HOW TO USE THIS HANDBOOK

1. Think about career directions you may be interested in and the advice you have about subject requirements for those careers. Get further advice from Mr Rix.

2. Consider carefully your interests and abilities when you choose subjects and career paths.

3. Make sure that you ask a teacher of your subjects about their opinion of that subject’s suitability for you. You must get advice and a signature about each one of your subject choices. Mr Rix will sign your non-school based courses.

4. English is compulsory. You must then choose another ten units (5 subjects) from this booklet or the Vocational Education Training Booklet.

5. Both forms to be handed in on Friday 17th August.

6. If you intend selecting a non-school based course you should take into account that many of these courses have lesson times and work placements that are outside school hours. It will be your responsibility to arrange for transport etc.

7. Vocational courses—All courses are listed in VET handbook for 2012-2013. All students choosing a VET subject for Year 11 must fill out a Vocational course application form for EACH VET course. This is found inside the VET handbook you received.

Additional information will be provided for you in your DET email account. ATAR and HSC Guidelines

See next page for timeline for this………..
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 B</td>
<td>July 23rd</td>
<td>Period 4 from English</td>
<td>Year 10 meeting in Hall</td>
</tr>
<tr>
<td></td>
<td>July 25th</td>
<td>From Maths</td>
<td>Subject Handbooks distributed to Year 10 (School book and Vocational booklet) - Mr Rix/Mrs Kennedy/Mrs Williams</td>
</tr>
<tr>
<td>2 B</td>
<td>July 27th</td>
<td>Period 1 from HSIE</td>
<td>DEC School-based traineeship – Hall Period 1 From Maths M.Rix/K.Clarke</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 2 from Science</td>
<td>Parent Teacher Night</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>August 2nd</td>
<td>Electives – this will happen during this week in your elective classes</td>
<td>ATAR/HSC explained - Mr Rix/Mrs Kennedy/ Mrs Williams</td>
</tr>
<tr>
<td>A &amp; B</td>
<td>August 31st</td>
<td>PDHPE</td>
<td>In timetabled room</td>
</tr>
<tr>
<td></td>
<td>August 1st</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>August 8th</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>August 2nd</td>
<td>English/Drama</td>
<td></td>
</tr>
<tr>
<td>5 A</td>
<td>August 17th</td>
<td>From Elective line</td>
<td>Note Elective subjects in F.Block co-ordinated by S.Marsh and *L.Campbell</td>
</tr>
<tr>
<td>6 B</td>
<td>August 20th</td>
<td>Elective line</td>
<td>Year 10 into 11 Subject Expos - Staff from all faculty areas to individually address students</td>
</tr>
<tr>
<td></td>
<td>August 30th</td>
<td>Elective line</td>
<td></td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>August 30th</td>
<td>Individual student interviews</td>
<td>Ms Marsh &amp; AEW’s with Yr 8 &amp; 10 Aboriginal students</td>
</tr>
</tbody>
</table>

When all forms have been collected – the line structure will be drawn up (English + 5 other lines), some students may need to re-select courses.
### Year 12 and 11 subject lines in 2012

*(this is only a guide as subjects offered do change each year depending on student interest.)*

<table>
<thead>
<tr>
<th>Line 1 Line 2 Line 3 Line 4 Line 5 Line 6 Off Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yr11 2012</strong></td>
</tr>
<tr>
<td>Food Technology Legal Studies Hospitality Industrial Technology Physics</td>
</tr>
<tr>
<td>Sport, Leisure &amp; Recreation Business Studies Biology Visual Arts Sport, Leisure &amp; Recreation</td>
</tr>
<tr>
<td>Maths –General Maths 2U Ancient History Textiles &amp; Design Primary Industries</td>
</tr>
<tr>
<td>Drama Maths -General Marine Studies PDHPE Music</td>
</tr>
<tr>
<td>Chemistry Earth &amp; Environmental Modern History Construction Hospitality</td>
</tr>
<tr>
<td>English Advanced Standard Work Studies</td>
</tr>
<tr>
<td>Maths Ext 1 English Ext 1 TAFE Automotive Beauty Therapy Metals &amp; Engineering Other Providers Retail</td>
</tr>
<tr>
<td><strong>Yr 12 2012</strong></td>
</tr>
<tr>
<td>Chemistry Earth &amp; Environmental Hospitality PDHPE Primary Industries</td>
</tr>
<tr>
<td>English Advanced Standard Work Studies</td>
</tr>
<tr>
<td>Business Studies Sport, Leisure &amp; Recreation English Studies Visual Arts</td>
</tr>
<tr>
<td>Marine Studies Photography Maths 2U Maths -General</td>
</tr>
<tr>
<td>Ancient History Hospitality Legal Studies Maths -General</td>
</tr>
<tr>
<td>Textiles &amp; Design Biology Modern History Senior Science Food Technology</td>
</tr>
<tr>
<td>Maths Ext 1 Physics English Ext 1&amp;2 TAFE Automotive Beauty Therapy Metals &amp; Engineering Other Providers Retail</td>
</tr>
</tbody>
</table>
Courses - Category A
English Standard
English Advanced
Preliminary English Extension
HSC Extension English 1
HSC Extension English 2 (Yr 12 only)
Fundamentals of English (Preliminary only)
Drama

