Bass High School

Higher School Certificate
Information for Students

Preliminary Course 2012

HSC Course 2013

Information for Students Progressing to Year 11 in 2012 and to the Higher School Certificate in 2013
# Contents

The Higher School Certificate Program of Study ............................................ 2
A Message for Parents and Students ............................................................... 3
Information About the HSC ........................................................................... 4
What Types of Courses Can I Select? .............................................................. 4
What Are Units? .............................................................................................. 6
Requirements for the Award of the HSC ......................................................... 7
Australian Tertiary Admission Rank (ATAR) ................................................... 8
FAQ on the ATAR ........................................................................................... 9
Courses Offered at Bass High School ............................................................. 14
TAFE Delivered VET Courses ........................................................................ 19
Assessment and Reporting ............................................................................ 20
What Fees are Payable? .................................................................................. 21
Courses Offered at Bass High School ............................................................. 22
Course Descriptions ....................................................................................... 23
Vocational Education and Training (VET) Courses ....................................... 49
Board Endorsed Courses .............................................................................. 53
The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to

• provide a curriculum structure that encourages students to complete secondary education;
• foster the intellectual, social and moral development of students, in particular developing their:
  • knowledge, skills, understanding and attitudes in the fields of study they choose.
  • capacity to manage their own learning.
  • desire to continue learning in formal or informal settings after school.
  • capacity to work together with others.
  • respect for the cultural diversity of Australian society.
• provide a flexible structure within which students can prepare for
  • further education and training.
  • employment.
  • full and active participation as citizens.
• provide formal assessment and certification of students' achievements
• provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

Additional information about courses and the HSC is available on the Board of Studies Website: http://www.boardofstudies.nsw.edu.au
A Message for Parents and Students

This booklet has been prepared to help students intending to continue their education at Bass High School into Year 11 in the year 2012 to make informed decisions. It is the first step in the process towards students making their subject choices for next year. Each student will be interviewed and individually advised during Term 3. These decisions are very important and may effect their future success at school and beyond.

Students should choose subjects because they are interested in them, have the abilities to cope with them and finally, may help them gain entry into courses after school or into employment.

It is important that students prepare at school for an occupational future. It is also important that students receive the type of broad educational base from which a variety of occupational choices may stem. It is particularly important that students have the best possible preparation for taking part in a society that is subject to rapid change and increasing in diversity, remembering that most jobs now require students to have studied to Year 12 level.

Due to economic and social change more students are now staying on at school to find a place in the workplace. All students are strongly advised to consider not only their needs and interests in selecting subjects but their ability to handle the particular subject at the Higher School Certificate level. In particular they should consider their abilities in English expression, Mathematics and Science as well as their past performance in relation to other students. Approximately 25% of students in this year will gain entry and attend university straight from school. Many others do not wish to go to university; their subject choices may be very broad and include Vocational Courses (VET Courses), these courses may give a student a head start into a chosen career. From past experience approximately 70% of students leaving Year 12 attend further study, usually at a TAFE college. Many of these students then continue their study onto university after completing a TAFE course.

Students need to carefully select subjects for Years 11 and 12. There are many people around the school that they can rely on for advice to help them make a thoughtful choice. The Principal, Deputy Principals, Career Advisor, Head Teachers, Student Advisor and teachers are all very willing to help.

The HSC has many pathways. Choose carefully.
Information About the HSC

General Information
This is your introduction to the HSC and the many options now available. More information is contained in the following Board of Studies publication *Studying for the Higher School Certificate—An Information Booklet for Year 10 Students* which has been distributed to Y10 students.

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses will be linked to further education and training.
- Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC will include life skills courses for students with special education needs.
- The HSC will fairly assess each student’s knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.

What Types of Courses Can I Select?
There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses
These courses have been developed by the Board of Studies. There is a syllabus for each course which contains
- the course objectives, structure, content and outcomes.
- specific course requirements.
- assessment requirements.
- sample examination papers and marking guidelines.
- the performance scale (except for Vocational Education and Training Courses).

All students entered for the HSC who are studying these courses follow these syllabuses. Courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).
**Board Endorsed Courses**

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

- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.
- Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.
- Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

**Vocational Education & Training (VET) Courses—either Board Developed or Board Endorsed:**

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

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

**Life Skills Courses as Part of a Special Program of Study**

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

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

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

The Board expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (i.e. 120 indicative hours in each course).
What Are Units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit.
Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (120 hours per year) = 100 marks

What follows is a guideline to help you understand the pattern of courses.

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

Extension Course
- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 Unit Course
- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.
- Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.
- There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.
Requirements for the Award of the HSC

If you wish to be awarded the HSC:

• you must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

• you must have sat for and made a serious attempt at the Higher School Certificate examinations.

• you must study a minimum of 12 units in the Preliminary course (Year 11) and a minimum of 10 units in the HSC course (Year 12). Both the Preliminary course and the HSC course must include the following:
  • at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  • at least three courses of 2 units value or greater
  • at least four subjects

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

The Board of Studies publication, *Studying for the Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. A booklet containing important information about university entry requirements is published by UAC and available from the Career Adviser.

If you do not wish to receive a ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
Australian Tertiary Admission Rank (ATAR)

These following rules apply for students seeking University entrance.

Rule # 1 – Eligibility for an ATAR

A student must complete at least ten units of Board Developed courses including at least two units of English. The Board Developed courses must include at least three courses of two units or greater, and at least four subjects.

Rule # 2 – Calculation of the ATAR

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

- the best two units of English
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

Category B Courses

- Business Services (VET)
- Construction (VET)
- Information Technology (VET)
- Hospitality (VET)

Content Endorsed Courses

These courses DO NOT contribute towards a ATAR:

- Applied Mathematics
- English Studies
- Photography, Video and Digital Imaging
- Sport, Lifestyle and Recreation Studies
- Sport, Lifestyle and Recreation Studies/Rugby League
FAQ on the ATAR

What is the ATAR?
The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 with increments of 0.05. It is a rank that provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated by the universities and released by UAC. The ATAR is a rank, not a mark.

Your ATAR indicates your position relative to the students who entered Year 7 with you. An ATAR of 80.00 indicates that you have performed well enough in the HSC to place you 20 percent from the top of your Year 7 group, assuming that all students in this group completed Year 12 and were eligible for the ATAR.

It is important to note that your ranking depends solely on your performance in the HSC.

What is the ATAR used for?
The ATAR is used by universities (either on its own or in conjunction with other selection criteria) to rank applicants, because for the majority of courses there are more applicants than there are places available.

The ATAR should not be used for any other reason because its sole function is to help universities select students for admission.

Who receives an ATAR?
ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. This will arrive in the mail at about the same time they receive their HSC results from the Board of Studies.

Am I eligible for an ATAR?
To be eligible for a ATAR you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three ATAR courses of two units or greater
- four subjects.

