Morisset High School

Senior School Prospectus
Year 11 – 2012
Year 12 – 2013

- Information
- HSC
- Requirements
- Choices
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## COURSE DESCRIPTIONS

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INTRODUCTION

Welcome to the Senior School at Morisset High School. The School has a proud reputation for fostering maturity, commitment & individual achievement and we hope that you will strive to maintain and enhance this reputation.

The entry into the Senior School (referred to as Stage 6) can be a difficult and demanding process. Students are expected to take control of their own learning, and approach their classwork, behaviour, presentation and commitment in a mature manner.

There are many support services available to assist students with this demanding period of their education - the Year Advisers, teachers, Head Teachers, Senior Executive, Careers Adviser and counsellors. Stage 6 is when everybody involved works together to achieve maximum benefits for students. We aim to establish a positive rapport with ALL students in Stage 6 to enhance outcomes.

An Information Evening has been organised for Tuesday 15th June in the school hall. All year 10 students and parents are invited.

Mr C. Pierpoint
Deputy Principal

THE NEW HSC

Year 11 students in 2012 will undertake a two-year program of study in order to qualify for the highest educational award in NSW schools, the Higher School Certificate (HSC).

The New HSC is designed to meet the needs of students in today’s society. Its emphasis is on rigour and standards which assist students to attain their goals in relation to employment, further training, and university entry. It aims to cater for a range of interests and abilities.

Courses are presented in a 2-unit structure, with extension courses available in some subjects for more in-depth study. Vocational Education and Training (VET) courses across a range of industries will count towards the HSC. Each HSC course consists of two parts: The Preliminary Course (studied in terms 1, 2 & 3 of year 11), and The HSC Course (studied from term 4 of year 11 into year 12).

More information is contained in the following Board of Studies publication: “Studying for the NSW HSC – An Information Booklet for Year 10 Students”

Detailed reports in each course will communicate what students know, understand, and can do.

NOTE: This prospectus contains information current at the time of writing. Students will be notified of any changes as they occur.
REQUIREMENTS FOR THE AWARD OF THE HSC

To qualify for a Higher School Certificate:

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

• you must satisfactorily complete courses with a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary and the HSC courses must include the following:
  - at least six (6) units from Board Developed Courses including at least two (2) units of a Board Developed Course in English
  - at least three (3) courses of 2-units value or greater
  - at least four (4) subjects

  NOTE: A subject is the general name given to an area of study. A course is a branch of study within a subject. For example, English is a subject including the courses English Standard, English Advanced, HSC English Extension 1, etc).

• at most, six (6) units of courses in Science can contribute to HSC eligibility.

• you must have sat for and made a serious attempt at the HSC examinations.

To be eligible for the award of the HSC, all candidates must satisfactorily complete the two distinct stages prescribed by the Board of Studies.

Preliminary Course

The Preliminary course is studied in year 11 until the end of Term 3. To satisfactorily complete the minimum 12 units of study, a student must:

• complete classwork, tests and homework to a level which meets the designated outcomes of the course

• complete the prescribed Assessment Tasks

• have a record of attendance in each subject that allow the outcomes of the course to be met (a minimum of 90% of all lessons is recommended)

Content covered in all Preliminary courses is a prerequisite for HSC courses, but is not necessarily examined in the final HSC examination.

Class teachers may rule that a student has not met the course outcomes. In this case, a non-completion determination (N-Award) will be given. The Principal decides on any appeals lodged against a ‘N’ determination.

HSC Course

The HSC course commences in Term 4 of Year 11. The requirements are the same as for the Preliminary course.

School-based assessment tasks will contribute 50% of your final HSC mark. The other 50% will come from the HSC examination.
WHAT ARE UNITS?

All courses have a unit value of either 1-unit or 2-units. Most are 2-units. Each unit involves class time of approximately two hours per week (60 hours per year), and has a value of 50 marks. Hence a 2-unit course has a value of 100 marks, and is studied for 4 hours per week (120 hours per year).

2-unit Course - The basic structure for all courses.
Value: 100 marks  Hours: 4 hrs per week

Extension Course - Builds on content of a 2-unit course; additional value of 1-unit.
At Morisset they are available in English and Mathematics at both Preliminary and HSC levels. The Preliminary Extension must be studied before the HSC Extension.
In other subjects, extension courses are only offered at HSC level.
Value: 50 marks  Hours: 2 hrs per week

WHAT IS THE ATAR?

ATAR stands for University Admission Index. It determines selection into universities in NSW and the ACT.

The ATAR is a number that provides a measure of a student’s overall academic achievement in the HSC in relation to that of other students, and allows the comparison of students who have completed different combinations of HSC courses.

To be eligible for a ATAR, you must complete at least 10 units of Board Developed Courses, including at least 2 units of English, in the HSC course. The BDCs must include at least four subjects and at least three courses of 2 units or greater.

The ATAR will be based on standardised marks in ten (10) units of BDCs comprising the best 2 units of English and the best eight (8) units from the remaining units, subject to the provision that no more than 2 units of Category B courses be included. That is, students who are eligible need to have completed at least 8 units of Category A courses for their ATAR to be based on 10 units. The category of courses is outlined later in this booklet.

