

# Good Samaritan Catholic College



Journeying with  
Compassion

Year 11 2008

Subject Selection Information

Dear Students

This booklet is designed to help you make wise decisions about your pattern of study for Year 11 2008. Choosing to continue with schooling, past the compulsory years is a significant milestone in your life journey. Having made this decision it is now important that you take the time to consider your options. Listen carefully to the advice you will be given and make realistic assessments of your abilities and interests. Senior study requires increased commitment and application. All senior courses are demanding, but by choosing courses that match your abilities and interests you will be able to minimise stress and to maximise your chances of an enjoyable, successful two years.

As well as the information contained in this booklet you are advised to read carefully the information contained in both the Board of Studies booklet you have received and the UAC Guide so that you are aware of prerequisites for courses if you are planning to attend University. Your teachers at Good Samaritan will also be happy to discuss options with you.

The staff at Good Samaritan are looking forward to continuing to work with you during the next two years. We hope to challenge you to strive for personal excellence and to become independent, self-motivated learners. The next two years will be a time for us to work together as we help and support one another to successfully complete Years 11 and 12. We are looking forward to having young women and men who can leave Good Samaritan well qualified and prepared to live full Christian lives in which they continue to live out our school motto "Journeying with Compassion".

Yours faithfully

John Lo Cascio  
Principal

## **GUIDELINES AND REGULATIONS FOR THE AWARD OF THE HSC**

### **To be eligible for the HSC students must:**

- ❖ Have gained the School Certificate.
- ❖ Be enrolled in a NSW Government school, a registered and accredited non-government school or a TAFE institution.
- ❖ Study a permitted combination of courses.
- ❖ Complete the requirements for each course, including any necessary practical or project work.
- ❖ Complete all tasks in the school's internal assessment program.
- ❖ Sit for and make a genuine attempt for the Higher School Certificate exams.
- ❖ Satisfactorily complete at least 12 units in the preliminary study pattern and at least 10 units in the HSC pattern.
- ❖ Study at least six units of Board Developed Courses.
- ❖ Study at least two units of a Board Developed Course in English.
- ❖ Study at least three courses of 2 unit value or greater.
- ❖ Study at least four subjects.

### **In addition to the above rules, students at Good Samaritan Catholic College must:**

Include at least one unit of Studies of Religion in their preliminary program, and either one unit of Studies of Religion or Catholic Studies in their HSC program.

Students at Good Samaritan Catholic College take 12 units for the Preliminary Year.

### **HSC Documentation**

Upon successful completion of the Higher School Certificate students will receive:

- ❖ The Higher School Certificate Testamur
- ❖ The Higher School Certificate Record of Achievement which will show examination marks, assessment marks, HSC mark and performance band for each course.
- ❖ Course Reports which give the assessment and examination marks, the course performance scale and the distribution of HSC marks statewide. The students HSC mark is shown on the performance scale.
- ❖ A Certificate for VET courses if all requirements of the AQF VET Certificate have been met or A Statement of Attainment if partial completion has occurred.

## **Board of Studies Rules Regarding Application and Attendance**

### **Satisfactory Completion**

A student will be considered to have satisfactorily completed a course if in the Principal's view there is sufficient evidence that the student has:

- 1) followed the course developed by the Board.
- 2) applied themselves with diligence and sustained effort to the set tasks and experiences.
- 3) achieved some or all of the course outcomes.

### **Attendance**

While the Board of Studies does not mandate attendance requirements, it is left to the discretion of the Principal to determine if students have been present often enough to have met the satisfactory completion criteria. It is therefore essential that senior students have regular attendance at school and that all absences are satisfactorily explained. It may be necessary to supply a Doctor's Certificate in cases of illness.

### **Assessment**

Students are required to complete school-based assessment tasks for most Board Developed HSC courses.

School-based assessment counts for 50% of the overall mark in each course. It is reported on the Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

For VET courses, students are assessed on their competency in performing work-related tasks. This assessment counts towards the VET qualification but not towards the HSC mark.

More information will be given about assessment early next year in the Assessment booklet.

**INFORMATION TO HELP YOU WITH  
SENIOR SUBJECT SELECTION**

## **Preliminary and HSC Courses**

Senior courses are divided into Preliminary and HSC components. Preliminary courses begin Term 1, Year 11 and conclude at the end of Term 3, Year 11. HSC courses begin when students have satisfactorily completed the requirements of the preliminary course.

## **Units**

Courses are divided into units of study. Each unit requires approximately 60 hours of classroom study per year.

## **Extension**

Extension study is available in some subjects. Extension study in English and Mathematics begins in the preliminary year, but in other subjects not until the HSC year. Extension courses are challenging and should only be undertaken by students who have already demonstrated success in those subjects.

## **Type of Course**

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

## **Board Developed Courses**

These are the courses for which the Board of Studies, develops the syllabuses and sets the HSC examinations. They count towards the Universities Admission Index. Board developed courses are given a category for the purpose of calculating the Universities Admissions Index. No more than 2 units of Category B Courses can be used in the calculation of the UAI.

## **Category A Board Developed Courses offered at Good Samaritan Catholic College are:**

Ancient History	Italian Continuers
Biology	Legal Studies
Business Studies	Mathematics
Chemistry	Modern History
Community and Family Studies	Music 1
Design & Technology	Personal Development, Health & Physical Education
Drama	Physics
Economics	Preliminary Mathematics Extension
English Standard	Preliminary English Extension
English Advanced	Senior Science
Fundamentals of English	Studies of Religion I
Food Technology	Studies of Religion II
General Mathematics	Software Design & Development
Geography	Textiles and Design
Information Processes & Technology	Visual Arts
Italian Beginners	

## **Category B Board Developed Courses offered at Good Samaritan Catholic College are:**

- Business Services\*
- Hospitality \*
- Retail Operations \*
- Industrial Technology

\* These courses are also Vocational Education and Training (VET) Curriculum Framework Courses, which mean they have accreditation from industry. Students who complete these courses successfully, not only can count them towards their HSC but receive an additional certificate giving them advanced standing at accredited TAFE courses.

### **Board Endorsed Courses**

These courses count towards the Higher School Certificate and are listed on the Record of Achievement. They do not count towards the calculation of the UAI, nor do they have an external examination. They are useful courses for students who wish to study at TAFE or seek employment.

### **The following courses fall under this category:**

Exploring Early Childhood  
Photography, Video and Digital Imaging  
Sport, Lifestyle and Recreation Studies  
Visual Design

### **External Courses**

In some instances, students may elect to enrol at courses offered by Saturday Schools of Community Languages, Open High School, Distance Education or TAFE. These students must still choose 12 units of study at school. This may be reviewed during the year if the student's performance in the subject is satisfactory. There are additional fees / charges for some of these courses which are not covered by school fees.

### **VET Courses**

Vocational Education and Training (VET) courses have the following characteristics that distinguish them from other courses studied for the HSC. They are:

- designed to meet industry training needs
- supported by industry in curriculum design and course delivery
- derived from national training packages
- written and assessed in competency based terms
- designed to provide clearly defined pathways to further education, training and employment
- accredited by the Board of Studies for the HSC and under the Australian Qualifications Framework (AQF) for industry

Most VET courses lead to an AQF Certificate I or II, depending on the units of competency you have achieved in the course.

One Category B course can contribute to your UAI as long as you sit the HSC examination.

### **TAFE Courses**

A limited number of places are available for students to study courses at TAFE, which are not offered at Good Samaritan. Students need to apply to be considered for these courses. These courses count towards the HSC, give students advanced standing at TAFE and in some instances, may be able to be included in UAI calculations. Students are required to contribute \$75.00 per unit towards the costs of these courses.