Content Endorsed Course
English Studies

Staff to talk to-
Mrs Tassell
Mrs Kennedy-Thomas
Mr McAulay
Mrs Rix
Mr Taylor
Mr Sinclair - English Studies
Course: English (Standard)  
Course No: 15130

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
<th>Exclusions: English (Advanced); English (ESL); English (Extension)</th>
</tr>
</thead>
</table>

**Course Description**

In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

**Main Topics Covered**

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

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

**Particular Course Requirements**

In the Preliminary English (Standard) Course students are required to:
- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film 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.

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

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th><strong>Internal Assessment</strong></th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(common course content)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td><strong>Paper 1 (2 hours)</strong></td>
<td>40</td>
<td><strong>Module A</strong></td>
<td></td>
</tr>
<tr>
<td>Area of Study (common course content)</td>
<td></td>
<td><strong>Module B</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Module C</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paper 2 (2 hours)</strong></td>
<td>60</td>
<td><strong>Assessment across the language modes</strong></td>
<td></td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td>Reading</td>
<td>25</td>
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<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Viewing and representing</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course**: English (Advanced)  
**Course No**: 15140

2 units for each of Preliminary and HSC Board Developed Course  

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

### Course Description

In the Preliminary English (Advanced) course, students explore 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.

In the HSC English (Advanced) course students analyse and evaluate texts, and the ways that they are valued in their contexts.

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

### Particular Course Requirements

**In the Preliminary English (Advanced) Course** students are required to:

- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film 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.

**HSC English (Advanced) Course** requires the close study of:

- at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms
- prescribed stimulus booklet.

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of: Paper 1 (2 hours) Area of Study (common course content)</td>
<td>40</td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Module A</td>
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<tr>
<td>Module B</td>
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</tr>
<tr>
<td>Module C</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Paper 2 (2 hours) Module A</td>
<td>60</td>
<td>Assessment across the language modes</td>
<td></td>
</tr>
<tr>
<td>Module B</td>
<td>15</td>
<td></td>
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<tr>
<td>Module C</td>
<td>15</td>
<td></td>
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<tr>
<td>Listening</td>
<td>15</td>
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<tr>
<td>Speaking</td>
<td>15</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing and representing</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:
- 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 2003 and 2004 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

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

Assessment: HSC English Extension Course 2

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

2 units for each of Preliminary and HSC years

Content Endorsed Course

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

Course Entry Guidelines

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

Students considering choosing the course should be advised that:

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

Course Description

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

Main Topics Covered

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

HSC Course (120 indicative hours):
The module 'We are Australians – English in citizenship, community and cultural identity' is mandatory in the HSC course. Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module. The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

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

Particular Course Requirements

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

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

Course No: 15090

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

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

Preliminary Course

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

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

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis 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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Australian Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>A 1½-hour written examination</td>
<td>40</td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>comprising two compulsory sections:</td>
<td></td>
<td>Development of Individual Project</td>
<td>20</td>
</tr>
<tr>
<td>• Australian Drama and Theatre (Core)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Studies in Drama and Theatre</td>
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</tbody>
</table>

100  100
Courses-Category A
General Mathematics

**SPECIAL NOTE**
- At the end of the preliminary General Mathematics course students select either the General 1 OR General 2 pathway.
- The **HSC General 1** course is a Board Endorsed course and *does not count* towards an ATAR.
- The **HSC General 2** course is a Board Developed Course and *does contribute* to your ATAR.

Mathematics
Mathematics Extension 1
Information Processes and Technology
Software Design & Development

VET Curriculum-Category B
Information Technology

---

Staff to talk to -
Mrs Staunton
Mrs Williams
Ms Hoffman
Ms Cater
Mr Shannon
Ms D’Aubert
Pathway: Preliminary Mathematics General/ HSC Mathematics General 1

**Course Nos:** 11235 Preliminary Mathematics General 30120 HSC Mathematics General 1
2 units Preliminary (Board Developed Course) 2 units HSC (Content Endorsed Course)

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

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

**Course Description**
The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

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

**Main Topics Covered**

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

**HSC Mathematics General 1 Course**
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Design
- Focus Study: Mathematics and Household Finance
- Focus Study: Mathematics and the Human Body
- Focus Study: Mathematics and Personal Resource Usage
Pathway: Preliminary Mathematics General/ HSC Mathematics General 2

Course Nos: 11235 Preliminary Mathematics General 15235 HSC Mathematics General 2
2 units Preliminary (Board Developed Course) 2 units HSC (Board Developed Course)

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

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

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

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

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

HSC Mathematics General 2 Course
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources
**Course:** Mathematics  
**Course No:** 15240