How is my ATAR calculated?
Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

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

No more than two units of Category B courses can be included.
What is scaling?
Because scaled marks (not HSC marks) are used in the ATAR calculation, scaling is the first step in calculating the ATAR. It is necessary because HSC students take all kinds of different courses, and scaling allows courses to be compared fairly. We know that the same marks in different courses are not necessarily equal, just as the same amounts of money in different countries are not equal. In the same way that an exchange rate can be used to compare currency in different countries, scaling can be used to compare marks in different courses.

Can I find out what my scaled marks are?
No. Scaled marks are not reported to students. They are determined during an interim phase in the calculation of the ATAR.

Can I work out what my ATAR will be from my HSC marks?
No. Remember that your scaled marks (not your HSC marks) are used to calculate your ATAR, and your ATAR is not an average mark, it is a rank that indicates your position.

However, as a general rule, if you are in the middle group of students enrolled in your courses (with marks in the 70s) you are likely to get an ATAR in the late-60s. But sometimes marks in the 70s can mean a much lower ATAR depending on your courses and your position in your courses.

Which courses count towards my ATAR?
Only ATAR courses can be used in the calculation of your ATAR. Your ATAR is therefore calculated from your aggregate of scaled marks from your ATAR courses, including two units of English and your best eight units from the remaining courses (according to the ATAR rules).

Your ATAR Advice Notice tells you which of your courses were actually included in the calculation of your ATAR. Just by looking at your HSC marks, it is not possible to tell which courses will be included in your ATAR. Sometimes the course with the lowest HSC mark will not count, but this is not always the case.

Can I include Distinction courses?
Yes, Distinction courses are accredited as two-unit courses and are scaled in the same way as other courses.

Can I accumulate my courses?
Yes, you can accumulate courses over a period of up to five years.

Can I repeat my courses?
Yes, you can repeat courses over a period of up to five years. If you repeat a course, only the mark from your latest satisfactory attempt will be included in the calculation of your ATAR.

Why is my ATAR low in comparison to my HSC marks?
Your ATAR is not a mark but a number that indicates your position in relation to other students. Most HSC marks lie between 50 and 100 so that the middle students in most courses will receive a mark between 70 and 80. The middle Year 12 students will be likely to receive an ATAR of approximately 70.
Consider the following two students who completed the same courses. Fred received an HSC mark of 70 in each course, while Laura received an HSC mark of 80 in each course.

<table>
<thead>
<tr>
<th>Units</th>
<th>Biology</th>
<th>Business Studies</th>
<th>English Advanced</th>
<th>Mathematics</th>
<th>Modern History</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC mark/</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Percentile</td>
<td>38</td>
<td>42</td>
<td>13</td>
<td>30</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>HSC mark/</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Percentile</td>
<td>71</td>
<td>71</td>
<td>55</td>
<td>58</td>
<td>62</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fred</th>
<th>Laura</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR</td>
<td>59.05</td>
<td>82.25</td>
</tr>
</tbody>
</table>

Their HSC marks in each course differ by only 10, yet their ATARs differ by 23.2. Laura’s ATAR is similar to her HSC marks while Fred’s ATAR is much lower than his HSC marks. This is because Laura’s percentiles (her positions) in her courses are much better than Fred’s.

**Why is one course counted towards my ATAR when another course where I received a higher HSC mark does not count?**

This is because your scaled marks are the marks included in your ATAR calculation and a higher HSC mark does not always mean a higher scaled mark. Your scaled mark in a course will be influenced by the overall scaled mean for that course.

**If I get the same HSC mark in two different courses, will the one with the higher scaled mean count towards my ATAR?**

Not necessarily. It’s important to remember that the scaled mean indicates the average academic achievement of the students in that course. When you look at your results, you also have to consider your position in the course. A higher position in a course with a lower scaled mean may be enough to warrant its inclusion in your ATAR calculation.

Both your position in the course and the scaled mean are important in determining which of your courses contribute towards your ATAR.

**I have similar HSC marks to my friend, but we don’t have similar ATARs. Why not?**

Your ATARs will only be similar if your courses are the same. If your courses are different and your courses have different scaled means, your ATARs may be very different.

**Does the school I attend matter?**

No. The school attended does not feature in the ATAR calculation. The ATAR calculation is based only on marks provided by the Board; no other information is used.

**Are certain courses always ‘scaled up’ or ‘scaled down’?**

No. Scaling is carried out afresh each year. If the quality of the candidature changes, the scaled mean will also change.
Do I get a better ATAR if I study more units?
This is a common question. While the data show that students who study more units tend to gain higher ATARs, that is not necessarily the reason why. The relationship between number of units studied and ATAR might result from personal attributes including interest, motivation, effort and time management. You cannot assume that simply by studying more units your ATAR will be increased.

Can I choose certain courses to increase my ATAR?
No. As noted above, scaling is carried out afresh each year, so the scaled means are different every year. It is a myth that choosing certain courses will increase your ATAR. When you choose your courses you should think only about what you are interested in (usually what you are good at too) and what you need to do to prepare you for your course or career plans. The scaling process is designed to allow you to choose according to these principles and not, as far as university selection is concerned, be disadvantaged by your choice.

Can I have my ATAR recalculated?
Generally speaking no, but there are some instances where your ATAR will be recalculated:
• if the Board of Studies provides amended HSC results
• if you complete additional courses
• if you repeat courses you have already completed.

Will I be notified if my ATAR is recalculated?
Yes. Your ATAR will be recalculated if you complete additional courses or repeat courses you have completed, and you will receive a new ATAR Advice Notice.

If I’m eligible to get bonus points, does my ATAR change?
No. If universities allocate bonus points they are not added to your ATAR. Bonus points are not ATAR points, they are just that – bonus points. Bonus points don’t change your ATAR; bonus points change your selection rank for a particular course you have listed as a preference.

If bonus points don’t increase my ATAR, then how do they work?
Universities allocate bonus points for different circumstances. Examples include students with strong performance in HSC subjects, students who live or attend school in an area defined by the university and students who have applied for consideration through Educational Access Schemes.

For most Year 12 applicants, your selection rank for university entrance is your ATAR. However, if universities allocate bonus points to you for a particular preference, then your selection rank for that preference = ATAR+bonus points. As the bonus points schemes for each university, and often for each course at the same university, are different then your selection rank can be different for each course you list in your course preferences.

Which ATAR is used for selection purposes?
Your latest ATAR will be used for selection purposes. This could be better or worse than a previous ATAR.
How can I find out more?
There’s a lot more information about the ATAR on UAC’s website at www.uac.edu.au/atar/.