## **Additional Costs**

Some subjects may include excursions, tutorials and project materials throughout the year. A summary of additional costs has been included in this booklet.

## **UAI**

The Universities Admission Index (UAI) is a number between 0.00 and 100.00 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that Universities use to rank students for admission purposes. The UAI is calculated by the Universities and students who have applied for one receive it about the same time as they receive their HSC results.

To be eligible for a UAI, students must complete at least 10 units (including at least two units of English) of Board Developed courses for which there are formal examinations conducted by the Board of Studies.

Board Developed courses must include at least three courses of two units or greater and at least four subjects.

The UAI is based on an aggregate of scaled marks in 10 units of Board Developed courses, and must include :

- ❖ Eight units from Category A courses
- ❖ Two units of English
- ❖ Three Board Developed Courses of 2 Units or more
- ❖ Four subjects

## **Sport**

Sport is a compulsory component of the Year 11 curriculum. All students will continue to participate in the Tuesday afternoon recreation or competitive sport program. Once the HSC year begins, other subjects or activities may be arranged during the sport afternoon for Year 12 students.

## **Choosing Subjects**

The choice of subjects for the Preliminary and HSC year is a very important one.

Students should consider the following:

- ❖ Demonstrated abilities in the junior school
- ❖ Interest and enjoyment in particular subjects
- ❖ Possible career choices
- ❖ Advice of teachers

The demands of both the Preliminary and HSC courses are significantly greater than Year 10 courses. There will need to be increased commitment to homework, assignments, reading and exam preparation. Students will certainly find it easier to make this commitment if they have chosen subjects wisely.

**Career Goal**

If students are planning a particular career or tertiary course, it is important they check in advance of any requirements that the University or TAFE may have.

Books such as the UAC (Universities Admission Centre) Handbook and the TAFE Handbook are available through the College Library.

Students are advised to contact the Institutions directly if they have particular questions.

**COURSE SUMMARIES FOR  
SUBJECTS OFFERED AT  
GOOD SAMARITAN CATHOLIC COLLEGE  
2008**

# BOARD DEVELOPED COURSES

Catholic Studies	Studies of Religion I Studies of Religion II
CAPA	Drama Music 1 Visual Arts
English	English (Standard) English (Advanced) Preliminary English Extension Fundamentals of English
HSIE	Ancient History Business Studies Economics Geography Legal Studies Modern History
Languages	Italian Beginners Italian Continuers
Mathematics	General Mathematics Mathematics Mathematics Extension 1
PDHPE	Community and Family Studies Personal Development Health and Physical Education
Science	Biology Chemistry Physics Senior Science
TAS	Design and Technology Engineering Studies Food Technology Industrial Technology Information Processes and Technology Software Design and Development Textiles and Design

## **VET COURSES**

- Business Services
  - Hospitality
- Retail Operations

## **BOARD ENDORSED COURSES**

- Exploring Early Childhood
- Photography, Video and Digital Imaging
- Sports, Lifestyle and Recreation Studies
  - Visual Design

## ADDITIONAL COSTS PER SUBJECT

<b>Ancient History</b>	If relevant exhibition is available, \$20 (Yr 12)
<b>Biology</b>	Approximately \$50 over 2 years for Excursions
<b>Business Studies</b>	Approximately \$30 for excursions
<b>Chemistry</b>	Approximately \$30 for Excursions
<b>Community &amp; Family Studies</b>	Approximately \$40
<b>Design &amp; Technology</b>	Project materials and Excursion \$80 (Yr 12)
<b>Drama</b>	Approximately \$60 over 2 years for Excursions
<b>Economics</b>	Approximately \$30 for excursions
<b>Engineering Studies</b>	Project materials and excursion - \$40 (Yr 12)
<b>English Advanced</b>	Approximately \$40 – Possible Incursion / Excursion Cost
<b>English Standard</b>	Approximately \$40 – Possible Incursion / Excursion Cost
<b>English Ext 1</b>	Approximately \$30 – Possible Incursion / Excursion Cost
<b>Exploring Early Childhood</b>	Approximately \$30
<b>Food Technology</b>	Excursion - \$30 (Yr 11)
<b>Geography</b>	Cost of overnight fieldwork trip \$100
<b>Industrial Technology</b>	Projects and materials (\$100)
<b>Legal Studies</b>	Approximately \$40 for excursions (Yr 12)
<b>Modern History</b>	No Cost unless relevant seminar becomes available
<b>Music 1</b>	Approximately \$60 over 2 years for Excursions
<b>Personal Development, Health and Physical Education</b>	Approximately \$80 – First Aid Certificate
<b>Photography, Video &amp; Digital Imaging</b>	Approximately \$20 for Excursion
<b>Physics</b>	Approximately \$50 over 2 years for Excursions
<b>Sport, Lifestyle &amp; Recreation Studies</b>	Approximately \$150 – Outdoor Recreation Camp
<b>Textiles &amp; Design</b>	Project materials plus excursions (Approximately \$60)
<b>Visual Arts</b>	Approximately \$40 over 2 years for Excursions
<b>Visual Design</b>	Approximately \$20 for Excursion – plus project materials costs

<b>Course:</b> English (Standard)		<b>Course No:</b> 15130	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> English (Advanced); English (ESL) English (Extension)	
<p><b>Course Description</b></p> <p>In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.</p> <p>In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.</li> </ul> <p><b>HSC Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>			
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English (Standard) Course</b> students are required to:</p> <ul style="list-style-type: none"> <li>▪ study Australian and other texts</li> <li>▪ explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film <b>or</b> media <b>or</b> multimedia texts</li> <li>▪ undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</li> <li>▪ integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</li> <li>▪ engage in the integrated study of language and text.</li> </ul> <p><b>HSC English (Standard) Course requires the close study of:</b></p> <ul style="list-style-type: none"> <li>▪ at least four types of prescribed text, one drawn from <b>each</b> of the following categories: prose fiction; drama; poetry; nonfiction <b>or</b> film <b>or</b> media <b>or</b> multimedia texts</li> <li>▪ a wide range of additional related texts and textual forms</li> <li>▪ prescribed stimulus booklet.</li> </ul>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A written examination paper consisting of:	40	Area of Study (common course content)	40
<b>Paper 1 (2 hours)</b> Area of Study (common course content)		Module A	20
		Module B	20
		Module C	20
			100
<b>Paper 2 (2 hours)</b> Module A Module B Module C	60	<b>Assessment across the language modes</b>	
		Listening	15
		Speaking	15
		Reading	25
		Writing	30
		Viewing and representing	15
	100		100