2 units for each of Preliminary and HSC  
Board Developed Course

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

**Exclusions:** General Mathematics

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

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic arithmetic and algebra</td>
<td>Coordinate methods in geometry</td>
</tr>
<tr>
<td>Real functions</td>
<td>Applications of geometrical properties</td>
</tr>
<tr>
<td>Trigonometric ratios</td>
<td>Geometrical applications of differentiation</td>
</tr>
<tr>
<td>Linear functions</td>
<td>Integration</td>
</tr>
<tr>
<td>The quadratic polynomial and the parabola</td>
<td>Trigonometric functions</td>
</tr>
<tr>
<td>Plane geometry – geometrical properties</td>
<td>Logarithmic and exponential functions</td>
</tr>
<tr>
<td>Tangent to a curve and derivative of a function</td>
<td>Applications of calculus to the physical world</td>
</tr>
<tr>
<td></td>
<td>Probability</td>
</tr>
<tr>
<td></td>
<td>Series and series applications</td>
</tr>
</tbody>
</table>

**External Assessment**

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

No more than the equivalent of two questions will be based on the Preliminary course. Questions 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**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment in both components.

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.
<table>
<thead>
<tr>
<th>Course: Mathematics Extension 1</th>
<th>Course No: 15250</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

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

**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 \( \frac{dN}{dt} = k(N - P) \)
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

**External Assessment**

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**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring 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).
<table>
<thead>
<tr>
<th><strong>Course:</strong> Mathematics Extension 2</th>
<th><strong>Course No:</strong> 15260</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit for the HSC</td>
<td></td>
</tr>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
<tr>
<td>The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> General Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

**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**
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.

**Internal Assessment**
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.
Course: Information Processes and Technology  
Course No: 15210

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

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

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination</td>
<td>100</td>
<td>Project(s)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Systems and Databases</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication Systems</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option Strand (two of the following)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Transaction Processing Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Decision Support Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Automated Manufacturing Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Multimedia Systems</td>
<td></td>
</tr>
</tbody>
</table>

100 100
### Course: Software Design and Development  
Course No: 15360

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

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

The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. 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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| **Section I** – Twenty multiple-choice questions relating to:  
  - 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:  
  - 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 |
| **Section III** – Students select one question from either:  
  - Evolution of Programming Languages  
  OR  
  - Software Developer’s View of the Hardware | 20 |  
  100 |  
  100 |
Courses-Category A
Biology
Chemistry
Earth & Environmental Science
Physics
Senior Science

Content Endorsed Course
(cannot be included in 10 units for ATAR eligibility)
Marine Studies

Staff to talk to-
Ms Ware
Mr Squires
Ms Hall
Mr Reid
Mr Lock
Mr Sinclair (Senior Science)
Course: Biology  
Course No: 15030

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

Course Description
Biology is the study of living organisms, life processes and interactions between organisms and their environment.

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered

Preliminary Course
Core Modules
- A Local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

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

One Option from the following modules:
- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

Particular Course Requirements
Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Biology Skills modules 8.1 (Preliminary) and 9.1 (HSC).

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding:</td>
<td>40</td>
</tr>
<tr>
<td>Core Modules</td>
<td>75</td>
<td>- Prescribed Focus Areas (outcomes H1–H5)</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td></td>
<td>- Domain (outcomes H6–H10).</td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>Skills in planning and conducting first-hand investigations, and in communicating information and understanding based on these investigations.</td>
<td>30</td>
</tr>
<tr>
<td>Options (one only to be attempted)</td>
<td>25</td>
<td>Skills in scientific thinking, problem solving and in communicating understanding and conclusions.</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer part-questions</td>
<td></td>
<td>Note: No more than 50% weighting may be allocated to examinations and topic tests.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Modules</strong></td>
<td><strong>Core Modules</strong></td>
</tr>
<tr>
<td>The Chemical Earth</td>
<td>Production of Materials</td>
</tr>
<tr>
<td>Metals</td>
<td>The Acidic Environment</td>
</tr>
<tr>
<td>Water</td>
<td>Chemical Monitoring and Management</td>
</tr>
<tr>
<td>Energy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Option from the following modules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Chemistry</td>
</tr>
<tr>
<td>Shipwrecks, Corrosion and Conservation</td>
</tr>
<tr>
<td>The Biochemistry of Movement</td>
</tr>
<tr>
<td>The Chemistry of Art</td>
</tr>
<tr>
<td>Forensic Chemistry</td>
</tr>
</tbody>
</table>

**Particular Course Requirements**

Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Chemistry Skills modules 8.1 (Preliminary) and 9.1 (HSC).