ATAR-eligible students who have completed less than 8 units of Category A courses will still have a ATAR calculated, however, it will be based on less than 10 units. See the Careers Adviser or Deputy Principal for more details.

If a student repeats a course, only the last satisfactory attempt is used in the calculation of the ATAR.

For specific information on university entry requirements, see ‘University Entry Requirements Year 10 Booklet’, published by the University Admissions Centre, which is now available at the Careers office. This will assist you in making choices for HSC studies in preparation for university.

Students who do not wish to go to University will not need to select their subjects with a ATAR in mind, but should still be careful not to limit their future options.
HSC PATHWAYS

Most students complete their Preliminary and HSC studies in Years 11 & 12 over two years. However, the Board of Studies allows flexibility in the form of Pathways.

Accumulation

You may accumulate the HSC over a period of up to five (5) years. This allows students to combine their studies with work experience, part-time employment, training, or other responsibilities.

Students receive cumulative Records of Achievement for Preliminary and HSC courses attempted. In subjects which include extension courses, you may accumulate by completing the 2-unit course in one year, and the extension course in a later year.

NOTE: Requirements listed previously must still be met by part-time students.

Other Options

- You may repeat HSC courses, within the five year accumulation period. In the calculation of a University Admission Index (ATAR), the most recent mark in a course will be used.
- You may be granted credit for other studies (e.g. TAFE, overseas study).
- Acceleration is available to more able students to complete course content in a shorter time.
- HSC studies can be undertaken at the same time as a part-time traineeship.

LIFE SKILLS COURSES

Stage 6 Life Skills courses will be available for students following a Special Program of Study. Eligible students will usually need to have completed four Life Skills courses in Stage 5 (Years 9 and 10). In some cases, other students may be eligible for Life Skills courses in Key Learning Areas. This would be negotiated individually with students and parents.

Life Skills courses consist of a 2-unit Preliminary course and a 2-unit HSC course (120 indicative hours in each course). In the Special Program of Study, students may use a combination of Board Developed Life Skills courses, Board Developed courses, and Board Endorsed Courses.

The Board Developed Life Skills courses which will be available are:
- English Life Skills
- Mathematics Life Skills
- Science Life Skills
- PD/H/PE Life Skills
- Citizenship and Society Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and Community Life Skills
WHAT TYPES OF COURSES CAN I SELECT?

There are several different types of courses, and a number of ways of categorising them. This can sometimes be confusing. It is important that students ask questions to clarify any aspects that they are unsure of.

1. **Board Developed Courses**
2. **Board Endorsed Courses**
3. **VET Courses**

### 1. Board Developed Courses

These courses are written by the Board of Studies. All students entered for the HSC who are studying these courses follow the syllabuses provided. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR (most are Category A).

The following **Board Developed Courses** will be offered to year 11 students in 2011. It is important to note that classes in courses will only be formed if a sufficient number of students elect that course.

<table>
<thead>
<tr>
<th>Courses 2 Unit</th>
<th>Category</th>
<th>Preliminary Extension Courses - 1 Unit</th>
<th>HSC Extension Courses - 1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Biology</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Business Studies</td>
<td>A</td>
<td></td>
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<tr>
<td>Community &amp; Family Studies</td>
<td>A</td>
<td></td>
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<tr>
<td>Dance</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Design &amp; Technology</td>
<td>A</td>
<td></td>
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<tr>
<td>Drama</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Earth &amp; Environmental Science</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>English Standard *</td>
<td>A</td>
<td>Prelim.English Extension 1</td>
<td>HSC English Ext. 1 or 2</td>
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<tr>
<td>English Advanced *</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Food Technology</td>
<td>A</td>
<td></td>
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<tr>
<td>Geography</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>Industrial Technology - Timber</td>
<td>A</td>
<td></td>
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<td>Legal Studies</td>
<td>A</td>
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<tr>
<td>Mathematics – General #</td>
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<td>Mathematics #</td>
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<tr>
<td>Modern History</td>
<td>A</td>
<td></td>
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<tr>
<td>Music 1</td>
<td>A</td>
<td></td>
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<tr>
<td>Personal Development/ Health/PE</td>
<td>A</td>
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<tr>
<td>Physics</td>
<td>A</td>
<td></td>
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<tr>
<td>Senior Science</td>
<td>A</td>
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<tr>
<td>Society &amp; Culture</td>
<td>A</td>
<td></td>
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<tr>
<td>Software Design &amp; Development</td>
<td>A</td>
<td></td>
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<tr>
<td>Textiles &amp; Design</td>
<td>A</td>
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<tr>
<td>Visual Arts</td>
<td>A</td>
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Course Notes

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

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Music, Design & Technology, Community & Family Studies, Software Design & Development, English Extension 2, Textiles & Design and Society & Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

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

2. Board Endorsed Courses

The Board Endorsed Courses at Morisset High are referred to as Content Endorsed Courses. They are endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

- There is no external HSC examination for BEC’s.
- They do count towards the HSC and appear on your Record of Achievement.
- They do not count in the calculation of the ATAR (ie. Neither Category A or B).