How can I contact UAC?
write to: Universities Admissions Centre
        Locked Bag 112
        SILVERWATER NSW 2128
visit: Quad 2, 8 Parkview Drive
      HOMEBUSH BAY NSW
      (Near Sydney Olympic Park railway station)
office hours: 8.30am - 4.30pm Monday to Friday
telephone: +61 2 9752 0200
e-mail: use our online enquiry form at www.uac.edu.au
website: www.uac.edu.au
Courses Offered at Bass High School

These courses will only run in 2012 if there is sufficient demand from students to form classes. If a particular course cannot commence because of insufficient demand, students who have indicated a preference for this course will need to make an alternative choice later in the year. Remember that in the Preliminary Year (Yr 11) students must complete an English course and study a total of 12 units. As well, Mathematics is a compulsory subject at Bass High School.

**HSC Board Developed Courses** (*See course notes following this table for explanation of symbols*)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Ancient History</td>
<td>HSC History Extension¹</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology²</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business Studies</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry²</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Design &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>#English Standard English Advanced</td>
<td>Preliminary English Extension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSC English Extension 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSC English Extension 2 (HSC only)</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Food Technology</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Industrial Technology - Multimedia</td>
<td>Industrial Technology - Multimedia</td>
<td></td>
</tr>
<tr>
<td>Information Process Technology</td>
<td>Information Process Technology</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>Please see page 17</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics #General Mathematics</td>
<td>Preliminary Mathematics Extension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSC Mathematics Extension 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSC Mathematics Extension 2</td>
</tr>
<tr>
<td>Modern History</td>
<td>Modern History</td>
<td>HSC History Extension¹</td>
</tr>
<tr>
<td>Music</td>
<td>Music ¹</td>
<td></td>
</tr>
<tr>
<td>PD/Health/PE</td>
<td>PD/Health/PE</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Physics²</td>
<td></td>
</tr>
<tr>
<td>Senior Science</td>
<td>Senior Science²</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>
Vocational Education & Training (VET)

The Board has developed curriculum frameworks for seven industries. Bass High provides for five of these frameworks. Within each framework there are a number of courses. Each VET Framework course runs for 240 hours and may contribute towards a ATAR. A maximum of one course only can count towards a ATAR. You must undertake a work placement to complete these courses successfully. The VET Curriculum Frameworks at Bass High are

- Business Services
- Construction
- Information Technology
- Hospitality

The VET courses below will include a written examination in the Higher School Certificate in addition to the other requirements of the course if this course is to be included in the calculation of a ATAR. The courses below will be offered at Bass High School in 2012. The teachers of these courses have been trained and assessed to the relevant industry standards.

Each course will be taught as a 2 Unit course. Students may wish to study more than one of these courses as part of their 12 Preliminary units. Vet courses are rated as Category B by the Universities Admission Centre.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>Business Services (240 hours)*</td>
</tr>
<tr>
<td>Construction</td>
<td>Construction (240 hours)*</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology (240 hours)*</td>
</tr>
<tr>
<td>Hospitality - Commercial Cookery</td>
<td>Hospitality - Commercial Cookery (240 hours)*</td>
</tr>
</tbody>
</table>
Other HSC VET Courses
VET courses are also available in other industry areas. These are:

- Metal and Engineering
- Retail Services
- Accounting (Board Developed Course delivered by TAFE)
- Electronics Technology (Board Developed Course delivered by TAFE)

A wide range of Content Endorsed and Board Endorsed VET Courses are available through TAFE (You should check with your Careers Adviser on the available TAFE delivered HSC VET courses).

VET Extension Courses
Extension courses in a few VET subjects may be offered at other schools in your area. These are generally offered as after-school courses and by completing these courses you will obtain additional certifications. In the past these extension courses have been offered in IT and Hospitality. (You should check with your VET Coordinator on the availability of VET Extension courses being offered in your area in 2012-2013.)

Content Endorsed Courses Offered at Bass High School in 2012

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Mathematics</td>
<td>2 unit Preliminary &amp; HSC</td>
</tr>
<tr>
<td>English Studies</td>
<td>2 unit Preliminary &amp; HSC</td>
</tr>
<tr>
<td>Photography, Video and Digital Imaging</td>
<td>2 unit Preliminary &amp; HSC</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation Studies</td>
<td>2 unit Preliminary &amp; HSC</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation Studies/Rugby League</td>
<td>2 unit Preliminary &amp; HSC</td>
</tr>
</tbody>
</table>

Exclusions applying to Content Endorsed Courses are listed in the course descriptions of this booklet with the relevant Content Endorsed Courses (CEC) course description.
**Languages**

Students interested in studying a language may be able to study the languages below through other institutions such as Saturday School or the Open High School. Further information can be obtained from the following websites:


<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td># Arabic Beginners Arabic Continuers</td>
<td>HSC Arabic Extension</td>
</tr>
<tr>
<td>Armenian</td>
<td>Armenian</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td># Chinese Beginners Chinese Continuers Chinese Background Speakers</td>
<td>HSC Chinese Extension</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>Classical Greek Continuers</td>
<td>HSC Classical Greek Extension</td>
</tr>
<tr>
<td>Croatian</td>
<td>Croatian</td>
<td></td>
</tr>
<tr>
<td>Czech</td>
<td>Czech</td>
<td></td>
</tr>
<tr>
<td>Dutch</td>
<td>Dutch</td>
<td></td>
</tr>
<tr>
<td>Estonian</td>
<td>Estonian</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td># German Beginners German Continuers</td>
<td>HSC German Extension</td>
</tr>
<tr>
<td>Classical Hebrew</td>
<td>Classical Hebrew Continuers</td>
<td>HSC Classical Hebrew Extension</td>
</tr>
<tr>
<td>Modern Hebrew</td>
<td>Modern Hebrew Continuers</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>Hindi</td>
<td></td>
</tr>
<tr>
<td>Hungarian</td>
<td>Hungarian</td>
<td></td>
</tr>
<tr>
<td>Indonesian</td>
<td># Indonesian Beginners Indonesian Continuers Indonesian Background Speakers</td>
<td>HSC Indonesian Extension</td>
</tr>
<tr>
<td>Italian</td>
<td># Italian Beginners Italian Continuers</td>
<td>HSC Italian Extension</td>
</tr>
<tr>
<td>Khmer</td>
<td>Khmer</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td># Korean Beginners Korean Continuers Korean Background Speakers</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>Latin Continuers</td>
<td>HSC Latin Extension</td>
</tr>
<tr>
<td>Latvian</td>
<td>Latvian</td>
<td></td>
</tr>
<tr>
<td>Lithuanian</td>
<td>Lithuanian</td>
<td></td>
</tr>
<tr>
<td>Macedonian</td>
<td>Macedonian</td>
<td></td>
</tr>
<tr>
<td>Malay</td>
<td>Malay Background Speakers</td>
<td></td>
</tr>
<tr>
<td>Maltese</td>
<td>Maltese</td>
<td></td>
</tr>
<tr>
<td>Modern Greek</td>
<td># Modern Greek Beginners Modern Greek Continuers</td>
<td>HSC Modern Greek Extension</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persian</td>
<td>Persian</td>
<td></td>
</tr>
<tr>
<td>Polish</td>
<td>Polish</td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>Portuguese</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>Serbian</td>
<td>Serbian</td>
<td></td>
</tr>
<tr>
<td>Slovenian</td>
<td>Slovenian</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td># Spanish Beginners</td>
<td>HSC Spanish Extension</td>
</tr>
<tr>
<td></td>
<td>Spanish Continuers</td>
<td></td>
</tr>
<tr>
<td>Swedish</td>
<td>Swedish</td>
<td></td>
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<tr>
<td>Tamil</td>
<td>Tamil</td>
<td></td>
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<tr>
<td>Turkish</td>
<td>Turkish</td>
<td></td>
</tr>
<tr>
<td>Ukrainian</td>
<td>Ukrainian</td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td>Vietnamese Continuers</td>
<td></td>
</tr>
</tbody>
</table>

**HSC Course Notes**

The following notes refer to the list of courses indicated in the tables above.