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding:</td>
<td></td>
</tr>
<tr>
<td>Core Modules</td>
<td>75</td>
<td>- Prescribed Focus Areas</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td></td>
<td>(outcomes H1–H5)</td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>- Domain (outcomes H6–H10).</td>
<td></td>
</tr>
<tr>
<td>Options (one only to be attempted) Short-answer part-questions</td>
<td>25</td>
<td>Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations.</td>
<td>30</td>
</tr>
<tr>
<td>Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.</td>
<td></td>
<td>Skills in scientific thinking, problem solving and in communicating understanding and conclusions.</td>
<td>30</td>
</tr>
</tbody>
</table>

**Note:**
No more than 50% weighting may be allocated to examinations and topic tests.

100  
100
**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 their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

**Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Modules</td>
<td>Core Modules</td>
</tr>
</tbody>
</table>
| • Planet Earth and Environment  
  - A Five Thousand Million Year Journey | • Tectonic Impacts |
| • The Local Environment | • Environments Through Time |
| • Water Issues | • Caring for the Country |
| • Dynamic Earth | One Option from the following modules: |
|                   | • Introduced Species and the Australian Environment |
|                   | • Organic Geology – A Non-renewable Resource |
|                   | • Mining and the Australian Environment |
|                   | • Oceanography |

**Particular Course Requirements**

Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Earth and Environmental Science Skills modules 8.1 (Preliminary) and 9.1 (HSC).

The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

**Assessment:** HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding:</td>
<td>40</td>
</tr>
<tr>
<td>Core Modules</td>
<td>75</td>
<td>- Prescribed Focus Areas (outcomes H1–H5)</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td></td>
<td>- Domain (outcomes H6–H10).</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations.</td>
<td></td>
</tr>
<tr>
<td>Options (one only to be attempted)</td>
<td>25</td>
<td>Skills in scientific thinking, problem solving and in communicating understanding and conclusions.</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer part-questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: No more than 50% weighting may be allocated to examinations and topic tests.
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 models, principles and laws to explain their behaviour.

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

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

Topics Covered

### Preliminary Course

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

### HSC Course

**Core Modules**
- Space
- Motors and Generators
- From Ideas to Implementation

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

Particular Course Requirements
Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Physics Skills modules 8.1 (Preliminary) and 9.1 (HSC).

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td>75</td>
<td>Knowledge and understanding:</td>
<td>40</td>
</tr>
<tr>
<td>Core Modules</td>
<td></td>
<td>- Prescribed Focus Areas (outcomes H1–H5)</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td></td>
<td>- Domain (outcomes H6–H10).</td>
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<tr>
<td>Short-answer questions</td>
<td></td>
<td>Skills in planning and conducting first-hand investigations and in</td>
<td>30</td>
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<td></td>
<td></td>
<td>communicating information and understanding based on these investigations.</td>
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<tr>
<td>Options (one only to be attempted)</td>
<td>25</td>
<td>Skills in scientific thinking, problem solving and in communicating</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer part-questions</td>
<td></td>
<td>understanding and conclusions.</td>
<td></td>
</tr>
<tr>
<td>Questions/question parts focusing on</td>
<td></td>
<td><strong>Note:</strong> No more than 50% weighting may be allocated to examinations and topic</td>
<td></td>
</tr>
<tr>
<td>Core Module 9.1 will be incorporated into both the Core and Option</td>
<td></td>
<td>tests.</td>
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<tr>
<td>sections of the paper.</td>
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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

**Course Description**

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

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

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern students 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.

**Topics Covered**

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

**HSC Course**  
**Core Modules**
- Lifestyle Chemistry  
- Medical Technology – Bionics  
- Information Systems  

**One Option from the following modules:**
- Polymers  
- Preservatives and Additives  
- Pharmaceuticals  
- Disasters  
- Space Science

**Particular Course Requirements**

Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Senior Science Skills modules 8.1 (Preliminary) and 9.1 (HSC).

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

**Assessment: HSC Course only**

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<thead>
<tr>
<th>External Assessment</th>
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<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| A three-hour written examination consisting of: Core Modules  
Multiple-choice questions  
Short-answer questions  
Options (one only to be attempted)  
Short-answer part-questions  
Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper. | 75 | Knowledge and understanding:  
- Prescribed Focus Areas (outcomes H1–H5)  
- Domain (outcomes H6–H10).  
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations.  
Skills in scientific thinking, problem solving and in communicating understanding and conclusions.  
**Note:** No more than 50% weighting may be allocated to examinations and topic tests. | 40  
30  
30 |
| | | | 100  
100 |
<table>
<thead>
<tr>
<th>Course: Marine Studies</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Endorsed Course</td>
<td></td>
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</table>

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

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

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

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

Through Marine Studies students will develop:
- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.
Courses-Category A
Ancient History
Modern History
Aboriginal Studies
Business Studies
Geography
Legal Studies
HSC –Extension History(Yr 12 only)

Staff to talk to-
Mr Murphy
Mr Jennings
Mr Maslin
Mr Fitzpatrick
Mrs Murphy
Ms Baxter
**Course: HSC Ancient History**  
2 units for each of Preliminary and HSC  
Board Developed Course  

**Course No: 15020**  
**Exclusions: Nil**  

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

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

**Main Topics Covered**  

**Preliminary Course**  
- **Part 1: Introduction**  
  - Investigating the past: History, Archaeology and Science  
  - Case Studies (at least ONE)  
- **Part II: Studies of Ancient Societies, Sites and Sources**  
  At least ONE study to be chosen.  
- **Part III: Historical Investigation**  
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.  