The following Board Endorsed Courses will be offered for 2011. It is important to note that classes in courses will only formed if a sufficient number of students elect that course.

- Applied Mathematics
- Computer Application
- English Studies
- Exploring Early Childhood
- Marine Studies
- Photography, Video & Digital Imaging
- Sport, Lifestyle and Recreation Studies
- Work Studies
3. VET Courses

Vocational Education & Training Courses (VET) are offered both at school and at TAFE (see also TVET/TAFE section page 57).

Industry Curriculum Frameworks Courses (studied at school)

These courses are relevant to industry needs and have clear links to post-school destinations. They allow students to attain HSC qualifications and Australian Qualifications Framework accreditation, which is recognised by employers across Australia.

These courses:
- Are Board Developed Courses
- Are studied at school
- Count towards the HSC
- Are externally examined
- Are two unit courses that can be studied for two years
- Are Category B courses, meaning that only two units can contribute towards a ATAR.

The following VET courses will be offered at Morisset High for 2011. It is important to note that classes in courses will only be formed if a sufficient number of students elect that course.

- Business Services
- Construction
- Hospitality
- Information Technology
- Metal & Engineering
- Primary Industries
TVET - HSC COURSES STUDIED AT TAFE

All applications for TVET courses must be sent via the TVET Coordinator, Ms Burton. Applications are then processed by the Hunter Institute of TAFE and students are informed, by the end of this year, as to whether their application has been successful.

To give yourself the best possible chance of a position in a course, completed applications must be given to Ms Burton by end of August 2011.

TAFE courses are 2 UNITS of study, normally over ONE year and most do not count towards an ATAR.

The TAFE courses that DO count towards an ATAR are:

TVET - Accounting, Automotive, Electrotechnology, Entertainment, Nursing, Retail & Tourism & Events (all done at TAFE)

AND

SVET (TAFE courses done at school) eg Business Services, Construction, Hospitality, Information Technology, Metal & Engineering & Primary Industries.

These are 2 UNITS/CATEGORY B subjects and do count towards an ATAR but you can only count one of these subjects in an ATAR calculation.

EXTENSION COURSES: These are available after completing Preliminary VET courses in Hospitality, Business Services, Construction, Metals and Information Technology, Retail & are taught at TAFE.

TAFE DAYS: May be Mondays, Tuesdays, Wednesdays or Thursdays from 2pm to 6pm. We encourage students to participate in courses on Tuesdays so students don’t miss too many lessons at school.

TAFE CAMPUSES: Belmont, Glendale, Gosford, Hamilton, Kurri Kurri, Newcastle, Hunter Street, Ourimbah, Wyong.

TRAVEL: Students travel by trains which generally leave Morisset between 12pm to 1pm depending on the campus. Students going to Glendale must catch a bus from Cardiff station.

COST: All courses are FREE, but students must pay all travel costs.

More details on courses are available from Ms Burton or the website www.hunter.tafensw.edu.au→ TVET Courses (scroll down left hand side of home page)

If you are interested in doing a TVET Course you must see Ms Burton no later than 1st August 2011

Applications forms can be downloaded from the website or collected from Ms Burton.

NB You cannot apply directly to TAFE, your application MUST go through the school.
CHOOSING YOUR HSC PROGRAM AT MORISSET HIGH

In choosing your HSC pattern of study, you need to decide which program will best suit your needs and ability.

The school will attempt to offer three possible programs:

1. A ATAR Program – this is a program that will allow you to qualify for a ATAR (Australian Tertiary Admission Rank), and is suited to those students who wish to attain university entry.
2. A Vocational Education Program – this program places an emphasis on vocational education courses. These courses are concerned with gaining the necessary knowledge and skills to competently perform a job. This is a valuable program and should be considered as a worthwhile option if you do not wish to proceed to university.
3. A ATAR/Vocational Education Program – this program allows students to study some vocational education courses, but still qualify for a ATAR.

No program is seen as superior to the other. A program is best if it is the most suitable program for each individual student.

CHOOSING COURSES WITHIN YOUR HSC PROGRAM

In selecting courses it is wise to consider the following questions:

- Do I have an interest in the subject?
- Do I have the assumed knowledge expected at the end of Year 10? i.e. do I have the ability to cope with the level of difficulty associated with the subject? (The best rule to follow is: if there is a reasonable doubt in your mind, discuss your concerns with a teacher experienced in teaching that subject and if doubt still remains, do not select the subject).
- Am I aware of the subjects that are essential or desirable to prepare me for a particular career or tertiary course of study?

In relation to the last question, students should make themselves aware of:

- Matriculation requirements for tertiary entry.
- Assumed knowledge and pre-requisites for entry into specific tertiary courses.
- Particular requirements set by some occupations who allow direct entry for HSC leavers.

Whatever pattern of study you choose, it will be checked to ensure you have met all necessary conditions for the award of the HSC and ATAR.