# You may select one course only from each of these subject groups.

- English Fundamentals is a Preliminary course and must be studied in conjunction with English Standard.

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Life Management, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course.

2 You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Science in meeting the 12 Preliminary or 10 HSC units. The course Science may not be taken as a Preliminary course with any of the above Science courses.

3 You must study Music Course 2 if you wish to study HSC Extension Music.

4 You may not study both the Studies of Religion II course and the Studies of Religion I course.

5 You may present for only one of the following languages: Croatian, Macedonian, Serbian, Slovenian.

6 You may not study both Indonesian and Malay.

Additional information about courses and the HSC is available on the Board of Studies Website: [http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
TAFE Delivered VET Courses

Below is a list of TVET courses offered to Year 11 and Year 12 students in 2012. Note that the courses offered by each college are subject to change; see the Careers Advisor, Mr Azhar for further information. Note that these external courses must be studied extra to the 12 or 13 units studied at Bass High School.

<table>
<thead>
<tr>
<th>Bankstown &amp; College</th>
<th>Course</th>
<th>Units</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accounting</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Animal Care–Extension</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Animal Care–Introduction</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Beauty Therapy–Makeup Services</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Business Services (Extension)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Children’s Services</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Computer Hardware Servicing</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Hairdressing</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tourism</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

| Lidcombe College   | Design Foundation Studies             | 2     | 1     |
|                    | Furnishing - Furniture Making         | 2     | 1     |

| Chullora College   | Construction–Carpentry                | 2     | 2     |
|                    | Metals & Engineering                  | 2     | 2     |

| Padstow College    | Accounting                            | 2     | 2     |
|                    | Aeroskills Mechanical                 | 2     | 1     |
|                    | Automotive Mechanical                 | 2     | 1     |
|                    | Bookkeeping                           | 2     | 1     |
|                    | Horticulture                          | 2     | 2     |
|                    | Plastics (Composites)                 | 2     | 1     |
|                    | Sport & Recreation - Fitness          | 2     | 1     |
Assessment and Reporting

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

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

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

- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year’s School Certificate for the tests in English, Mathematics, Science, History and Geography.

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

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

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

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

  - The HSC Testamur: This is the official certificate confirming your achievement of all requirements for the award.

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

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

  - Further information, including samples of certificates may be found at www.boardofstudies.nsw.edu.au
What Fees are Payable?

Senior Bond
The Senior Bond is a way of meeting the textbook needs of students in Years 11 & 12 by charging a Bond for the text books and similar material issued to students. This scheme enables the school to keep the stocks of text books up to the needs of the students.

Each student who joins the scheme will be issued with a validated Bond Card. This card will entitle them to borrow text books and other printed materials needed for their courses and which the school has available. When these books and materials are returned at the required time and providing these books and materials are returned in good order and condition, students will receive a refund of their Bond.

The Bond for 2012 will be $100.00 per student and needs to be paid by week 3 of term 1. This Bond will carry over automatically into Year 12 2013. This Bond is refunded if the books and materials are returned in good order and condition, otherwise a pro-rata charge will be incurred for any unreasonable degrees of depreciation.

Subject Costs
In Year 11 & 12 some subject payments are levied in order to cover the cost of materials, instruments, patterns, etc. These fees are compulsory and 50% minimum payment is payable at the beginning of the course. Minimum payment is to be received by week 3 term 1 with the balance paid by the end of term. This will ensure there is no disruption to a student’s practical activity. If the minimum payment is not met, a student may be asked to reconsider their subject selection.

Hospitality (VET) also has a refundable bond payable at the beginning of Year 11 to cover the use of uniforms and will be refunded on their return in good order and condition.

Construction (VET) in Year 11 fee includes the compulsory OH&S Induction Course Fee of $20 to enable students to obtain their mandatory “White Card” (previously known as “Green Card”) which is required for all construction sites.

<table>
<thead>
<tr>
<th>What fees are payable:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Bond - Refundable End of Year 12</td>
<td>$100.00</td>
</tr>
<tr>
<td>P&amp;C Membership</td>
<td>$5.00</td>
</tr>
<tr>
<td>Business Services (VET)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Construction (VET) Year 11</td>
<td>$80.00</td>
</tr>
<tr>
<td>Construction (VET) Year 12</td>
<td>$60.00</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>$45.00</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$70.00</td>
</tr>
<tr>
<td>Hospitality Bond - Refundable Yr 12</td>
<td>$50.00</td>
</tr>
<tr>
<td>Hospitality (VET)</td>
<td>$120.00</td>
</tr>
<tr>
<td>Industrial Technology - Multimedia</td>
<td>$35.00</td>
</tr>
<tr>
<td>Information Process Technology</td>
<td>$20.00</td>
</tr>
<tr>
<td>Information Technology (VET)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Music</td>
<td>$20.00</td>
</tr>
<tr>
<td>Photography, Video &amp; Digital Imaging</td>
<td>$45.00</td>
</tr>
<tr>
<td>Rugby League Year 11</td>
<td>$60.00</td>
</tr>
<tr>
<td>Rugby League Year 12</td>
<td>$30.00</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$45.00</td>
</tr>
</tbody>
</table>
Courses Offered at Bass High School

Year 11 (2012) students at Bass High must select 12 units from the following list of courses.