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

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

**Assessment: HSC Course only**  

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td>Communication of Historical Understanding</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section I: Core</strong> Source-based short-answer questions</td>
<td>25</td>
<td>Historical Inquiry/Research</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section II: Ancient Societies</strong> A question in 4 or 5 parts</td>
<td>25</td>
<td>Source based skills</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section III: Personalities in their Times</strong> A question in 2 or 3 parts</td>
<td>25</td>
<td>Knowledge/Understanding (Examinations)</td>
<td>40</td>
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<tr>
<td><strong>Section IV: Historical Periods</strong> Extended response</td>
<td>25</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td><strong>Total</strong></td>
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</table>
Course: HSC Modern History  
2 units for each of Preliminary and HSC  
Board Developed Course  

Course No: 15270  
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 C18th to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

Main Topics Covered

Preliminary Course
- **Part 1: Case Studies** (50%)  
  At least TWO Case Studies should be undertaken.

- **Part II: Historical Investigation** (20%)  
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

- **Part III: Core Study:** The World at the Beginning of the C20th (30%)  
  A source-based approach is to be used.

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

Particular Course Requirements
In the Preliminary course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Assessment: HSC Course only

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<tr>
<td>A three-hour written examination consisting of:</td>
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</tbody>
</table>
| **Section I: Core**  
Source-based short-answer questions | 25 | Communication of Historical Understanding | 20 |
| **Section II: National Studies**  
Extended response | 25 | Historical Inquiry/Research | 20 |
| **Section III: Personalities in the C20th**  
Extended response in 2 parts | 25 | Source Based Skills | 20 |
| **Section IV: International Studies in Peace and Conflict**  
Extended response | 25 | Knowledge/Understanding Examination | 40 |
| | 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

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</table>
| 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 |
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

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

Total 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 (25%) – the nature and role of business
- Key Business Functions (30%) – analysis of nature and role of key business functions
- Establishing a Business (25%) – issues and steps in establishing and maintaining a business
- Developing a Business Plan (20%) – the role of planning for success in business

HSC Course
- Business Management and Change (20%) – the nature and responsibilities of management
- Financial Planning and Management (20%) – financial management for success in business
- Marketing (20%) – the nature and role of marketing for business
- Employment Relations (20%) – the nature of effective employment relations in business
- Global Business (20%) – the implications of globalisation on business

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

Assessment: HSC Course only

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<th>Weighting</th>
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<tr>
<td>A three-hour written examination, including multiple-choice, short answer and extended response questions</td>
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<td>Tests and internal exams</td>
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<td></td>
<td></td>
<td>Research and analysis of case studies</td>
<td>30</td>
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<td></td>
<td></td>
<td>Stimulus-based skills</td>
<td>20</td>
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</table>
Course: Geography
Course No: 15190

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

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

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

Preliminary Course
Biophysical Interactions (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.

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

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

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

Assessment: HSC Course only

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three-hour written examination</td>
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<td>Multiple-choice</td>
<td>15</td>
<td>Geographical research</td>
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<tr>
<td>Short answers</td>
<td>25</td>
<td>Interpretation and synthesis of geographical stimulus</td>
<td>30</td>
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<tr>
<td>Extended responses</td>
<td>60</td>
<td>Geographical writing</td>
<td>40</td>
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100  100
Course: Legal Studies  
Course No: 15220

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

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

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

Preliminary Course
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the State (20% of course time)
- Part III – The Law in Focus (40% of course time)

Applications of this part as the dynamic context for the study of Parts I and II in the following common areas:
- Status under the law
- Mechanisms for achieving justice
- Responsiveness of the legal system.

HSC Course
- Law and Society (25% of course time)
- Focus Study: Crime (25% of course time)
- Additional Focus Studies (50% of course time)

Students will study two focus studies chosen from:
- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Technological change
- Workplace
- World order.

Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

Particular Course Requirements  No special requirements

Assessment: HSC Course only

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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three-hour written examination:</td>
<td></td>
<td>Examination/Class Tests</td>
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<tr>
<td>Law and Society</td>
<td>25</td>
<td>Research</td>
<td>40</td>
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<tr>
<td>Crime</td>
<td>25</td>
<td>Oral</td>
<td>10</td>
</tr>
<tr>
<td>Focus Studies</td>
<td>50</td>
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Courses-Category A
Food Technology
Textiles & Design
Agriculture
Industrial Technology

VET Curriculum-Category B
Construction
Hospitality –Food and Beverage
Primary Industries

Content Endorsed Course
(cannot be included in 10 units for ATAR eligibility)
Exploring Early Childhood

Staff to talk to-
Mrs Campbell
Mr Gallagher
Mr Hodge
Mr Davidson
Ms Henderson
Mr Hinchcliffe
Mr Saul
**Course**: Agriculture  
**Course No**: 15010

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

### Course Description
The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

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

### Main Topics Covered
#### Preliminary Course
- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

#### HSC Course
**Core Topics (70%)**
- Plant/Animal Production (45%)
- Farm/Product Study (25%)

**Optional components (30%)**
- Choose 2 Electives (15% each)
  1. Agribusiness
  2. Animal management
  3. Horticulture
  4. Innovation and Diversification
  5. Plant management

  **or**
  Research Project (30%)
  Components include both a project report and process journal

### Particular Course Requirements
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process journal must be submitted to the Board of Studies.

