High School (Fee Cost - \$300)

Metals and Engineering – Gorokan High School (Fee Cost - \$300)

Primary Industries – Wyong High School (Fee Cost - \$200)

First Preference

Course - _____ **Campus / Location -** _____

Second Preference

Course - _____ **Campus / Location -** _____

3. Declaration and Consent

- (a) I declare that all information provided is true.
- (b) I understand that each course requires full payment of a compulsory fee. This fee is to be paid upon acceptance.
- (c) I understand that I will be required to attend on Monday and Wednesday afternoons at a designated campus.
- (d) I understand that I will be responsible for transport to and from each campus / location.
- (e) I understand that my personal information will be available to the Department of Education and Training.
- (f) I understand there is an application fee of \$60.
- (g) I understand the course will involve 70 hours of work placement.
- (h) I understand that I am to abide by all DET policies.

Student Signature

Parent / Guardian / Carer Signature

Principal recommendations *(office use only):*

UNIVERSITY ACCELERATION PROGRAMS FOR GIFTED AND TALENTED STUDENTS BASED AT MEREWETHER HIGH SCHOOL

BACKGROUND

- This program, which provides access to undergraduate courses for secondary students, will encourage ongoing links between our most talented secondary students and the University of Newcastle.
- This program highlights the level of academic excellence offered by the University of Newcastle by encouraging our best and brightest students to undertake tertiary studies at their University.
- The University of Newcastle and Hunter Central Coast Region will encourage strong links with industry partners who wish to contribute to the program.
- Secondary students participating in this program will do so over and above any NSW Board of Studies program.
- Our goal is to accelerate the **School to Work** transition of our most talented students.
- All regional gifted and talented school students are eligible to apply.

SELECTION

- Application form should be sent to Merewether High School.
- Students must present most recent report indicating their exceptional ability.
- Students must be secure in their ability to complete the course in addition to their program of HSC studies.
- Students must be committed to complete the course and participate as required by the University.
- An interview will be conducted with each applicant to assess their career planning in the chosen field, demonstrated by portfolio.
- At interview the student must demonstrate:
 - time management skills
 - ability to work independently
 - reliability and punctuality
 - communication and technology skills
 - problem solving skills.

USEFUL WEBSITES

DEPARTMENT OF EDUCATION & TRAINING

www.det.nsw.edu.au

BOARD OF STUDIES – INTERNET RESULTS SERVICE

www.hsc.aust.com

UNIVERSITIES ADMISSION CENTRE

www.uac.edu.au

TAFE

www.tafensw.edu.au

SCHOOL BASED APPRENTICESHIPS & TRAINING

www.sbatinnsw.info

For researching Careers and making subject / course selections

www.studylink.com - guide to university, TAFE and private colleges in Australia

<http://careerlink.studylink.com> - provides job profiles, information on careers and matches personality types to jobs.

Career Information

www.myfuture.edu.au

www.anta.gov.au/takeoff

www.jobguide.dest.gov.au

www.thesource.gov.au

www.newapprenticeships.gov.au

www.worksite.actu.asn.au

www.police.nsw.gov.au

www.defencejobs.gov.au

Career Information Service

Explores different pathways for your future

Job Guide on 600 careers / jobs & how to choose a career

Information of careers / jobs & job hunting skills

Information on new apprenticeships

ACTU's worksite for school students

Information of careers in the NSW Police Service

Information of careers in the Army, Navy and Air Force

Universities

Australian Catholic University

www.aca.edu.au

Australian National University

www.anu.edu.au

Bond University

www.bond.edu.au

Charles Stuart University

www.csu.edu.au

Macquarie University

www.mq.edu.au

Southern Cross University

www.scu.edu.au

University of Canberra

www.canberra.edu.au

University of Newcastle

www.newcastle.edu.au

University of New England

www.une.edu.au

University of New South Wales

www.unsw.edu.au

University of Sydney

www.usyd.edu.au

University of Technology, Sydney

www.uts.edu.au

University of Western Sydney

www.uws.edu.au

University of Wollongong

www.uow.edu