**Board Developed Courses for the Higher School Certificate**

- English (Standard)
- English (Advanced)
- HSC English Extension 1
- HSC English Extension 2 (HSC only)
- General Mathematics
- Mathematics
- Mathematics Extension 1
- Mathematics Extension 2
- Ancient History
- Biology
- Business Studies
- Chemistry
- Design and Technology
- Drama
- Economics
- Food Technology
- Geography
- History Extension
- Industrial Technology - Multimedia
- Information Process Technology
- Legal Studies
- Modern History
- Music 1
- Personal Development, Health and Physical Education
- Physics
- Senior Science
- Visual Arts

**VET Curriculum Frameworks**

- Business Services (240 indicative hours)
- Construction (240 indicative hours)
- Hospitality (240 indicative hours)
- Information Technology (240 indicative hours)

**Content Endorsed Courses**

- Applied Mathematics
- English Studies
- Photography, Video and Digital Imaging
- Sport, Lifestyle and Recreation Studies
- Sport, Lifestyle and Recreation Studies/Rugby League
## Course Descriptions

### Board Developed Courses

<table>
<thead>
<tr>
<th>Course: English (Standard)</th>
<th>Course No: 15130</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: English (Advanced); English (ESL); English (Extension)</td>
</tr>
</tbody>
</table>

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

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

### Main Topics Covered

#### Preliminary Course – The course has two sections:
- **Content common to the Standard and Advanced courses** is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- **Electives** in which students explore 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; non-fiction; 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; non-fiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms

### 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:</td>
<td>40</td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Paper 1 (2 hours)</strong></td>
<td></td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Area of Study (common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td><strong>Paper 2 (2 hours)</strong></td>
<td>60</td>
<td>Assessment across the language modes</td>
<td>100</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>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing and representing</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course: English (Advanced)**

| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** English (Standard); Fundamentals of English; English (ESL) |

**Course Description**

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

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

**Main Topics Covered**

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

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

**Particular Course Requirements**

In the Preliminary English (Advanced) Course students are required to:
- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; non-fiction; 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; non-fiction 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:</td>
<td></td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Area of Study (common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
<td>60</td>
<td>Assessment across the language modes</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>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing and representing</td>
<td>15</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Course No:** 15140
**Courses:** Preliminary English Extension  
HSC English Extension 1  
HSC English Extension 2  

<table>
<thead>
<tr>
<th>Course No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11150</td>
<td></td>
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<tr>
<td>15160</td>
<td></td>
</tr>
<tr>
<td>15170</td>
<td></td>
</tr>
</tbody>
</table>

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 1 elective chosen from 1 of the 3 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>Assessment across the language modes:</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Speaking and listening</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading and writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Viewing and representing</td>
<td>10</td>
</tr>
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<td>50</td>
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</tr>
</tbody>
</table>

**Assessment: HSC English Extension Course 2**  

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Major Work (maximum) reflection statement</td>
<td>50</td>
<td>Proposal: Presentations of proposal for Major Work</td>
<td>10</td>
</tr>
<tr>
<td>Viva Voce: Interview and discussion/ exploration of the work in progress</td>
<td></td>
<td>Report: The impact of independent investigation on the development of the Major Work</td>
<td>20</td>
</tr>
<tr>
<td>Report: The impact of independent investigation on the development of the Major Work</td>
<td></td>
<td>20</td>
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</tr>
<tr>
<td>50</td>
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</tr>
</tbody>
</table>
### Course: General Mathematics  
Course No: 15230

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 Standard Mathematics course for the School Certificate, together with the recommended options *Trigonometry* and *Further Algebra*.

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

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

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

### Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial Mathematics</td>
<td>• Financial Mathematics</td>
</tr>
<tr>
<td>• Data Analysis</td>
<td>• Data Analysis</td>
</tr>
<tr>
<td>• Measurement</td>
<td>• Measurement</td>
</tr>
<tr>
<td>• Probability</td>
<td>• Probability</td>
</tr>
<tr>
<td>• Algebraic Modelling</td>
<td>• Algebraic Modelling</td>
</tr>
</tbody>
</table>

### External Assessment | Weighting | Internal Assessment | Weighting
--- | --- | --- | ---
A single HSC examination of two and one half hours' duration. | 100 | A variety of assessment tasks across all of the content of the course. | 100 |
No more than 30% of the examination will be based on the Preliminary course. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance. | 100 |
Calculators, including graphics calculators, that meet Board requirements (as advised through the Official Notices section of the *Board Bulletin*) may be used. | 100 |
Geometrical instruments and approved geometrical templates may be used. | 100 |

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.
**Course: Mathematics**

2 units for each of Preliminary and HSC
Board Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the 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

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

**HSC Course**
- Co-ordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

### External Assessment

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.
**Course:** Mathematics Extension 1  
**Course No:** 15250

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

**Board Developed Course**

**Prerequisites:** The course is constructed on the assumption that students have achieved the 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 \( \sin^2x \) and \( \cos^2x \)
- Equation
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

**External Assessment**

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).
# Mathematics Extension 2 (Course No: 15260)

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

**Exclusions:** General Mathematics

## Course Description

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

## Main Topics Covered

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

## External Assessment

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

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

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

**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></td>
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</tr>
<tr>
<td><strong>Section I:</strong> Core Source-based short-answer questions</td>
<td>25</td>
<td>Oral Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Section II:</strong> Ancient Societies A question in 4 or 5 parts</td>
<td>25</td>
<td>Research</td>
<td>25</td>
</tr>
<tr>
<td><strong>Section III:</strong> Personalities in their Times A question in 2 or 3 parts</td>
<td>25</td>
<td>Source analysis</td>
<td>25</td>
</tr>
<tr>
<td><strong>Section IV:</strong> Historical Periods Extended response</td>
<td>25</td>
<td>Examination/test items</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
<td>100</td>
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</tbody>
</table>
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>
</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 |
| Options/questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper. |
| 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
### Course: Business Studies  
**Course No:** 15040

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

#### Course Description

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

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

#### Main Topics Covered

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

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

#### Particular Course Requirements

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hour written examination, Section I - Objective response questions</td>
<td>20</td>
<td>Knowledge and Understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section II - Short answer questions</td>
<td>40</td>
<td>Stimulus based skills</td>
<td>20</td>
</tr>
<tr>
<td>Section III - Candidates answer one extended response question in the form of a business report</td>
<td>20</td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section IV - Candidates answer one extended response</td>
<td>20</td>
<td>Communication of business information, ideas and issues in appropriate forms (Tests &amp; exams account for 50% of the internal assessment)</td>
<td>20</td>
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<td></td>
<td>100</td>
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</tbody>
</table>
Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide 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 provided by improved technology to examine areas of current research.