The HSC provides flexibility and a wide range of opportunities. It is designed to allow you to structure a course of study to suit your individual needs and interests. In selecting your subjects, you should not be swayed by what your friends are choosing. Their needs will be different to yours. By making the decision to continue your education at our school, you are committing yourself to applying yourself in your chosen subjects fully in order to achieve your goals. We are here to help you achieve those goals, but we cannot do it for you. We look forward to a successful and fulfilling two years of study and hope that you do too.
PROCESS FOR DETERMINING CLASSES AND TIMETABLE LINES

While the school will attempt to cater for all students’ needs, the following points must be noted:

- **NOT ALL COURSES WILL RUN** – the school cannot staff or timetable for all courses that are offered. Courses will only run if there are sufficient numbers to make them viable.
- **NOT ALL STUDENT SELECTIONS CAN BE TIMETABLED** – courses with sufficient student interest will be offered on timetable lines that will be created to cater for the maximum number of students. Unfortunately, some students may find that two of their selected courses are on the same timetable line.

The process for determining the Year 11 curriculum and timetable is as follows:

1. Initial survey of students on the **Year 11 Course Survey Sheet** – students are asked to select the six subjects that they would prefer to study. This survey sheet must be signed by a parent and returned to the school on the student interview day. On this day, all year 10 students (and hopefully parents) will participate in organised interviews concerning courses or careers.
2. Using this survey, a grid of courses (timetable lines) will be constructed that cater for as many students as possible. Courses with insufficient student interest will not be offered on this grid. Students whose first choices cannot be catered for at this stage will be informed and asked to select from subjects with vacancies at this point.

ASSESSMENT AND REPORTING

- The new HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and performance scale.
- The new syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year’s School Certificate for the tests in English-literacy, Mathematics, Science, Australian History, Geography, Civics & Citizenship and Computing Skills.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported as a mark from 0 to 100 and as a Band that corresponds to a level of achievement (Band 1 to Band 6).

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

- The HSC Testamur
  *The official certificate confirming your achievement of all requirements for the award.*
- The Record of Achievement
  This document lists the courses you have studied and reports the marks and bands you have achieved.
- Course Reports
  *For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.*
- AQF VET Certificate
  Students in VET courses who successfully complete all requirements of an Australian Qualifications Framework VET Certificate. This includes a statement of units of competency satisfactorily achieved.
SECTION 1

ENGLISH
(Compulsory)

- Board Developed
**Course: English Studies**

**Course No:**

This new Stage 6 English Studies Course is a non-ATAR course

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

**Course Description**

*English Studies* addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.

Through the study of *English Studies* students will:

- experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning
- develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship
- develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts
- develop skills in planning and working both individually and collaboratively, and reflect on learning.

**Main Topics Covered**

**Preliminary Course** –

The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course. Other additional modules are to be selected from various elective modules below, considering factors such as students’ needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances. In total, *three to five modules*, including the mandatory module, will be studied in Preliminary. In addition, schools have the option of developing *one* 20-hour module of their own design to cater for the specific learning needs of their students.

**HSC Course** –

The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC course. Other additional modules are to be selected from various elective modules below, considering factors such as students’ needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances. In total, *three to five modules*, including the mandatory module, will be studied in the HSC course.

**Particular Course Requirements**

**Mandatory modules**

**Preliminary:** *Achieving through English: English and the worlds of education, careers and community.*

**HSC:** *We are Australians: English in citizenship, community and cultural identity.*

**Elective modules**

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

**Modules and levels of challenge**

Elective modules may be studied in either the Preliminary course or the HSC course but it is expected that as students progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.

**Assessment:** The course is not examined externally. Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
<td>Study of ideas and values in various texts, and how language and techniques used to convey meaning</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading, listening, viewing, writing, speaking, representing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills in using language effectively for a range of different purposes, audiences and contexts</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills in working individually and collaboratively</td>
<td>15</td>
</tr>
</tbody>
</table>

**Assumed knowledge:** Satisfactory completion of School Certificate English.

**Charges:** Nill

**Contact Person:** Mrs Berzins

**Head Teacher:** Mrs Berzins
Course: English (Standard)  
Course No: 15130

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

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

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

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

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

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of: Paper 1 (2 hours) Area of Study (common course content)</td>
<td>40</td>
<td>Area of Study (common course content) Module A Module B Module C</td>
<td>40 20 20 20</td>
</tr>
<tr>
<td>Paper 2 (2 hours) Module A Module B Module C</td>
<td>60</td>
<td>Assessment across the language modes Listening Speaking Reading Writing Viewing and representing</td>
<td>15 15 25 30 15</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td></td>
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</tbody>
</table>

Assumed knowledge: Satisfactory completion of School Certificate English.
Charges: Nil
Contact Person: Mrs Ford, Ms Starkey, Ms Read, Ms Veitch
Head Teacher: Mrs Berzins
**Course: English (Advanced)**

**Course No:** 15140

2 units for each of Preliminary and HSC

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

### Course Description

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

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

### Main Topics Covered

**Preliminary Course**

- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.

- Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.

**HSC Course**

- The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.

- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules A, B and C.

### Particular Course Requirements

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

- study Australian and other texts

- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film or media or multimedia texts

- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts

- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate

- engage in the integrated study of language and text.

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

- at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts

- a wide range of additional related texts and textual forms

- prescribed stimulus booklet.