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

<b>Courses:</b> Preliminary English Extension HSC English Extension 1 HSC English Extension 2		<b>Course No:</b> <b>Course No:</b> 15160 <b>Course No:</b> 15170	
1 unit of study for each of Preliminary and HSC			
<b>Prerequisites:</b> (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			
<b>Exclusions:</b> English (Standard); Fundamentals of English; English (ESL)			
<b>Course Description</b> 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.			
<b>Main Topics Covered</b>			
<b>Preliminary Extension Course</b> The course has one mandatory section: Module: Texts, Culture and Value.			
<b>HSC English Extension Course 1</b> The course has one section. Students must complete one elective chosen from one of the three modules offered for study:			
<ul style="list-style-type: none"> <li>▪ Module A: Genre</li> <li>▪ Module B: Texts and Ways of Thinking</li> <li>▪ Module C: Language and Values.</li> </ul>			
<b>HSC English Extension Course 2</b> The course requires students to complete a Major Work.			
<b>Particular Course Requirements</b>			
In the <b>Preliminary English (Extension) Course</b> 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.			
<b>HSC English Extension Course 1</b> requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2003 and 2004 Electives and Prescribed Texts).			
<b>HSC English Extension Course 2</b> requires completion of a Major Work and a statement of reflection.			
<b>Assessment: HSC English Extension Course 1</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A written examination of two hours duration	50	Module A, B or C	50
	50		50
			<b>Assessment across the language modes:</b> <ul style="list-style-type: none"> <li>▪ Speaking and listening</li> <li>▪ Reading and writing</li> <li>▪ Viewing and representing</li> </ul>
			50
<b>Assessment: HSC English Extension Course 2</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Submission of Major Work</b> Including a 1000–1500 word (maximum) reflection statement	50	<b>Proposal:</b> Presentations of proposal for Major Work	10
		<b>Viva Voce:</b> Interview and discussion/exploration of the work in progress	20
		<b>Report:</b> The impact of independent investigation on the development of the Major Work	20

	50		50
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<b>Course:</b> Fundamentals of English	<b>Course No:</b>
2 unit Preliminary course of study It may be delivered flexibly across the Preliminary and HSC years. Board Developed Course	
<b>Exclusions:</b> English (Advanced); English (Extension)	
<b>Course Description</b> This is a skills-based course with opportunities for flexible delivery to meet students' needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.	
<b>Fundamentals of English Course</b> Students undertake: <ul style="list-style-type: none"> <li>▪ Module A: Approaches to Area of Study in English (Compulsory)</li> </ul> and up to four additional Modules chosen from: <ul style="list-style-type: none"> <li>▪ Module B: Oral Communication Skills</li> <li>▪ Module C: Writing for Study</li> <li>▪ Module D: Investigative Skills</li> <li>▪ Module E: Workplace Communication.</li> </ul>	
<b>Particular Course Requirements</b> All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.	

**This course will suit students of Standard English who are looking to improve their study and composition of a variety of text types, particularly texts that will be required for both Preliminary and HSC courses.**

<b>Course:</b> General Mathematics		<b>Course No:</b> 15230	
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Prerequisites:</b> 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 <i>Trigonometry</i> and <i>Further Algebra</i>.</p> <p><b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with General Mathematics.</p>			
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>			
<b>Main Topics Covered</b>			
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Financial Mathematics</li> <li>▪ Data Analysis</li> <li>▪ Measurement</li> <li>▪ Probability</li> <li>▪ Algebraic Modelling</li> </ul>		<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Financial Mathematics</li> <li>▪ Data Analysis</li> <li>▪ Measurement</li> <li>▪ Probability</li> <li>▪ Algebraic Modelling</li> </ul>	
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<p>A single HSC examination of two and one half hours' duration.</p> <p>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.</p> <p>Calculators, including graphics calculators, that meet Board requirements (as advised through the Official Notices section of the <i>Board Bulletin</i>) may be used.</p> <p>Geometrical instruments and approved geometrical templates may be used.</p>	100	<p>A variety of assessment tasks across all of the content of the course.</p> <p>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.</p>	00
	100		100

<b>Course:</b> Mathematics	<b>Course No:</b> 15240		
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Prerequisites:</b> 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.</p> <p><b>Exclusions:</b> General Mathematics</p>			
<p><b>Course Description</b></p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>			
<p><b>Main Topics Covered</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Basic arithmetic and algebra</li> <li>▪ Real functions</li> <li>▪ Trigonometric ratios</li> <li>▪ Linear functions</li> <li>▪ The quadratic polynomial and the parabola</li> <li>▪ Plane geometry – geometrical properties</li> <li>▪ Tangent to a curve and derivative of a function</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Coordinate methods in geometry</li> <li>▪ Applications of geometrical properties</li> <li>▪ Geometrical applications of differentiation</li> <li>▪ Integration</li> <li>▪ Trigonometric functions</li> <li>▪ Logarithmic and exponential functions</li> <li>▪ Applications of calculus to the physical world</li> <li>▪ Probability</li> <li>▪ Series and series applications</li> </ul> </td> </tr> </table>		<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Basic arithmetic and algebra</li> <li>▪ Real functions</li> <li>▪ Trigonometric ratios</li> <li>▪ Linear functions</li> <li>▪ The quadratic polynomial and the parabola</li> <li>▪ Plane geometry – geometrical properties</li> <li>▪ Tangent to a curve and derivative of a function</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Coordinate methods in geometry</li> <li>▪ Applications of geometrical properties</li> <li>▪ Geometrical applications of differentiation</li> <li>▪ Integration</li> <li>▪ Trigonometric functions</li> <li>▪ Logarithmic and exponential functions</li> <li>▪ Applications of calculus to the physical world</li> <li>▪ Probability</li> <li>▪ Series and series applications</li> </ul>
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<b>External Assessment</b>	<b>Internal Assessment</b>		
<p>A single written examination paper of three hours duration, consisting of ten questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (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.</p> <p>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.</p>		

<p><b>Course:</b> Mathematics Extension 1</p> <p><b>Course No:</b> 15250</p> <p>1 unit in each of Preliminary (<i>Preliminary Mathematics Extension</i>) and HSC Board Developed Course</p> <p><b>Prerequisites:</b> 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.</p> <p><b>Exclusions:</b> General Mathematics</p> <p><b>Course Description</b> 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.</p> <p><b>Main Topics Covered</b></p> <table border="0"> <tr> <td data-bbox="164 801 831 1339"> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Other inequalities</li> <li>▪ Further geometry</li> <li>▪ Further trigonometry</li> <li>▪ Angles between two lines</li> <li>▪ Internal and external division of lines into given ratios</li> <li>▪ Parametric representation</li> <li>▪ Permutations and combinations</li> <li>▪ Polynomials</li> <li>▪ Harder applications of the Mathematics Preliminary course topics</li> </ul> </td> <td data-bbox="831 801 1487 1339"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Methods of integration</li> <li>▪ Primitive of <math>\sin^2 x</math> and <math>\cos^2 x</math></li> <li>▪ Equation <math>\frac{dN}{dt} = k(N - P)</math></li> <li>▪ Velocity and acceleration as a function of <math>x</math></li> <li>▪ Projectile motion</li> <li>▪ Simple harmonic motion</li> <li>▪ Inverse functions and inverse trigonometric functions</li> <li>▪ Induction</li> <li>▪ Binomial theorem</li> <li>▪ Further probability</li> <li>▪ Iterative methods for numerical estimation of the roots of a polynomial equation</li> <li>▪ Harder applications of Mathematics HSC course topics</li> </ul> </td> </tr> </table>	<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Other inequalities</li> <li>▪ Further geometry</li> <li>▪ Further trigonometry</li> <li>▪ Angles between two lines</li> <li>▪ Internal and external division of lines into given ratios</li> <li>▪ Parametric representation</li> <li>▪ Permutations and combinations</li> <li>▪ Polynomials</li> <li>▪ Harder applications of the Mathematics Preliminary course topics</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Methods of integration</li> <li>▪ Primitive of <math>\sin^2 x</math> and <math>\cos^2 x</math></li> <li>▪ Equation <math>\frac{dN}{dt} = k(N - P)</math></li> <li>▪ Velocity and acceleration as a function of <math>x</math></li> <li>▪ Projectile motion</li> <li>▪ Simple harmonic motion</li> <li>▪ Inverse functions and inverse trigonometric functions</li> <li>▪ Induction</li> <li>▪ Binomial theorem</li> <li>▪ Further probability</li> <li>▪ Iterative methods for numerical estimation of the roots of a polynomial equation</li> <li>▪ Harder applications of Mathematics HSC course topics</li> </ul>	<p><b>External Assessment</b></p> <p>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.</p> <p>No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p><b>Internal Assessment</b></p> <p>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.</p> <p>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).</p>
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Other inequalities</li> <li>▪ Further geometry</li> <li>▪ Further trigonometry</li> <li>▪ Angles between two lines</li> <li>▪ Internal and external division of lines into given ratios</li> <li>▪ Parametric representation</li> <li>▪ Permutations and combinations</li> <li>▪ Polynomials</li> <li>▪ Harder applications of the Mathematics Preliminary course topics</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Methods of integration</li> <li>▪ Primitive of <math>\sin^2 x</math> and <math>\cos^2 x</math></li> <li>▪ Equation <math>\frac{dN}{dt} = k(N - P)</math></li> <li>▪ Velocity and acceleration as a function of <math>x</math></li> <li>▪ Projectile motion</li> <li>▪ Simple harmonic motion</li> <li>▪ Inverse functions and inverse trigonometric functions</li> <li>▪ Induction</li> <li>▪ Binomial theorem</li> <li>▪ Further probability</li> <li>▪ Iterative methods for numerical estimation of the roots of a polynomial equation</li> <li>▪ Harder applications of Mathematics HSC course topics</li> </ul>			