### Topics Covered

#### Preliminary Course
- **Core Modules**
  - The Chemical Earth
  - Metals
  - Water
  - Energy

#### HSC Course
- **Core Modules**
  - Production of Materials
  - The Acidic Environment
  - Chemical Monitoring and Management

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

### Particular Course Requirements

Each module specifies content which provides opportunities for students to 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>100</td>
<td>Knowledge and understanding:</td>
<td>100</td>
</tr>
<tr>
<td>Core Modules Multiple-choice questions</td>
<td>75</td>
<td>- Prescribed Focus Areas (outcomes H1–H5)</td>
<td>40</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.
**Course**: Design and Technology  
**Course No**: 15080

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

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

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

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

**Main Topics Covered**

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

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

**Particular Course Requirements**
In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

**Assessment: HSC Course only**

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

| | | | |
| | | 100 | 100 |
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, Play-building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

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

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

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

Main Topics Covered

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

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

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

Assessment: HSC Course only

<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 comprising two compulsory sections:</td>
<td>40</td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>• Australian Drama &amp; Theatre (Core)</td>
<td></td>
<td>Development of Individual Project</td>
<td>20</td>
</tr>
<tr>
<td>• Studies in Drama and Theatre</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Total Weighting: 100
**Course:** Economics  
**Course No:** 15110

2 units for each of Preliminary and HSC  
Board Developed Course  

**Exclusions:** Nil

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

### Main Topics Covered

#### Preliminary Course
- Introduction to Economics (10%) – the nature of economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets (20%) – the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia including the share market
- Government in the Economy (20%) – the role of government in the Australian economy.

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

### Assessment: HSC Course only

<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, including:</td>
<td>marks</td>
<td>Tests and examinations</td>
<td>50</td>
</tr>
<tr>
<td>Section I - Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section II - Short answer questions</td>
<td>40</td>
<td>Stimulus based skills</td>
<td>20</td>
</tr>
<tr>
<td>Section III - Two stimulus based extended responses. Student answer one out of two.</td>
<td>20</td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section IV - Two extended response questions. Student answer one out of two extended response questions</td>
<td>20</td>
<td>Communication of Economic information, ideas and issues in appropriate forms</td>
<td>20</td>
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<td></td>
<td>100</td>
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</tr>
</tbody>
</table>
Course: Food Technology

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%)
- Option – Contemporary Food Issues in Nutrition (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>Core</td>
<td>15</td>
<td>Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)</td>
<td>20</td>
</tr>
<tr>
<td>- The Australian Food Industry</td>
<td>15</td>
<td>Research, analysis and communication</td>
<td>30</td>
</tr>
<tr>
<td>- Food Manufacture, Food Product Development</td>
<td>30</td>
<td>Experimentation and preparation</td>
<td>30</td>
</tr>
<tr>
<td>Options</td>
<td>25</td>
<td>Design, implementation and evaluation</td>
<td>20</td>
</tr>
<tr>
<td>- Contemporary Food Issues: Nutrition</td>
<td>25</td>
<td>- short structured items</td>
<td>- extended response</td>
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<td>100</td>
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</tbody>
</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 (33.3%) – the functioning of ecosystems, their management and protection.
Urban Places (33.3%) – study of cities and urban dynamics.
People and Economic Activity (33.3%) – 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 12 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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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A three-hour written examination</td>
<td></td>
<td>• Knowledge &amp; Understanding of the course content</td>
<td>40</td>
</tr>
<tr>
<td>Section I - Multiple-choice - objective type</td>
<td>20</td>
<td>• Geographical tools &amp; skills</td>
<td>20</td>
</tr>
<tr>
<td>Section II - Short answers</td>
<td>40</td>
<td>• Geographical inquiry &amp; research including field work</td>
<td>20</td>
</tr>
<tr>
<td>Section III - Extended response</td>
<td>40</td>
<td>• Communication of Geographical information, ideas and issues</td>
<td>20</td>
</tr>
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<td>100</td>
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</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
</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 | Assessment tasks  
History Project made up of:  
Proposal  
Essay  
Bibliography  
Process Log | 10  
40 |

50  
50
Course: Industrial Technology - Multimedia  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 Area is Multimedia 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 ½ hour written examination</td>
<td>40</td>
<td>Industry Study</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section I</strong></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 Communication</td>
<td></td>
<td>Industry-specific content</td>
<td>50</td>
</tr>
<tr>
<td><strong>Section II</strong></td>
<td></td>
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<td></td>
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<tr>
<td>• 2 questions</td>
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<tr>
<td>• Questions specific to the industry focus area</td>
<td></td>
<td></td>
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<tr>
<td>Major Project and related management folio</td>
<td>60</td>
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</tbody>
</table>

| | 100 | 100 |
Course: Information Processes and Technology

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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

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

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td>A three-hour written examination</td>
<td>100</td>
<td>Project(s)</td>
<td>20</td>
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<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>
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<tr>
<td></td>
<td></td>
<td>– Transaction Processing Systems</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>– Decision Support Systems</td>
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<tr>
<td></td>
<td></td>
<td>– Automated Manufacturing Systems</td>
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<tr>
<td></td>
<td></td>
<td>– Multimedia Systems</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 law reform. It examines an individual’s rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Preliminary Course
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC Course
- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:
- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

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

<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>A three-hour written examination:</td>
<td></td>
<td>Knowledge and Understanding</td>
<td>60</td>
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<tr>
<td>Human Rights</td>
<td>25</td>
<td>Research</td>
<td>20</td>
</tr>
<tr>
<td>Crime</td>
<td>25</td>
<td>Communication</td>
<td>20</td>
</tr>
<tr>
<td>Focus Studies</td>
<td>50</td>
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<td></td>
<td><strong>100</strong></td>
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</tbody>
</table>
Course: 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 I: 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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<thead>
<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
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<tr>
<td><strong>Section I: Core</strong></td>
<td>25</td>
<td>Oral Presentation</td>
<td>10</td>
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<tr>
<td>Source-based short-answer questions</td>
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<td></td>
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<tr>
<td><strong>Section II: National Studies</strong></td>
<td>25</td>
<td>Research</td>
<td>25</td>
</tr>
<tr>
<td>Extended response</td>
<td></td>
<td></td>
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<tr>
<td><strong>Section III: Personalities in the C20th</strong></td>
<td>25</td>
<td>Source analysis</td>
<td>25</td>
</tr>
<tr>
<td>Extended response in 2 parts</td>
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<td></td>
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<tr>
<td><strong>Section IV: International Studies in Peace and Conflict</strong></td>
<td>25</td>
<td>Examination/test items</td>
<td>40</td>
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<tr>
<td>Extended response</td>
<td></td>
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</tbody>
</table>
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

<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>
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<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>
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<tr>
<td>• Elective 2</td>
<td>20</td>
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<tr>
<td>• Elective 3</td>
<td>20</td>
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</table>

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>
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</tr>
<tr>
<td>• Elective 2</td>
<td>20</td>
<td></td>
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<tr>
<td>• Elective 3</td>
<td>20</td>
<td></td>
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<td>100</td>
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</table>
Course: Personal Development, Health & Physical Edn.   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%)
- 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>
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<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>Options</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>100</td>
<td></td>
<td>100</td>
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</tbody>
</table>
**Course:** Physics  
**Course No:** 15330

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Exclusions: Senior Science (Preliminary only)</th>
</tr>
</thead>
</table>