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>(common course content)</td>
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</tr>
<tr>
<td>Area of Study (common course content)</td>
<td></td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
<td>60</td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Module C</td>
<td>20</td>
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<tr>
<td>Module B</td>
<td></td>
<td>Assessment across the language modes</td>
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<tr>
<td>Module C</td>
<td></td>
<td>Listening</td>
<td>15</td>
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<tr>
<td></td>
<td></td>
<td>Speaking</td>
<td>15</td>
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<td></td>
<td></td>
<td>Reading</td>
<td>15</td>
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<td></td>
<td></td>
<td>Writing</td>
<td>25</td>
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<tr>
<td></td>
<td></td>
<td>Viewing and representing</td>
<td>30</td>
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<td>15</td>
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</table>

### Assumed knowledge:
Grade A or B School Certificate English

### Charges:
Nil

### Contact Person:
Ms Read, Mrs Berzins, Ms Veitch

### Head Teacher:
Mrs Berzins
Courses: Preliminary English Extension  
HSC English Extension 1  
HSC English Extension 2

Course No:  
Course No: 15160  
Course No: 15170

1 unit of study for each of Preliminary and HSC

Prerequisites:  
(a) English (Advanced)  
(b) Preliminary English Extension is a prerequisite for English Extension Course 1  
(c) English Extension Course 1 is a prerequisite for English Extension Course 2

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

Course Description
In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

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

HSC English Extension Course 1
The course has one section. Students must complete one elective chosen from one of the three modules offered for study:
- Module A: Genre
- Module B: Texts and Ways of Thinking
- Module C: Language and Values.

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

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

HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2003 and 2004 Electives and Prescribed Texts).

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

Assessment: HSC English Extension Course 1

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

Assessment: HSC English Extension Course 2

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

Assumed knowledge: Completion of the School Certificate – Very good English skills
Charges: Nil
Contact Person: Mrs Berzins, Ms Read
Head Teacher: Mrs Berzins
SECTION 2

Board Developed Courses
**Course**: Ancient History  
2 units for each of Preliminary and HSC  
Board Developed Course

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

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

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

**Main Topics Covered**

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

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

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

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
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</tr>
<tr>
<td>Section I: Core Source-based short-answer questions</td>
<td>25</td>
<td>Oral Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Section II: Ancient Societies A question in 4 or 5 parts</td>
<td>25</td>
<td>Research</td>
<td>25</td>
</tr>
<tr>
<td>Section III: Personalities in their Times A question in 2 or 3 parts</td>
<td>25</td>
<td>Source analysis</td>
<td>25</td>
</tr>
<tr>
<td>Section IV: Historical Periods Extended response</td>
<td>25</td>
<td>Examination/test items</td>
<td>40</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**: Nil

**Charges**: Nil

**Contact Person**: Ms Richards, Mr Wilcher

**Head Teacher**: Mr Davies
Course: Biology  
Course No: 15030

2 units for each of Preliminary and HSC  
Board Developed Course

Exclusions: Senior Science (Preliminary only)

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

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

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

Topics Covered

**Preliminary Course**
- Biology Skills Module 8.1
- Core Modules
  - A Local Ecosystem
  - Patterns in Nature
  - Life on Earth
  - Evolution of Australian Biota

**HSC Course**
- Biology Skills Module 9.1
- Core Modules
  - Maintaining a Balance
  - Blueprint of Life
  - The Search for Better Health
- One Option from the following modules:
  - Communication
  - Biotechnology
  - Genetics: The Code Broken?
  - The Human Story
  - Biochemistry

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding: -</td>
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<tr>
<td>Core Modules</td>
<td>75</td>
<td>Prescribed Focus Areas</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td></td>
<td>(outcomes H1–H5)</td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>- Domain (outcomes H6–H10). 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.</td>
<td>30</td>
</tr>
<tr>
<td>Options (one only to be attempted) Options (one only to be attempted)</td>
<td>25</td>
<td>Note: No more than 50% weighting may be allocated to examinations and topic tests.</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer part-questions</td>
<td></td>
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<tr>
<td>Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>


Charges: Nil

Contact Person: Mrs Wolfenden, Mr Ross

Head Teacher: Mrs McDonald
Course: Business Studies  
Course No: 15040

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

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

Main Topics Covered

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

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination, including multiple-choice, short answer and extended response questions</td>
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<td>Tests and internal exams</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Research and analysis of case studies</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Stimulus-based skills</td>
<td>20</td>
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</tbody>
</table>

Assumed Knowledge: Nil
Charges: $10 per year
Contact Person: Mr Davies
Head Teacher: Mr Davies
Course: Community and Family Studies  
Course No: 15060

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description
Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