<b>Course:</b> Biology		<b>Course No:</b> 15030	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Senior Science (Preliminary only)	
<p><b>Course Description</b> Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on 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.</p> <p>The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>			
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• A Local Ecosystem</li> <li>• Patterns in Nature</li> <li>• Life on Earth</li> <li>• Evolution of Australian Biota</li> </ul>		<p><b>HSC Course</b> <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Maintaining a Balance</li> <li>• Blueprint of Life</li> <li>• The Search for Better Health</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Biotechnology</li> <li>• Genetics: The Code Broken?</li> <li>• The Human Story</li> <li>• Biochemistry</li> </ul>	
<p><b>Particular Course Requirements</b> 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).</p> <p>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.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination consisting of:		Knowledge and understanding: - Prescribed Focus Areas (outcomes H1–H5) - Domain (outcomes H6–H10).	40
Core Modules <i>Multiple-choice questions</i> <i>Short-answer questions</i>	75	Skills in planning and conducting first-hand investigations, and in communicating information and understanding based on these investigations.	30
Options (one only to be attempted) <i>Short-answer part-questions</i>	25	Skills in scientific thinking, problem solving and in communicating understanding and conclusions.	30
Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.		<b>Note:</b> No more than 50% weighting may be allocated to examinations and topic tests.	

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<b>Course:</b> Chemistry		<b>Course No:</b> 15050	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Senior Science (Preliminary only)	
<p><b>Course Description</b> Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.</p> <p>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.</p> <p>The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>			
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• The Chemical Earth</li> <li>• Metals</li> <li>• Water</li> <li>• Energy</li> </ul>		<p><b>HSC Course</b> <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Production of Materials</li> <li>• The Acidic Environment</li> <li>• Chemical Monitoring and Management</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>• Industrial Chemistry</li> <li>• Shipwrecks, Corrosion and Conservation</li> <li>• The Biochemistry of Movement</li> <li>• The Chemistry of Art</li> <li>• Forensic Chemistry</li> </ul>	
<p><b>Particular Course Requirements</b> 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.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination consisting of:  Core Modules <i>Multiple-choice questions</i> <i>Short-answer questions</i>  Options (one only to be attempted) <i>Short-answer part-questions</i>  Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.	75   25	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.  <b>Note:</b> No more than 50% weighting may be allocated to examinations and topic tests.	40   30  30

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<b>Course:</b> Physics		<b>Course No:</b> 15330	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Senior Science (Preliminary only)	
<p><b>Course Description</b> Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.</p> <p>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.</p> <p>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.</p>			
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• The World Communicates</li> <li>• Electrical Energy in the Home</li> <li>• Moving About</li> <li>• The Cosmic Engine</li> </ul>		<p><b>HSC Course</b> <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Space</li> <li>• Motors and Generators</li> <li>• From Ideas to Implementation</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>• Geophysics</li> <li>• Medical Physics</li> <li>• Astrophysics</li> <li>• From Quanta to Quarks</li> <li>• The Age of Silicon</li> </ul>	
<p><b>Particular Course Requirements</b> 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).</p> <p>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.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination consisting of:		Knowledge and understanding: - Prescribed Focus Areas (outcomes H1–H5) - Domain (outcomes H6–H10).	40
Core Modules <i>Multiple-choice questions</i> <i>Short-answer questions</i>	75	Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations.	30
Options (one only to be attempted) <i>Short-answer part-questions</i>	25	Skills in scientific thinking, problem solving and in communicating understanding and conclusions.	30
Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.		<b>Note:</b> No more than 50% weighting may be allocated to examinations and topic tests.	

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<b>Course:</b> HSC Ancient History 2 units for each of Preliminary and HSC Board Developed Course		<b>Course No:</b> 15020  <b>Exclusions:</b> Nil	
<p>Course Description</p> <p>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.</p> <p>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.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <li>• <b>Part 1: Introduction</b> <ul style="list-style-type: none"> <li>○ Investigating the past: History, Archaeology and Science</li> <li>○ Case Studies (at least ONE)</li> </ul> </li> <li>• <b>Part II: Studies of Ancient Societies, Sites and Sources</b> At least ONE study to be chosen.</li> <li>• <b>Part III: Historical Investigation</b> 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.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part I: Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum (25%)</li> <li>• <b>Part II:</b> ONE Ancient Society (25%)</li> <li>• <b>Part III:</b> ONE Personality in their Times (25%)</li> <li>• <b>Part IV:</b> ONE Historical Period (25%)</li> </ul>			
<p>Particular Course Requirements</p> <p>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.</p>			
<p>Assessment: HSC Course only</p>			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:			
<b>Section I:</b> Core Source-based short-answer questions	25	Oral Presentation	10
<b>Section II:</b> Ancient Societies A question in 4 or 5 parts	25	Research	25
<b>Section III:</b> Personalities in their Times A question in 2 or 3 parts	25	Source analysis	25
<b>Section IV:</b> Historical Periods Extended response	25	Examination/test items	40
	100		100

<b>Course:</b> HSC Modern History 2 units for each of Preliminary and HSC Board Developed Course		<b>Course No:</b> 15270  <b>Exclusions:</b> Nil	
<p>Course Description</p> <p>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.</p> <p>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.</p>			
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> <li>• <b>Part 1: Case Studies</b> (50%) At least TWO Case Studies should be undertaken.</li> <li>• <b>Part II: Historical Investigation</b> (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.</li> <li>• <b>Part III: Core Study: The World at the Beginning of the C20th</b> (30%) A source-based approach is to be used.</li> </ul> <p>HSC Course</p> <ul style="list-style-type: none"> <li>• <b>Part I: Core Study: World War I: 1914–1919: A source-based study</b> (25%)</li> <li>• <b>Part II: ONE National Study</b> (25%)</li> <li>• <b>Part III: ONE Personality in the C20th</b> (25%)</li> <li>• <b>Part IV: ONE International Study in Peace and Conflict</b> (25%)</li> </ul>			
<p>Particular Course Requirements</p> <p>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.</p>			
<p>Assessment: HSC Course only</p>			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:			
<b>Section I: Core</b> Source-based short-answer questions	25	Oral Presentation	10
<b>Section II: National Studies</b> Extended response	25	Research	25
<b>Section III: Personalities in the C20th</b> Extended response in 2 parts	25	Source analysis	25
<b>Section IV: International Studies in Peace and Conflict</b> Extended response	25	Examination/test items	40