**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**

<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 World Communicates</td>
<td>• Space</td>
</tr>
<tr>
<td>• Electrical Energy in the Home</td>
<td>• Motors and Generators</td>
</tr>
<tr>
<td>• Moving About</td>
<td>• From Ideas to Implementation</td>
</tr>
<tr>
<td>• The Cosmic Engine</td>
<td>One Option from the following modules:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From Ideas to Implementation</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Quanta to Quarks</td>
<td>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.</td>
</tr>
<tr>
<td>The Age of Silicon</td>
<td>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.</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 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></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>75</td>
<td>- Domain (outcomes H6–H10).</td>
<td></td>
</tr>
<tr>
<td>Short-answer 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></td>
</tr>
<tr>
<td>Options (one only to be attempted) Short-answer part-questions</td>
<td>25</td>
<td>Skills in scientific thinking, problem solving and in communicating understanding and conclusions.</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>

| 100 | 100 |

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

<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 (outcomes H1–H5)</td>
<td>40</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>
<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>

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 art-making, 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 art-making, art criticism and art history through different investigations  
- the role and function of artists, artworks, the world and audiences in the art world  
- 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 art-making, art criticism, and art history  
- how students may develop their own informed points of view in increasingly independent ways and use different interpretative frameworks in their investigations  
- how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations  
- how students may further develop meaning and focus and interest 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 1½-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>
</tbody>
</table>

100 | 100 |
Vocational Education and Training (VET) Courses

### HSC COURSE DESCRIPTIONS 2012

**Course:** Business Services (240 indicative hours)  
**Board Developed Course**  
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>Compulsory</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM200A</td>
<td>Communicate in the workplace</td>
<td>BSBNM202A</td>
</tr>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
<td>BSBU102A</td>
</tr>
<tr>
<td>BSBIID201A</td>
<td>Work effectively in a business environment</td>
<td>BSBU201A</td>
</tr>
<tr>
<td>BSBIIN201A</td>
<td>Process and maintain workplace information</td>
<td>BSBNM214A</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>BSBU203A</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>BSADM311A</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>BSADM311A</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

### Qualifications

Students who are assessed as competent in the above units will eligible for **Certificate II in Business BSB20107.** There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the business services industry involves:

- customer (client) service  
- organising and records in both paper and electronic forms  
- teamwork  
- using technologies  
- creating documents

### Examples of occupations in the business services industry:

- office manager  
- personnel clerk  
- project manager  
- sales clerk/officer  
- secretary  
- manager/owner of a small business  
- payroll clerk/officer personal assistant

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor 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. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and **HSC Requirements and Advice** detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

### Course Costs: $30.00

Refund Arrangements on a pro-rata basis

A school-based traineeship is available in this course, for more information: [http://www.shatinnsw.info/](http://www.shatinnsw.info/)
## Units of Competencies

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOH52001A Apply OHS requirement, policies and procedures in the construction industry</td>
<td>CPCCCA2001A Handle carpentry materials</td>
</tr>
<tr>
<td>CPCCCM1002A Work effectively in the General</td>
<td>CPCCCA2002A Use carpentry tools and equipment</td>
</tr>
<tr>
<td>Construction Industry</td>
<td>CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground</td>
</tr>
<tr>
<td>CPCCCM1003A Plan and organise work</td>
<td>CPCCSP2003A Prepare surfaces for plastering</td>
</tr>
<tr>
<td>CPCCCM1004A Conduct workplace communication</td>
<td>CPCCWF2002A Use wall and floor tilings tools &amp; equipment</td>
</tr>
<tr>
<td>CPCCCM1005A Carry out measurements and calculations</td>
<td>CPCCM2006A Apply basic levelling procedures</td>
</tr>
<tr>
<td>CPCCM2001A Read and interpret plans and specifications</td>
<td>CPCCM2004A Handle construction materials</td>
</tr>
<tr>
<td>CPOHS1001A Work safely in the Construction Industry</td>
<td></td>
</tr>
<tr>
<td>CPCCCA2002A Use construction tools and equipment</td>
<td></td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

### Qualifications

Students who are assessed as competent in the 8 core and 7 elective units of competently will be eligible for a **Certificate II in Construction Pathways CPC20208**. Students who gain achievement in some of the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways. Successful completion of the unit, CPCCOH51001A, will lead to the award of a **Construction Induction Card from WorkCover NSW**, which allows the student access to construction sites across Australia for work purposes. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the construction industry involves:

- **constructing buildings**
- **contracting**
- **modifying buildings**
- **measuring materials and sites**
- **communicating with clients**
- **managing personnel and sites**

Examples of occupations in the construction industry:

- **building**
- **concreting**
- **glazing**
- **structural**
- **sign writing**
- **bricklaying**
- **consulting**
- **joinery**
- **engineering**
- **roofing**
- **carpentry**
- **contracting**
- **plastering**
- **shop fitting**
- **steel reinforcing**

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement.

Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

Students who achieve competency in **CPCOH51001A – Work Safely in the Construction Industry**, will be issued with a **WorkCover NSW Construction Induction Card** (The Whitecard). This is a requirement before commencing work placement.

### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

### Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.

### External Assessment (optional HSC examination)

The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and **HSC Requirements and Advice** detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.
**HSC COURSE DESCRIPTIONS 2012**

**Course:** Hospitality (240 indicative hours) Commercial Cookery stream  
4 Preliminary and/or HSC units in total

Board Developed Course  
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Commercial Cookery Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
</tr>
<tr>
<td>SITHIND001A industry knowledge customers</td>
<td>SITHCCC001A Develop and update hospitality premises</td>
</tr>
<tr>
<td>SITXCOM001A customers</td>
<td>SITHCCC002A Work with colleagues and</td>
</tr>
<tr>
<td>SITXCOM002A environment</td>
<td>SITHCCC004A Clean and maintain kitchen</td>
</tr>
<tr>
<td>SITXENV001A sustainable work practices</td>
<td>SITHCCC005A Use basic methods of cookery</td>
</tr>
<tr>
<td>SITXOH5001B procedures</td>
<td>SITXFSA001A Implement food safety procedures</td>
</tr>
<tr>
<td>SITXOH5002A procedures</td>
<td></td>
</tr>
</tbody>
</table>

**Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

**Qualifications** Students who undertake the Commercial Cookery stream and are assessed as competent in the above units of competency will be eligible for a Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations) (SIT20307).

Students who successfully complete a 60hr or 120hr Specialisation Study in addition to the 240hr course, will gain the full qualification of Certificate II in Hospitality (Kitchen Operations) (SIT20307).

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au).

**Pathways to Industry**

Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

Examples of occupations in the hospitality industry:

- breakfast cook
- trainee chef
- short order or fast food cook

**Mandatory Course Requirements** Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

**Competency – Based Assessment**

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

When a student achieves a unit of competency it is signed off by the assessor.

**Appeals** Students may lodge an appeal about assessment decisions through their VET teacher.

**External Assessment (optional HSC examination)**

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of theATAR.