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

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

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination:</td>
<td></td>
<td>Core</td>
<td>75</td>
</tr>
<tr>
<td>Section I</td>
<td></td>
<td>Research Methodology</td>
<td></td>
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<tr>
<td>Part A – multiple choice</td>
<td>10</td>
<td>Groups in Context</td>
<td></td>
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<tr>
<td>Part B – short answer</td>
<td>15</td>
<td>Parenting and Caring</td>
<td></td>
</tr>
<tr>
<td>Part C – two questions, one on each of the HSC core modules:</td>
<td>50</td>
<td>Options</td>
<td>25</td>
</tr>
<tr>
<td>- Groups in Context</td>
<td></td>
<td>Family and Societal Interactions</td>
<td></td>
</tr>
<tr>
<td>- Parenting and Caring</td>
<td></td>
<td>Social Impact of Technology</td>
<td></td>
</tr>
<tr>
<td>Section II</td>
<td></td>
<td>Individuals and Work</td>
<td></td>
</tr>
<tr>
<td>Three questions, one on each of the HSC option modules:</td>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td>- Family and Societal Interactions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Social Impact of Technology</td>
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<td></td>
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<tr>
<td>- Individuals and Work</td>
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<tr>
<td>Candidates attempt one question only</td>
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</table>

Candidates attempt one question only

100

Assumed Knowledge: Nil

Charges: $15 per year

Contact Person: Mrs Dekker

Head Teacher: Mrs Dekker
Course: Dance

Course No: 15070

2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

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

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

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance</td>
<td>20</td>
<td>Core Performance</td>
<td>20</td>
</tr>
<tr>
<td>Solo dance and Viva voce</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Core Composition</td>
<td>20</td>
<td>Core Composition</td>
<td>20</td>
</tr>
<tr>
<td>Solo composition and Viva voce performed by another student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Appreciation</td>
<td>20</td>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>A written examination (one hour)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Study Option</td>
<td>40</td>
<td>Development of Major Study</td>
<td>40</td>
</tr>
<tr>
<td>• Major Study Performance</td>
<td></td>
<td></td>
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<tr>
<td>• One solo dance</td>
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<td></td>
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<tr>
<td>• Major Study Composition</td>
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<td></td>
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<tr>
<td>• One dance composition or</td>
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<td></td>
<td></td>
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<tr>
<td>• Major Study Appreciation</td>
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<td></td>
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<tr>
<td>• Written examination: 1 ¼-hours</td>
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Assumed Knowledge: Nil
Charges: Nil
Contact Person: Ms Ballantyne
Head Teacher: Ms Blaszczyk
Course: Design and Technology  
Course No: 15080

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

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

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

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

Main Topics Covered

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

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

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

Assessment: HSC Course only

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

Assumed Knowledge: Nil

Equipment: Students need to wear leather shoes and bring an apron for practical work
Charges: $40 per year
Contact Person: Mrs Bryde and Mrs Newman
Head Teacher: Mrs Dekker
Course: Drama
Course No: 15090

2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

HSC Course
Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.
The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.
For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered

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

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

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

Assessment: HSC Course only

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

100 100

Assumed Knowledge: Nil
Charges: $15 per year
Contact Person: Mrs Berzins, Ms Starkey
Head Teacher: Mrs Berzins
Course: Earth and Environmental Science

Course No: 15100

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description
Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students’ understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered

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

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

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

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

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

Assessment: HSC Course only

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

Assumed Knowledge: School Certificate Science
Charges: Nil
Contact Person: Mrs McDonald, Mr Victor
Head Teacher: Mrs McDonald
Course: Food Technology
Course No: 15180

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

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

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

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

Particular Course Requirements
There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.
In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.

Assessment: HSC Course only

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

Assumed knowledge: Nil
Equipment: Students are required to wear leather shoes for practical work.
Charges: $50 Year 11
         $40 Year 12
Contact Person: Mr Post
Head Teacher: Mrs Dekker
Course: Geography

Course No: 15190

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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

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

Preliminary Course
Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.
Global Challenges (45%) – geographical study of issues at a global scale.
Senior Geography Project (10%) – a geographical study of student's own choosing.

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

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination</td>
<td></td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>Multiple-choice</td>
<td>15</td>
<td>Geographical research</td>
<td>20</td>
</tr>
<tr>
<td>Short answers</td>
<td>25</td>
<td>Interpretation and synthesis of geographical stimulus</td>
<td>30</td>
</tr>
<tr>
<td>Extended responses</td>
<td>60</td>
<td>Geographical writing</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Assumed knowledge: Nil
Charges: $10 plus any related excursion costs
Contact Person: Mr Mitten, Mrs Middleton
Head Teacher: Mr Davies
Course: Industrial Technology - Timber Products & Furniture Industries  
Course No: 15200

2 units for each of Preliminary and HSC Board Developed Course – ATAR Category A

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

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

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

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

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 1/2-hour written examination</td>
<td>40</td>
<td>Industry Study</td>
<td>20</td>
</tr>
<tr>
<td>Section I</td>
<td></td>
<td>Designing, planning and management</td>
<td>20</td>
</tr>
<tr>
<td>10 multiple choice questions</td>
<td></td>
<td>Workplace communication</td>
<td></td>
</tr>
<tr>
<td>Industry Study, Design and Management, Workplace</td>
<td></td>
<td>Industry-specific content</td>
<td>10</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Section II</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short answer response questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questions specific to the industry focus area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1 essay question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Study, Design and Management, Workplace</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Communication, Industry Study.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Major Project and related management folio</td>
<td></td>
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</tbody>
</table>

Assumed knowledge: Nil
Charges: $50 prelim year, $40 HSC year
Contact Person: Mr Bettison
Head Teacher: Mrs Dekker
Course: Legal Studies  
Course No: 15220