<b>Course:</b> Music 1		<b>Course No:</b> 15290	
2 units for each of Preliminary and HSC Board Developed Course <b>Prerequisites:</b> Music mandatory course (or equivalent) <b>Exclusions:</b> Music 2			
<b>Course Description</b> In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
<b>Main Topics Covered</b> 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.			
<b>Particular Course Requirements</b> <b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> 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.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Core Performance (one piece) Written examination – Aural Skills (45–60 minutes) Electives Three electives from any combination of: Performance (one piece) Composition (one submitted composition) Musicology (one <i>viva voce</i> )	10 30	Core Performance Core Composition Core Musicology Core Aural	10 10 10 25
▪ Elective 1	20	Elective 1	15
▪ Elective 2	20	Elective 2	15
▪ Elective 3	20	Elective 3	15
	100		100

<b>Course:</b> Business Studies		<b>Course No:</b> 15040	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b> Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>▪ Nature of Business (25%) – the nature and role of business</li> <li>▪ Key Business Functions (30%) – analysis of nature and role of key business functions</li> <li>▪ Establishing a Business (25%) – issues and steps in establishing and maintaining a business</li> <li>▪ Developing a Business Plan (20%) – the role of planning for success in business</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>▪ Business Management and Change (20%) – the nature and responsibilities of management</li> <li>▪ Financial Planning and Management (20%) – financial management for success in business</li> <li>▪ Marketing (20%) – the nature and role of marketing for business</li> <li>▪ Employment Relations (20%) – the nature of effective employment relations in business</li> <li>▪ Global Business (20%) – the implications of globalisation on business</li> </ul>			
<b>Particular Course Requirements</b>			
In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination, including multiple-choice, short answer and extended response questions	100	Tests and internal exams Research and analysis of case studies Stimulus-based skills	50 30 20
	100		100

<b>Course:</b> Community and Family Studies		<b>Course No:</b> 15060	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>▪ <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>▪ <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>▪ <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>▪ <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b> Select <b>one</b> of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> <li>▪ <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>▪ <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>▪ <b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>			
<p><b>Particular Course Requirements</b> Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination: <b>Section I</b> Part A – multiple choice Part B – short answer Part C – two questions, one on each of the HSC core modules: ▪ Groups in Context ▪ Parenting and Caring <b>Section II</b> Three questions, one on each of the HSC option modules: ▪ Family and Societal Interactions ▪ Social Impact of Technology ▪ Individuals and Work Candidates attempt one question only	10 15 50  25	<b>Core</b> Research Methodology Groups in Context Parenting and Caring <b>Options</b> Family and Societal Interactions Social Impact of Technology Individuals and Work	75   25
	100		100

<b>Course:</b> Design and Technology		<b>Course No:</b> 15080	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b> Students study design processes, design theory and factors in relation to design projects.</p> <p>In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects.</p> <p>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.</p>			
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> 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.</p> <p><b>HSC Course</b> 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.</p>			
<p><b>Particular Course Requirements</b> 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.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<p><b>Section I:</b> 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.</p> <p><b>Section II:</b> 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.</p>	40	<p>Innovation and Emerging Technologies, including a compulsory case study of an innovation</p> <p>Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)</p>	40
	60		60
	100		100

<b>Course:</b> Drama		<b>Course No:</b> 15090	
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<b>Course Description</b> Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. <b>Preliminary Course</b> Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. <b>HSC Course</b> 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 <b>Group Performance</b> (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 <b>Individual Project</b> , students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.			
<b>Main Topics Covered</b>  <b>Preliminary Course</b> Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles  <b>HSC Course</b> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project			
<b>Particular Course Requirements</b> 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 <i>Course Prescriptions</i> 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.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Group Presentation (Core)	30	Australian Drama and Theatre Studies in Drama and Theatre	30 30
Individual Project	30	Development of Group Performance Development of Individual Project	20 20
A 1½-hour written examination comprising two compulsory sections: ▪ Australian Drama and Theatre (Core) ▪ Studies in Drama and Theatre	40		
	100		100

<b>Course:</b> Economics		<b>Course No:</b> 15110	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b> 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.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>▪ Introduction to Economics (10%) – the nature of economics and the operation of an economy</li> <li>▪ Consumers and Business (10%) – the role of consumers and business in the economy</li> <li>▪ Markets (20%) – the role of markets, demand, supply and competition</li> <li>▪ Labour Markets (20%) – the workforce and role of labour in the economy</li> <li>▪ Financial Markets (20%) – the financial market in Australia including the share market</li> <li>▪ Government in the Economy (20%) – the role of government in the Australian economy.</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>▪ The Global Economy (25%) – Features of the global economy and globalisation</li> <li>▪ Australia's Place in the Global Economy (25%) – Australia's trade and finance</li> <li>▪ Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.</li> <li>▪ Economic Policies and Management (25%) – the range of policies to manage the economy.</li> </ul>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination, including multiple-choice, short answer and extended response questions	100	Tests/exams Research, investigation and communication Stimulus-based skills	50 30 20
	100		100

<b>Course:</b> Engineering Studies		<b>Course No:</b> 15120	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b> Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.</p>			
<p><b>Preliminary Course</b> Students undertake the study and develop an engineering report for each of 5 modules:</p> <ul style="list-style-type: none"> <li>▪ three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems</li> <li>▪ one focus module relating to the field of Bio-Engineering</li> <li>▪ one school-based elective module.</li> </ul>			
<p><b>HSC Course</b> Students undertake the study and develop an engineering report for each of 5 modules:</p> <ul style="list-style-type: none"> <li>▪ three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices</li> <li>▪ two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li> </ul>			
<p><b>Particular Course Requirements</b> Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.</p>			
<p><b>Additional Information:</b> Competent Mathematics students may find the analytical components of this course stimulating, whereas students who have not achieved well in Maths will find some parts of this course challenging. Students who commit their time and other resources enjoy exploring and demonstrating their understanding through designing, producing and testing models. Engineering reports provide opportunities for students to investigate the application of engineering concepts in the following areas: Household Appliances, Landscape Products, Braking Systems, Bio Engineering, Civil Structures, Transport, Lift Devices, Telecommunication and Aeronautical Engineering. University Engineering Faculties assisted in designing this syllabus and therefore accept Engineering Studies as a replacement subject when Physics is nominated as a prerequisite subject. Most students enjoy the mix of practical learning experiences, mathematical calculations, material science, problem solving and drawing.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination: <b>Section I</b> – Multiple-choice – Application Modules <b>Section II</b> – Short structured responses – Historical and societal influence – Scope of the Profession – Application and Focus Modules <b>Section III</b> – Short structured responses – All modules – Engineering reports	10  70     20	Tasks relating to module content exclusive of the Engineering reports   Engineering reports	65   35
	100		100