**Course costs:** $50.00 Hospitality Bond refundable at end of year 12, $120.00 per year to cover consumable items.  
Refund Arrangements on a pro-rata basis

A school-based traineeship and apprenticeship are available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/).
### HSC COURSE DESCRIPTIONS 2012

**Course:** Information Technology (240 indicative hours)  
**Board Developed Course:**  
**Category B status for Australian Tertiary Admission Rank (ATAR):**  

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

#### Units of Competencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAD3218B</td>
<td>Create user documentation</td>
<td>ICAB4169B</td>
<td>Use development software and IT tools to build a basic website</td>
</tr>
<tr>
<td>ICAI3020B</td>
<td>install and optimise operating system software</td>
<td>ICAD2012B</td>
<td>Design organisational documents using computing packages</td>
</tr>
<tr>
<td>ICAS3031B</td>
<td>Provide advice to clients</td>
<td>ICAU2005B</td>
<td>Operate computer hardware</td>
</tr>
<tr>
<td>ICAS3234B</td>
<td>Care for computer hardware</td>
<td>ICAU2006B</td>
<td>Operate computing packages</td>
</tr>
<tr>
<td>ICAT3025B</td>
<td>Run standard diagnosis tests</td>
<td>ICAU2013B</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICAU1128B</td>
<td>Operate a personal computer</td>
<td>ICAU2002B</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>ICAU2231B</td>
<td>Use computer operating system</td>
<td>ICAS3010B</td>
<td>Follow workplace safety procedures</td>
</tr>
<tr>
<td>ICAU3004B</td>
<td>Apply occupational health &amp; safety procedures</td>
<td>ICAU2001B</td>
<td>Work effectively in an IT environment</td>
</tr>
<tr>
<td>ICAW2001B</td>
<td></td>
<td>BSBCM106A</td>
<td></td>
</tr>
</tbody>
</table>

**Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

#### Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Statement of Attainment towards Certificate III in Information Technology ICA30105**.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

#### Pathways to Industry

Working in the information technology industry involves:

- designing web pages
- supporting computer users
- networking computers communicating with clients
- finding solutions to software problems

**Examples of occupations in the information technology industry**

- Service technician
- e-business development manager
- help desk office
- internet specialist
- IT consultant
- IT project manager
- Multimedia developer
- Network administrator
- On-line service support officer
- Programmer
- Software developer
- Systems engineer
- IT teacher / trainer
- Technical support officer
- Web designer

#### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies.

#### Competency- Based Assessment

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

#### Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.

#### External Assessment (optional HSC examination)

The Higher School Certificate examination for Information Technology (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and **HSC Requirements and Advice** detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

#### Course costs: $30.00

**Refund Arrangements on a pro-rata basis**

**Exclusions**

- Computing Applications CEC.

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
Board Endorsed Courses

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

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

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

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

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

<table>
<thead>
<tr>
<th>Course: Applied Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course No: 61094</td>
<td></td>
</tr>
<tr>
<td>2 units for each of Preliminary and HSC</td>
<td></td>
</tr>
</tbody>
</table>

**Content Endorsed Course**

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Standard Mathematics course for the School Certificate.

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

**Course Description**

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

The course provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation the mathematics needed in everyday activity.

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial Mathematics</td>
<td>• Algebraic Modelling</td>
</tr>
<tr>
<td>• Data Statistics</td>
<td>• Data and Statistics</td>
</tr>
<tr>
<td>• Measurement</td>
<td>• Measurement</td>
</tr>
<tr>
<td>• Probability</td>
<td>• Mathematics and Design</td>
</tr>
<tr>
<td>• Algebraic Modelling</td>
<td>• Mathematics and Household Finance</td>
</tr>
<tr>
<td>• Mathematics and Communications</td>
<td>• Mathematics and the Human Body</td>
</tr>
<tr>
<td>• Mathematics and Driving</td>
<td>• Mathematics and Personal Resource</td>
</tr>
</tbody>
</table>

**External Assessment**

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no external assessment</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
</tr>
<tr>
<td></td>
<td>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Applied Mathematics.</td>
</tr>
</tbody>
</table>

**Internal Assessment**

<table>
<thead>
<tr>
<th>Weighting</th>
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<tbody>
<tr>
<td>100</td>
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</table>

<table>
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<tbody>
<tr>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
**Course:** English Studies  
**Course No:** Draft Course

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
</tr>
</thead>
</table>

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

**Course Description**

*English Studies* addresses the needs of those students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course. The course contributes to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units. It contributes to each of the specific pattern requirements including:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects. The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

**Course structure**

The Stage 6 English Content Endorsed Course is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

- The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course.
- The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC course.
- Additional modules are to be selected from the elective modules listed below considering factors such as students’ needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances.
- A total of three to five modules (including the mandatory module) will be studied in the Preliminary course, and a total of three to five different modules (including the mandatory module) will be studied in the HSC course.
- Schools have the option of developing one 20-hour module of their own design to cater for the specific learning needs of their students. School-designed modules may be delivered in the Preliminary year only and should be based on the framework of the modules outlined in this syllabus.
- In each of the Preliminary and HSC years students are required to:
  - read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
  - undertake study of at least one substantial print text and at least one substantial multi-modal text
  - be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
  - engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
  - develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

**Assessment:** There will be school-based assessment. There is no external HSC examination.

**Mandatory modules Preliminary:** *Achieving through English: English and the worlds of education, careers and community. HSC: We are Australians: English in citizenship, community and cultural identity.***

**Elective modules**

*Telling us all about it – English and the media On the road – English and the experience of travel Digital worlds – English for the web Playing the game – English in sport Landscapes of the mind – English and the creative arts The way we worked – English for exploring the past through industrial events in Australia In the marketplace – English and the world of business Discovery and investigation – English and the sciences Part of the family – English and family life The big screen – English in film-making.*

**Modules and levels of challenge**

Elective modules may be studied in either the Preliminary course or the HSC course but it is expected that as students progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.
**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.
<table>
<thead>
<tr>
<th><strong>Course:</strong> Sport, Lifestyle and Recreation Studies</th>
</tr>
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<tbody>
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</tr>
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<td><strong>Exclusions:</strong> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</td>
</tr>
</tbody>
</table>

**Course Description**

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

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

The course is 70% practical and 30% theory.

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.

**Main Topics Covered**

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.
<table>
<thead>
<tr>
<th>Course: Sport, Lifestyle and Recreation Studies/Rugby League</th>
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</thead>
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<td><strong>Content Endorsed Course</strong></td>
</tr>
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<td><strong>Course Description</strong></td>
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<td>• Fitness</td>
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<td>• Specific Sports - Rugby League</td>
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<tr>
<td>• Outdoor Recreation</td>
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<tr>
<td>• Sports Administration - Level 1 Certificate</td>
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<td>• Coaching- Level 1 Certificate</td>
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