### Assessment: HSC Course only

<table>
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<tbody>
<tr>
<td><strong>Paper 1</strong></td>
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<td></td>
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</tr>
<tr>
<td>A written examination</td>
<td>70</td>
<td>Farm/product Study</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plant/animal Production</td>
<td>45</td>
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<tr>
<td><strong>Paper 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A written examination on electives</td>
<td>30</td>
<td>2 Electives</td>
<td>30</td>
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<tr>
<td>OR</td>
<td></td>
<td>OR Research Project</td>
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<tr>
<td>Submission of research project</td>
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100  
100
Primary Industries (240 indicative hours)
Certificate II in Agriculture (AHC20110)

<table>
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<tr>
<th>Board Developed Course</th>
<th>A total of 4 units of credit – Preliminary and/or HSC</th>
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<tbody>
<tr>
<td>Minimum mandatory work placement – 70 hours</td>
<td>Category B status for the Australian Tertiary Admission Rank (ATAR)</td>
</tr>
<tr>
<td>Exclusions with other Board Developed Courses – nil</td>
<td>Contribution/cost: $64.00</td>
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</table>

**Course Description**
The Primary Industries Curriculum Framework is designed to enable students to develop a range of technical, vocational and interpersonal competencies valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work and further education within primary industries. The demand for products and services from primary industries in an environment featuring economic growth, climate change and diminishing resources will test the technologies, work practices and people in the industry. The extent of change demands the adoption of new skills and increased knowledge across the entire workforce. The primary industries sector is a significant employer in Australia, particularly in regional and rural areas. The agriculture, horticulture and conservation and land management industry sectors offer a wide and diverse range of career opportunities and pathways, both within and across organisations and industry sectors.

**AQF VET Qualification(s)**
Depending on competencies achieved, students will be eligible for;
- Certificate II in Agriculture (AHC20110)

Summaries of the employability skills developed through these qualifications can be downloaded from:

**Units of Competency**

<table>
<thead>
<tr>
<th>Compulsory</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit code</strong></td>
<td><strong>Unit title</strong></td>
</tr>
<tr>
<td>AHCCHM201A</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCCHM2021A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>AHCWRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCWRK201A</td>
<td>Observe and report on weather</td>
</tr>
<tr>
<td>AHCWRK204A</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCLSK204A</td>
<td>Care for health and welfare of livestock</td>
</tr>
</tbody>
</table>

**Elective** – 100 minimum HSC indicative hours
A selection of units of competency drawn from the AHC10 training package/ AHC20110 Certificate II in Certificate II in Agriculture 100 minimum HSC indicative hours

**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.

**Students with Special Education Needs**
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

**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.

**HSC examination**
Students completing this course are eligible to sit an optional written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a AQF VET qualification.

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td></td>
<td><strong>Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)</strong></td>
<td>20</td>
</tr>
<tr>
<td>The Australian Food Industry</td>
<td>15</td>
<td><strong>Research, analysis and communication</strong></td>
<td>30</td>
</tr>
<tr>
<td>– multiple-choice</td>
<td></td>
<td><strong>Experimentation and preparation</strong></td>
<td>30</td>
</tr>
<tr>
<td>– short structured items</td>
<td></td>
<td><strong>Design, implementation and evaluation</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Food Manufacture, Food Product Development</strong></td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– multiple-choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– short structured items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– extended structured response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Options</strong></td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary Food Issues: Nutrition</td>
<td></td>
<td><strong>Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)</strong></td>
<td>20</td>
</tr>
<tr>
<td>– short structured items</td>
<td></td>
<td><strong>Research, analysis and communication</strong></td>
<td>30</td>
</tr>
<tr>
<td>– extended response</td>
<td></td>
<td><strong>Experimentation and preparation</strong></td>
<td>30</td>
</tr>
<tr>
<td>or Contemporary Food Issues: Marketplace</td>
<td></td>
<td><strong>Design, implementation and evaluation</strong></td>
<td>20</td>
</tr>
<tr>
<td>– short structured items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– extended response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Hospitality – Food & Beverage (240 indicative hours)
Certificate II in Hospitality (SIT20207)

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>A total of 4 units of credit – Preliminary and/or HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum mandatory work placement – 70 hours</td>
<td>Category B status for the Australian Tertiary Admission Rank (ATAR)</td>
</tr>
<tr>
<td>Exclusions with other Board Developed Courses – nil</td>
<td>Contribution/cost: <strong>$103:00</strong></td>
</tr>
</tbody>
</table>