<b>Course:</b> Food Technology		<b>Course No:</b> 15180	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b> 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.</p>			
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Food Availability and Selection (30%)</li> <li>▪ Food Quality (40%)</li> <li>▪ Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ The Australian Food Industry (15%)</li> <li>▪ Food Manufacture (30%)</li> <li>▪ Food Product Development (30%)</li> <li>▪ Options – Contemporary Food Issues in Nutrition (25%) or – Contemporary Food Issues in the Marketplace (25%)</li> </ul>			
<p><b>Particular Course Requirements</b> 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.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<p><b>Core</b></p> <ul style="list-style-type: none"> <li>▪ <b>The Australian Food Industry</b> <ul style="list-style-type: none"> <li>– multiple-choice</li> <li>– short structured items</li> </ul> </li> <li>▪ <b>Food Manufacture, Food Product Development</b> <ul style="list-style-type: none"> <li>– multiple-choice</li> <li>– short structured items</li> <li>– extended structured response</li> </ul> </li> </ul> <p><b>Options</b></p> <ul style="list-style-type: none"> <li>▪ <b>Contemporary Food Issues: Nutrition</b> <ul style="list-style-type: none"> <li>– short structured items</li> <li>– extended response</li> </ul> </li> <li>or</li> <li>▪ <b>Contemporary Food Issues: Marketplace</b> <ul style="list-style-type: none"> <li>– short structured items</li> <li>– extended response</li> </ul> </li> </ul>	<p>15</p> <p>30</p> <p>30</p> <p>25</p>	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace)</li> <li>▪ Research, analysis and communication</li> <li>▪ Experimentation and preparation</li> <li>▪ Design, implementation and evaluation</li> </ul>	<p>20</p> <p>30</p> <p>30</p> <p>20</p>
	100		100

<b>Course:</b> Geography		<b>Course No:</b> 15190	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b>			
<p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>			
<b>Preliminary Course</b>			
<p>Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.  Global Challenges (45%) – geographical study of issues at a global scale.  Senior Geography Project (10%) – a geographical study of student's own choosing.</p>			
<b>HSC Course</b>			
<p>Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection.  Urban Places (33%) – study of cities and urban dynamics.  People and Economic Activity (33%) – geographic study of economic activity in a local and global context.</p>			
<b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
<b>Particular Course Requirements</b>			
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination		Fieldwork	10
Multiple-choice	15	Geographical research	20
Short answers	25	Interpretation and synthesis of geographical stimulus	30
Extended responses	60	Geographical writing	40
	100		100



<b>Course:</b> Information Processes and Technology		<b>Course No:</b> 15210	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description</b> 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.			
<b>Preliminary Course: Introduction to Information Skills and Systems (20%)</b> <ul style="list-style-type: none"> <li>▪ Information Systems in Context</li> <li>▪ Information Processes</li> <li>▪ Digital Representation of Data</li> <li>▪ Classification of Information Systems</li> <li>▪ Social and Ethical Issues</li> </ul> <b>Tools for Information Processes (40%)</b> <ul style="list-style-type: none"> <li>▪ Collecting</li> <li>▪ Organising</li> <li>▪ Analysing</li> <li>▪ Storing and Retrieving</li> <li>▪ Processing</li> <li>▪ Transmitting and Receiving</li> <li>▪ Displaying</li> </ul> <b>Planning, Design and Implementation (20%)</b> <ul style="list-style-type: none"> <li>▪ Understanding the Problem to be Solved</li> <li>▪ Making Decisions</li> <li>▪ Designing Solutions</li> <li>▪ Implementing</li> <li>▪ Testing, Evaluating and Maintaining</li> <li>▪ Social and Ethical Issues</li> </ul> <b>Personal and Groups Systems and Projects (20%)</b> <ul style="list-style-type: none"> <li>▪ Personal Information Systems</li> <li>▪ Group Information Systems</li> </ul>		<b>HSC Course Project(s) (20%)</b> <ul style="list-style-type: none"> <li>▪ Understanding the Problem</li> <li>▪ Making Decisions</li> <li>▪ Designing Solutions</li> <li>▪ Project Management</li> <li>▪ Social and Ethical Design</li> <li>▪ Implementing</li> <li>▪ Testing, Evaluating and Maintaining</li> </ul> <b>Information Systems and Databases (20%)</b> <ul style="list-style-type: none"> <li>▪ Information Systems</li> <li>▪ Examples of Database Information Systems</li> <li>▪ Organisation Methods</li> <li>▪ Storage and Retrieval</li> <li>▪ Other Information Processes</li> <li>▪ Issues related to Information Systems</li> </ul> <b>Communication Systems (20%)</b> <ul style="list-style-type: none"> <li>▪ Characteristics of Communication Systems</li> <li>▪ Examples of Communication Systems</li> <li>▪ Transmitting and Receiving in Communication Systems</li> <li>▪ Other Information Processes in Communication Systems</li> <li>▪ Issues Related to Communication Systems</li> </ul> <b>Option Strands (40%)</b> Students will select two of the following options: <ul style="list-style-type: none"> <li>▪ Transaction Processing Systems</li> <li>▪ Decision Support Systems</li> <li>▪ Automated Manufacturing Systems</li> <li>▪ Multimedia Systems</li> </ul>	
<b>Particular Course Requirements</b> 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.			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination	100	Project(s) Information Systems and Databases Communication Systems Option Strand (two of the following) – Transaction Processing Systems – Decision Support Systems – Automated Manufacturing Systems – Multimedia Systems	20 20 20 40
	100		100

<b>Course:</b> Legal Studies		<b>Course No:</b> 15220	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b></p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>			
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Part I – The Legal System (40% of course time)</li> <li>▪ Part II – The Individual and the State (20% of course time)</li> <li>▪ Part III – The Law in Focus (40% of course time)</li> </ul> <p>Applications of this part as the dynamic context for the study of Parts I and II in the following common areas:</p> <ul style="list-style-type: none"> <li>▪ Status under the law</li> <li>▪ Mechanisms for achieving justice</li> <li>▪ Responsiveness of the legal system.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Law and Society (25% of course time)</li> <li>▪ Focus Study: Crime (25% of course time)</li> <li>▪ Additional Focus Studies (50% of course time)</li> </ul> <p>Students will study two focus studies chosen from:</p> <ul style="list-style-type: none"> <li>▪ Consumers</li> <li>▪ Family</li> <li>▪ Global environment</li> <li>▪ Indigenous peoples</li> <li>▪ Shelter</li> <li>▪ Technological change</li> <li>▪ Workplace</li> <li>▪ World order.</li> </ul> <p><b>Key themes incorporated across all topics:</b> Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>			
<b>Particular Course Requirements</b> No special requirements			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination: Law and Society	25	Examination/Class Tests	50
Crime	25	Research	40
Focus Studies	50	Oral	10
	100		100

<b>Course:</b> Personal Development, Health and Physical Education		<b>Course No:</b> 15320	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>			
<p><b>Preliminary Course</b></p> <p><b>Core Topics (70%)</b></p> <ul style="list-style-type: none"> <li>▪ Meanings of Health and Physical Activity</li> <li>▪ Better Health for Individuals</li> <li>▪ The Body in Motion</li> </ul> <p><b>Optional Component (30%)</b> Students to select <b>two</b> options each from:</p> <ul style="list-style-type: none"> <li>▪ First Aid</li> <li>▪ Composition and Performance</li> <li>▪ Fitness Choices</li> <li>▪ Outdoor Recreation</li> </ul>		<p><b>HSC Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>▪ Health Priorities in Australia</li> <li>▪ Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b> Students to select <b>two</b> options each from:</p> <ul style="list-style-type: none"> <li>▪ The Health of Young People</li> <li>▪ Sport and Physical Activity in Australian Society</li> <li>▪ Sports Medicine</li> <li>▪ Improving Performance</li> <li>▪ Equity and Health</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In addition to core studies, students select <b>two</b> options in each of the Preliminary and HSC courses.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written paper		Core	60
Part A – multiple choice	20	Options	40
Part B – short answer and extended response related to core	40		
Part C – short answer and extended response related to two options	40		
	100		100