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

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

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

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

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

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

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

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

Particular Course Requirements
No special requirements

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination:</td>
<td>100</td>
<td>Examination/Class Tests</td>
<td>50</td>
</tr>
<tr>
<td>Law and Society</td>
<td>25</td>
<td>Research</td>
<td>40</td>
</tr>
<tr>
<td>Crime</td>
<td>25</td>
<td>Oral</td>
<td>10</td>
</tr>
<tr>
<td>Focus Studies</td>
<td>50</td>
<td></td>
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</tr>
</tbody>
</table>

Assumed knowledge: Nil  
Charges: $10 plus any related excursion costs  
Contact Person: Mr Pringle  
Head Teacher: Mr Davies
Course: Mathematics Life Skills  
Course No: 16610

2 units each for the Preliminary and HSC  
Board Developed Course 

Exclusions: General Mathematics, Mathematics, Applied Mathematics

Course Description
The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school life. The course emphasises the application of mathematical operations to practical situations and the development of problem-solving in real-life situations. Students have the opportunity to develop their practical skills in operations and calculations with money as well as the management of their personal finances. They can develop the capacity to manage personal time and schedule activities. The course also provides students with the opportunity to develop skills in the use of measurement tools and units in a range of situations. 
Study in the Stage 6 Mathematics Life Skills course should enhance students’ access to community living, further education, training and employment.

Main Topics Covered
The structure of the Mathematics Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the collaborative curriculum planning process. Students may study outcomes and content selected from one or more of the following six modules:

- Numeration 
- Operations 
- Time 
- Space 
- Money 
- Measurement.

Teachers will design a program based on the selected syllabus outcomes and appropriate to the students' priorities, needs and interests.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>No external HSC Examination</td>
<td>Students are assessed internally in relation to the selected Mathematics Life Skills outcomes and content. Students may achieve Life Skills outcomes independently or with support. Demonstration of achievement of outcomes is recorded on the Profile of Student Achievement.</td>
</tr>
</tbody>
</table>

Charges: $10

Contact Person: Mr Mason

Head Teacher: Mr Mason
Course: Lifeskills Science  
Course No:

Board Developed Course  
Exclusions: All Preliminary and HSC Science Courses

Course Description
This course will develop knowledge and understanding of the relationship between people, our natural environment, other living things and energy. This course also develops skills and responsible attitudes that enable students to use and manage the earth’s resources in everyday living situations.

The study of Stage 6 Science Life Skills assists students to prepare for employment, further education and training and full and active participation in community life. In particular there are opportunities for students to gain recognition in vocational education and training.

Science is in our everyday lives and a general understanding of how our world works unravels many mysteries. This course is designed for students who have difficulty in achieving an outcome from the other Science courses offered and still would like to study Science. Lifeskills Science has no external exam. The Certificate received on satisfactory completion of this course will state that the student has achieved at a Lifeskills Science course.

Topics Covered Preliminary and HSC Years

The Earth and Its Surroundings  
Living Things  
Managing Resources in the Local Environment  
Horticulture  
Animal Care  
Obtaining and Using Energy

Particular Course Requirements
There are no pre-requisites for this course, most students enter this course from Stage 5 Lifeskills Science. The skills and knowledge acquired by students in this course of study is recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

The degree of recognition available varies. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Under current arrangements, the recognition available to students in relevant courses conducted by TAFE is described in the HSC/TAFE Credit Transfer Guide. Parents and Students may like to refer to this guide and be aware of the recognition available to their students. Information in relation to Life Skills courses can be found on the TAFE NSW website (www.tafensw.edu.au).

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement so that the degree of recognition available can be determined.

Assessment: There is NO external HSC Examination, Assessment is all internal

Internal Assessment
Assessment will be on-going and will be a student based presentation on the learning in each module. Students entered for Life Skills courses may achieve the designated outcomes independently or with support. Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support, and to list the most relevant examples of syllabus content that demonstrate achievement towards particular outcomes. This will be on their reports to show employers and training organisations.

Teachers: Mrs S McDonald, Mr R Victor, Mr A Ross, Mr M Allin Mrs E Wolfenden
<table>
<thead>
<tr>
<th>Course: General Mathematics</th>
<th>Course No: 15230</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
<td></td>
</tr>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> 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 <em>Trigonometry</em> and <em>Further Algebra</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Students may <strong>not</strong> study any other Stage 6 Mathematics course in conjunction with General Mathematics.</td>
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</tbody>
</table>

### Course Description

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

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

### Main Topics Covered

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

### Externally Assessed Work

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single HSC examination of two and one half hours’ duration.</td>
<td>100</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Calculators, including graphics calculators, that meet Board requirements (as advised through the Official Notices section of the Board Bulletin) may be used.</td>
<td></td>
</tr>
<tr>
<td>Geometrical instruments and approved geometrical templates may be used.</td>
<td></td>
</tr>
</tbody>
</table>

### Internally Assessed Work

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of assessment tasks across all of the content of the course.</td>
<td>100</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Fees

- **Fees:** $10

### Contact Person

- **Contact Person:** Mr Mason

### Head Teacher

- **Head Teacher:** Mr Mason
Course: Mathematics  

Course No: 15240

2 units for each of Preliminary and HSC  
Board Developed Course

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

**Exclusions:** General Mathematics

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

**Main Topics Covered**

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

**External Assessment**

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

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

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

**Internal Assessment**

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

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.