**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 accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

**AQF VET Qualification(s)**
Depending on competencies achieved, students will be eligible for;
- Certificate II in Hospitality (SIT20207)
  - Students undertaking the food and beverage strand of the Certificate II in Hospitality will develop skills in basic cookery, coffee services, beverage service, and sandwich and appetiser preparation. Work placements provide a student to experience the hospitality industry through various cafes, kitchens and food service establishments

Summaries of the employability skills developed through these qualifications can be downloaded from: [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

**Units of Competency**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND001B</td>
<td>Develop and update hospitality industry knowledge</td>
<td>Students will undertake units of competency drawn from the Food and Beverage stream from the SIT07 training package/SIT20207 Certificate II in Hospitality</td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td>Work with colleagues and customers</td>
<td>Electives</td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td>Work in a socially diverse environment</td>
<td>A selection of units of competency drawn from the SIT07 training package/SIT20207 Certificate II in Hospitality</td>
</tr>
<tr>
<td>SITXENV001A</td>
<td>Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>SITXOHS001B</td>
<td>Follow health, safety and security procedures</td>
<td></td>
</tr>
<tr>
<td>SITXOHS002A</td>
<td>Follow workplace hygiene procedures</td>
<td></td>
</tr>
</tbody>
</table>

**Dual accreditation**
Students may combine this course with a 120 indicative hour specialisation course to achieve the Certificate II in Hospitality Kitchen Operations (SIT20307). Students may achieve 2 Certificate II qualifications via this pattern of study.

**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.

**Students with Special Education Needs**
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

**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.

**HSC examination**
Students completing this course are eligible to sit an optional written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a AQF VET qualification.

**School-based Apprenticeship/Traineeship**
A school-based apprenticeship/traineeship is available. For more information: [www.sbatinnsw.info](http://www.sbatinnsw.info)

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

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

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 1/2-hour written examination</td>
<td>40</td>
<td>Industry Study</td>
<td>20</td>
</tr>
<tr>
<td>Section I</td>
<td></td>
<td>Designing, planning and management</td>
<td>20</td>
</tr>
<tr>
<td>3 questions</td>
<td></td>
<td>Workplace communication</td>
<td>10</td>
</tr>
<tr>
<td>Industry Study, Design and Management, Workplace</td>
<td></td>
<td>Industry-specific content</td>
<td>50</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questions specific to the industry focus area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Project and related management folio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Construction (240 indicative hours)  
Certificate II in Construction Pathways (CPC20211)

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>A total of 4 units of credit – Preliminary and/or HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum mandatory work placement – 70 hours</td>
<td>Category B status for the Australian Tertiary Admission Rank (ATAR)</td>
</tr>
<tr>
<td>Exclusions with other Board Developed Courses – nil</td>
<td>Contribution/cost: $62.00</td>
</tr>
</tbody>
</table>

### Course Description
This 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, tiler, concreter, painter and decorator and wall or floor tiler.

### AQF VET Qualification(s)
Depending on competencies achieved, students will be eligible for;
- Certificate II in Construction Pathways (CPC20211) Note: This training packages qualification has recently been reviewed and endorsed. The NSW Board of Studies has issued a revise syllabus to ensure compliance with the new qualification. At the time of printing this is the current information for the new Board of Studies HSC course. There may be minor additional changes however these will not affect the school capacity to deliver this course in 2013.

Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au

### Units of Competency

#### Compulsory

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
<tr>
<td>CPCCCM2005A</td>
<td>Use construction tools and equipment</td>
</tr>
</tbody>
</table>

#### Electives
A selection of units of competency drawn from the CPC11 training package/CPC20211 Certificate II in Construction Pathways 85 minimum HSC indicative hours

### 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.

### Students with Special Education Needs
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

### 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.

#### HSC examination
Students completing this course are eligible to sit an optional written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

### School-based Apprenticeship/Traineeship
A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info

### More Information on this course:
Course: Textiles and Design
Course No: 15390

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

Course Description
The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

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

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

Particular Course Requirements
In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of 1 1/2-hours</td>
<td>50</td>
<td>Textile, Clothing, Footwear and Allied Industries</td>
<td>10</td>
</tr>
<tr>
<td>Major Textiles Project</td>
<td>50</td>
<td>Properties and Performance of Textiles</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major Textiles Project</td>
<td>50</td>
</tr>
</tbody>
</table>

100 100
Course: Exploring Early Childhood

Content Endorsed Course

Exclusions: Nil

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.
Courses-Category A
Personal Development, Health and Physical Education
Dance

Content Endorsed Course
Sport, Lifestyle and Recreation Studies
(cannot be included in 10 units for ATAR eligibility)

Staff to talk to-
Ms Jackson
Ms Hopkins
Mr Peisley
Mr Hensley
Ms Gilbert
**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** (70%)
- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

**Optional Component** (30%)
Students to select **two** options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### HSC Course

**Core Topics** (60%)
- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component** (40%)
Students to select **two** options each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