<b>Course:</b> Senior Science		<b>Course No:</b> 15340	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics	
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern students who have completed the Preliminary course in Biology, Chemistry, Earth and Environment Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics.</p>			
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>▪ Water for Living</li> <li>▪ Plants</li> <li>▪ Humans at Work</li> <li>▪ The Local Environment</li> </ul>		<p><b>HSC Course</b></p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>▪ Lifestyle Chemistry</li> <li>▪ Medical Technology – Bionics</li> <li>▪ Information Systems</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>▪ Polymers</li> <li>▪ Preservatives and Additives</li> <li>▪ Pharmaceuticals</li> <li>▪ Disasters</li> <li>▪ Space Science</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>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).</p> <p>The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. 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.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination consisting of:		Knowledge and understanding:	40
Core Modules	75	- Prescribed Focus Areas (outcomes H1–H5)	
<i>Multiple-choice questions</i>		- Domain (outcomes H6–H10).	
<i>Short-answer questions</i>		Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations.	30
Options (one only to be attempted)	25	Skills in scientific thinking, problem solving and in communicating understanding and conclusions.	30
<i>Short-answer part-questions</i>		<b>Note:</b>	
Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.		No more than 50% weighting may be allocated to examinations and topic tests.	
	100		100

<b>Course:</b> Software Design and Development		<b>Course No:</b> 15360	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b></p> <p>The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.</p>			
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Concepts and Issues in the Design and Development of Software <ul style="list-style-type: none"> <li>– Social and ethical issues</li> <li>– Hardware and software</li> <li>– Software development approaches</li> </ul> </li> <li>▪ Introduction to Software Development <ul style="list-style-type: none"> <li>– Defining the problem and planning software solutions</li> <li>– Building software solutions</li> <li>– Checking software solutions</li> <li>– Modifying software solutions</li> </ul> </li> <li>▪ Developing software solutions</li> </ul>		<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Development and Impact of Software Solutions <ul style="list-style-type: none"> <li>– Social and ethical issues</li> <li>– Application of software development approaches</li> </ul> </li> <li>▪ Software Development Cycle <ul style="list-style-type: none"> <li>– Defining and understanding the problem</li> <li>– Planning and design of software solutions</li> <li>– Implementation of software solutions</li> <li>– Testing and evaluation of software solutions</li> <li>– Maintenance of software solutions</li> </ul> </li> <li>▪ Developing a Solution Package Options: <ul style="list-style-type: none"> <li>– Evolution of programming languages <b>or</b> Software developer’s view of the hardware</li> </ul> </li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. There are software and course specifications.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<p><b>Section I</b> – Twenty multiple-choice questions relating to:</p> <ul style="list-style-type: none"> <li>– Development and Impact of Software Solutions</li> <li>– Software Development Cycle</li> <li>– Developing a Solution Package</li> </ul> <p><b>Section II</b> – Three short structured response questions relating to:</p> <ul style="list-style-type: none"> <li>– Development and Impact of Software Solutions</li> <li>– Software Development Cycle</li> <li>– Developing a Solution Package</li> </ul> <p><b>Section III</b> – Students select one question from either:</p> <ul style="list-style-type: none"> <li>– Evolution of Programming Languages</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>– Software Developer’s View of the Hardware</li> </ul>	20	Knowledge and understanding about development and impact of software solutions and the software development cycle	20
		Design and development of software solutions	35
	60	Project management techniques, including documentation, teamwork and communication	20
		Project(s)	25
	20		
	100		100

**COURSE: STUDIES OF RELIGION I****UNIT VALUE:** 1 UNIT**DEVELOPED/ENDORSED:** BOARD DEVELOPED COURSE**COURSE AIMS:**

The aim of Studies of Religion is to promote an understanding and awareness of the nature of Religion and significance of Religion and the influence of belief systems and religious traditions on individuals within society.

**COURSE CONTENT**

The course is divided into three components: Nature and study of Religion and Beliefs, Religious Tradition Study 1 and Religious Tradition Study 2

<b>TOPIC AREA</b>	<b>SOR1</b>
Nature of Religion and Beliefs	Preliminary
Religious Tradition Study 1 – Christianity	Preliminary
Religious Tradition Study 2	Preliminary
Religion and Belief Systems in Australia post 1945	H.S.C
Religious Tradition Depth Study 1– Christianity	H.S.C
Religious Tradition Depth Study 2	H.S.C

**ASSESSMENT COMPONENTS AND WEIGHTING****STUDIES OF RELIGION 1 – PRELIMINARY COURSE**

<b>Component</b>	<b>Weighting</b>
Nature of Religion and Beliefs	15
Religious Tradition Studies	35
Total	50

**STUDIES OF RELIGION 1 – H.S.C COURSE**

<b>Component</b>	<b>Weighting</b>
Religion and Belief Systems in Australia post - 1945	15
Religious Tradition Depth Studies	35
Total	50

**COURSE FEES:** Excursions and Guest speakers on a needs basis depending on Tradition Study selected.

**EXCLUSIONS:** Studies of Religion II

COURSE:

STUDIES OF RELIGION II

**UNIT VALUE:** 2 UNIT

**DEVELOPED/ENDORSED:** BOARD DEVELOPED COURSE

**COURSE AIMS:**

The aim of Studies of Religion is to promote an understanding and awareness of the nature of Religion and significance of Religion and the influence of belief systems and religious traditions on individuals within society.

**COURSE CONTENT**

The course is divided into six components: Nature and study of Religion and Beliefs, Religious Tradition Study 1 and Religious Tradition Study 2, Religious Tradition Study 3, Religions of Ancient Origin and Religion in Australia pre-1945

TOPIC AREA	SORII
Nature of Religion and Beliefs	Preliminary
Religious Tradition Study 1 – Christianity	Preliminary
Religious Tradition Study 2	Preliminary
Religious Tradition Study 3	Preliminary
Religions of Ancient Origin	Preliminary
Religion in Australia pre -1945	Preliminary
Religion and Belief Systems in Australia post -1945	H.S.C
Religious Tradition Study 1 – Christianity	H.S.C
Religious Tradition Study 2	H.S.C
Religious Tradition Study 3	H.S.C
Religion and Peace	H.S.C
Religion and Non-Religion	H.S.C

**ASSESSMENT COMPONENTS AND WEIGHTING**

**STUDIES OF RELIGION II – PRELIMINARY COURSE**

Component	Weighting
Nature of Religion and Beliefs	15
Religious Tradition Depth Studies	50
Religions of Ancient Origin	20
Religion in Australia pre-1945	15
Total	100

**STUDIES OF RELIGION 1I – H.S.C COURSE**

Component	Weighting
Religion and Belief Systems in Australia post - 1945	15
Religious Tradition Depth Studies	50
Religion and Peace	20
Religion and Non Religion	15
Total	100

**COURSE FEES:** Excursions and Guest speakers on a needs basis depending on Tradition Study selected.

**STUDENTS FOR WHOM THIS COURSE IS DESIGNED**

Studies of Religion II is a rigorous, challenging course which attempts to give students a deeper understanding of Religion within different religious traditions. This course will develop a strong sense of spiritual and educational awareness and will develop student's current understanding of Religion.