### Particular Course Requirements

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

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written paper</td>
<td>20</td>
<td>Core Options</td>
<td>60</td>
</tr>
<tr>
<td>Part A – multiple choice</td>
<td>40</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Part B – short answer and extended response related to core</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C – short answer and extended response related to two options</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**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 artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

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

**HSC Course**

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%  
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

**Particular Course Requirements**

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

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

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance</td>
<td>20</td>
<td>Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>Solo dance and <strong>Viva voce</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Composition</td>
<td>20</td>
<td>Core Composition</td>
<td>20</td>
</tr>
<tr>
<td>Solo composition and <strong>Viva voce</strong> performed by another student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Appreciation</td>
<td>20</td>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>A written examination (one hour)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Study</td>
<td>40</td>
<td>Development of Major Study</td>
<td>40</td>
</tr>
<tr>
<td>Major Study Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One solo dance and <strong>Viva voce</strong> or</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Major Study Composition</td>
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<tr>
<td>One dance composition: new solo, group dance and <strong>Viva voce</strong> or</td>
<td></td>
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<tr>
<td>Major Study Appreciation</td>
<td></td>
<td></td>
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<tr>
<td>Written examination: 1 1/4-hours or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Study– Dance &amp; Technology</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Option 1: Choreographing the Virtual Body.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation of a choreographed work using 3D animation software and <strong>Viva voce</strong> or</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Option 2: Film and Video.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation filmed and edited choreographed work and <strong>Viva voce</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| 100                          | 100       |</p>
<table>
<thead>
<tr>
<th><strong>Course:</strong> Sport, Lifestyle and Recreation Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Endorsed Course</strong></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</td>
</tr>
</tbody>
</table>

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.
Courses-Category A
Music 1
Visual Arts

Content Endorsed Course
(cannot be included in 10 units for ATAR eligibility)
Photography, Video and Digital Media
Visual Design
Goorie Fundamentals

Staff to talk to-
Ms Marsh
Ms Garstang
Ms Thrush
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

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

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

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

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

Particular Course Requirements

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A $1/2$-hour written examination paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Goori Fundamentals. Year 11 and / or 12
2 unit course
Students continuing from year 11 Goori Fundamentals link to the English fundamentals course accreditation in year 12.

A course designed for Aboriginal students in the senior years.

The aim of the course is to:
1. Make education relevant to Aboriginal students in the Senior school and create a healthy approach to learning.
2. Empower students in research skills, learning styles, written work, time management.
   improve retention, attendance and results of Aboriginal students.
3. Support Aboriginal students in all facets of learning within the senior school through a whole school approach.
4. Ensure that career pathways are planned and fully supported.
5. To involve Aboriginal Community role models in the delivery and evaluation of the course.

Aboriginal students and parents are encouraged to talk about the value of this course with:
- Louise Keogh and / or Howard Piggott Teachers
- Natalie and Sue

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understanding</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>Component A 40%</td>
</tr>
<tr>
<td></td>
<td>Component B 60%</td>
</tr>
</tbody>
</table>

**Course: Visual Design**

**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**

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

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

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

**Main Topics Covered**

Modules may be selected in any of the four broad fields of:
- graphic design
- wearable design
- product design
- interior/exterior design.

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

**Particular Course Requirements**

Students are required to keep a diary throughout the course.
**Course: Photography, Video and Digital Imaging**

**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. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

**Main Topics Covered**

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

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

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

**Particular Course Requirements**

Students are required to keep a diary throughout the course.
Courses offered by External Providers
Examples in the past were:
Booroogen Aged care
School based-Traineeships
Retail
Automotive
Beauty Therapy
Metals & Engineering
Child Services
Refer to Vocational booklet 2012

Staff to talk to
Mr Rix
Mr Sinclair
Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

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

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

**Modules**
There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for either 15 or 30 hours.
NAME: ________________________________________________________________________

☐ I will enroll in Year 11 at Kempsey High School
☐ I plan to go to university and require an ATAR
☐ I will attend another School
☐ I intend to enroll at TAFE Full Time
☐ I am leaving school to get employment

You must choose 12 units of study in Year 11 and successfully complete them to gain a pass in the Preliminary Year before you can go into Year 12 for the HSC. English is the only compulsory course.

1. ENGLISH 2 Unit: Choose either Standard or Advanced.

2. You must choose another 10 units from courses offered at Kempsey High School or from elsewhere such as TAFE.

3. Make sure you are aware of the time and location a course is offered as non-school based courses are usually outside school hours and may require you to make personal travel arrangements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit value</th>
<th>ATAR Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>English (Standard or Advanced)</td>
<td>2</td>
</tr>
<tr>
<td>1st Choice</td>
<td></td>
<td></td>
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<tr>
<td>2nd Choice</td>
<td></td>
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<td>3rd Choice</td>
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<td>4th Choice</td>
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<tr>
<td>5th Choice</td>
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</tbody>
</table>

Total unit value

<table>
<thead>
<tr>
<th>HSC Eligibility</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR Eligibility</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

Reserve one
Reserve Two
Reserve Three

Parent signature ___________________________  Student signature ___________________________