<b>Course:</b> Textiles and Design		<b>Course No:</b> 15390	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description</b></p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects.</p> <p>The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p>			
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Design (40%)</li> <li>▪ Properties and Performance of Textiles (50%)</li> <li>▪ The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Design (20%)</li> <li>▪ Properties and Performance of Textiles (20%)</li> <li>▪ The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>▪ Major Textiles Project (50%).</li> </ul>			
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study Design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A written examination of 1½-hours	50	Textile, Clothing, Footwear and Allied Industries	10
Major Textiles Project	50	Properties and Performance of Textiles	20
		Design	20
		Major Textiles Project	50
	100		100

**Course:** Visual Arts

**Course No:** 15400

2 units for each of Preliminary and HSC  
Board Developed Course

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

**Course Description**

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

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

**Preliminary Course** learning opportunities focus on:

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

**HSC Course** learning opportunities focus on:

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

**Particular Course Requirements**

**Preliminary Course:**

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

**HSC Course:**

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

**Assessment: HSC Course only**

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

Course: Italian Beginners		Course No: 15790	
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Italian Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual			
<b>Course Description</b> The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.  In the HSC course students will extend and refine their communication skills in Italian in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.			
<b>Main Topics Covered</b>			
Family life, home and neighbourhood		Friends, recreation and pastimes	
People, places and communities		Holidays, travel and tourism	
Education and work		Future plans and aspirations	
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Oral Examination:	20	Listening Speaking Reading Writing	30 20 30 20
Written Examination:			
Listening	30		
Reading	30		
Writing	20		
	100		100

**Course:** Italian Continuers

**Course No:** 15800

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

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

**Exclusions:** Italian Beginners.

**Course Description**

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

**Themes:**

- the individual
- the Italian-speaking communities
- the changing world.

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Italian culture through texts.

**Particular Course Requirements:** Nil

**Assessment: HSC Course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A ten-minute oral examination: Conversation	20	Speaking Listening and responding Reading and responding	20 25 40
A three-hour written examination: Listening and responding Reading and responding – Part A – Part B Writing in Italian	25 25 15 15	Writing in Italian	15
	100		100

**Course:** Business Services (240 indicative hours)

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

**Course Description**

This course is intended for students who wish to work in clerical and administrative occupations.

It is based on units of competency developed by the business services industry to describe the competencies, skills and knowledge needed by clerical-administrative workers.

It incorporates units of competency from Certificates II and III in Business.

**Main Topics Covered**

Students concentrate on developing a range of skills required to work effectively and safely in a modern office environment. These include oral and written communication skills, information handling and record keeping, processing financial documents and operating office equipment including computers.

**Particular Course Requirements**

Students must complete a minimum of 70 hours work placement.

**Assessment**

**Competency-based Assessment**

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

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

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

**External Assessment (optional HSC examination)**

The Higher School Certificate examination for 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.

**Qualifications**

- Students who are assessed as competent in 12 of the units of competency in this course are eligible for Certificate II in Business.
- Students who are assessed as competent in all 14 units of competency in this course will also have 2 units of competency towards Certificate III in Business.
- Students who are assessed as competent in some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate II.

## Hospitality Curriculum Framework

This curriculum framework includes courses which are accredited for the HSC **and** provide students with the opportunity to obtain nationally recognised vocational qualifications.

### Qualifications

Depending on the selection and achievement of units of competency:

- Students who are assessed as competent in units of competency in Hospitality (120 indicative hours) will be eligible for Certificate I in Hospitality (Kitchen Operations) or Certificate I in Hospitality (Operations).
- Students who are assessed as competent in units of competency in Hospitality (240 indicative hours) will be eligible for Certificate II in Hospitality (Operations) or a Statement of Attainment showing partial completion of Certificate III in Hospitality (Operations) or a Statement of Attainment showing partial completion of Certificate II in Hospitality (Kitchen Operations).
- Students who are assessed as competent in units of competency in Hospitality Extension (60 or 120 indicative hours) will be eligible for a Statement of Attainment showing partial completion of Certificate III in Hospitality (Operations) or Certificate II in Hospitality (Kitchen Operations).
- Students who are assessed as competent in some units of competency will be eligible for a Statement of Attainment showing partial completion of the relevant certificate.

### Exclusions

- Students may not undertake the same or equivalent unit of competency/VET module in more than one VET course.
- The Hospitality Curriculum Framework contains some common units with the Tourism and Entertainment Curriculum Frameworks.

**Course:** Hospitality (240 indicative hours)

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

### **Course Description**

This course provides students with the opportunity to gain a range of skills and knowledge suitable for employment in a hospitality environment and to provide pathways for university and other tertiary study. The course is based on units of competency which have been developed by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

### **Main Topics Covered**

Through completion of the compulsory units of competency students develop skills required to work effectively in a hospitality environment including:

- work with customers and colleagues
- work in a socially diverse environment
- follow health, safety, security and hygiene procedures
- clean premises and equipment
- receive and store stock
- verbal and non-verbal communication
- teamwork
- hospitality industry awareness.

The course also provides students with an opportunity to develop additional competencies in an area of interest – Commercial Cookery, Food and Beverage or Accommodation Services.

### **Particular Course Requirements**

Students must complete a minimum of 70 hours work placement.

### **Assessment**

#### **Competency-based Assessment**

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

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

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

#### **External Assessment (optional HSC examination)**

The Higher School Certificate examination for 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.

**Qualifications**

- Students who undertake the Commercial Cookery Strand and are assessed as competent in units of competency in Hospitality (240 indicative hours) will be eligible for Certificate II in Hospitality (Operations) or a Statement of Attainment showing partial completion of Certificate III in Hospitality (Operations) or a Statement of Attainment showing partial completion of Certificate II in Hospitality (Kitchen Operations).
- Students who undertake the Food and Beverage or Accommodation Services Strand and are assessed as competent in units of competency in Hospitality (240 indicative hours) will be eligible for Certificate II in Hospitality (Operations) or a Statement of Attainment showing partial completion of Certificate III in Hospitality (Operations).
- Students who are assessed as competent in some units of competency will be eligible for a Statement of Attainment showing partial completion of the Certificate.

**Course:** Retail Operations (240 indicative hours)

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

**Course Description**

This course is for students who wish to work in the retail industry, either as a long-term career or in part-time or temporary retail jobs.

It is based on units of competency which have been developed by the retail industry to describe the competencies, skills and knowledge needed by workers in this industry.

**Main Topics Covered**

The course concentrates on developing the skills to work effectively in a retail environment including communicating with customers and staff, working safely and effectively and operating retail equipment. Students will be able to develop further competencies in selling products and services, operating point-of-sale equipment including cash registers and terminals, interacting with customers, stocktaking and security procedures.

**Particular Course Requirements**

Students must complete a minimum of 70 hours work placement.

**Assessment**

**Competency-based Assessment**

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

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

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

**External Assessment (optional HSC examination)**

The Higher School Certificate examination for Retail Operations (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

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

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

**Qualifications**

Students who are assessed as competent in some or all units of competency in Retail (240 indicative hours) will be eligible for a Statement of Attainment showing partial completion of Certificate II in Retail Operations.

**Course:** Exploring Early Childhood

Content Endorsed Course

**Exclusions:** Nil

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

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

**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.

**Course:** Sport, Lifestyle and Recreation Studies

Content Endorsed Course

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

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

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

Through the course students will develop:

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

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

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

**Course:** Visual Design

Content Endorsed Course

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

**Course Description**

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

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

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

**Main Topics Covered**

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

- graphic design
- wearable design
- product design
- interior/exterior design.

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

**Particular Course Requirements**

Students are required to keep a diary throughout the course.