**Assumed knowledge:** This course is for students studying Mathematics at the Stage 5.3 level or for more able students at the 5.2 level.

**Charges:** $10

**Contact Person:** Mr Mason

**Head Teacher:** Mr Mason
### Course: Mathematics Extension 1

**Course No:** 15250

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

**Prerequisites:** The course is constructed on the assumption that students have achieved the Stage 5 Mathematics outcomes to the Stage 5.3 level for the School Certificate, along with the recommended options.

**Exclusions:** General Mathematics

#### Course Description

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

### Main Topics Covered

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

#### HSC Course
- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation $\frac{dN}{dt} = k(N - P)$
- Velocity and acceleration as a function of $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

#### External Assessment

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

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

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

#### Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment in both components.

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

**Assumed knowledge:** This course is for above-average students who have studied mathematics at the Stage 5.3 level.

**Charges:** $10

**Contact Person:** Mr Mason

**Head Teacher:** Mr Mason

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Course: HSC Modern History  
2 units for each of Preliminary and HSC Board Developed Course  

Course No: 15270  
Exclusions: Nil

Course Description
The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C18th to the present using the methods of historical inquiry.

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

Main Topics Covered

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

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

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

Assessment: HSC Course only

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

100 100

Assumed knowledge: Nil
Charges: $10
Contact Person: Mr Wilcher
Head Teacher: Mr Husband
Course: Music 1  
Course No: 15290

2 units for each of Preliminary and HSC  
Board Developed Course  
Prerequisites: Music mandatory course (or equivalent)  
Exclusions: Music 2

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

Main Topics Covered
Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

Particular Course Requirements
HSC course
In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece)</td>
<td>10</td>
<td>Core Performance</td>
<td>10</td>
</tr>
<tr>
<td>Written examination – Aural Skills (45–60 minutes)</td>
<td>30</td>
<td>Core Composition</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Core Musicology</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Core Aural</td>
<td>25</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Elective 1</td>
<td>20</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Elective 2</td>
<td>20</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Elective 3</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Assumed knowledge: Although there are NO prerequisites for this course it is advisable that: - you have had some experience in performing on an instrument - own an instrument or have access to an instrument to practice on - enjoy performing - Have a willingness to study a variety of musical styles - Private tuition is not necessary but highly recommended

Charges: $20 per year
Contact Person: Mrs Watson
Head Teacher: Ms Veitch
Course: Personal Development, Health and Physical Education  
Course No: 15320

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

Course Description
The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Preliminary Course
Core Topics (60%)
- Better Health for Individuals
- The Body in Motion

Optional Component (40%)
Students to select two options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

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

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written paper</td>
<td>20</td>
<td>Core Options</td>
<td>60</td>
</tr>
<tr>
<td>Part A – multiple choice</td>
<td>40</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Part B – short answer response related to core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C – short answer and extended response related to two options</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Assumed knowledge: Good knowledge from Junior Health syllabus & Grades A, B or C (PD/H/PE School Certificate)

Charges: Nil; Costs relate to activities eg $70 Senior First Aid Course (if applicable and voluntary)

Contact Person: Ms Blaszczyk

Head Teacher: Ms Blaszczyk
Course: Physics  
Course No: 15330  
2 units for each of Preliminary and HSC  
Board Developed Course  
Exclusions: Senior Science (Preliminary only)

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

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

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

Topics Covered  

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics Skills Module 8.1</td>
<td>Physics Skills Module 9.1</td>
</tr>
<tr>
<td><strong>Core Modules</strong></td>
<td><strong>Core Modules</strong></td>
</tr>
<tr>
<td>- The World Communicates</td>
<td>- Space</td>
</tr>
<tr>
<td>- Electrical Energy in the Home</td>
<td>- Motors and Generators</td>
</tr>
<tr>
<td>- Moving About</td>
<td>- From Ideas to Implementation</td>
</tr>
<tr>
<td>- The Cosmic Engine</td>
<td>One Option from the following modules:</td>
</tr>
<tr>
<td></td>
<td>- Geophysics</td>
</tr>
<tr>
<td></td>
<td>- Medical Physics</td>
</tr>
<tr>
<td></td>
<td>- Astrophysics</td>
</tr>
<tr>
<td></td>
<td>- From Quanta to Quarks</td>
</tr>
<tr>
<td></td>
<td>- The Age of Silicon</td>
</tr>
</tbody>
</table>

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

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

Assessment: HSC Course only

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


Charges: Nil

Contact Person: Mrs McDonald, Ms Neal

Head Teacher: Mrs McDonald
Course: Senior Science  
Course No: 15340  

2 units for each of Preliminary and HSC Board Developed Course  
Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics

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

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

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

Topics Covered

**Preliminary Course**
Senior Science Skills Module 8.1  
Core Modules
- Water for Living  
- Plants  
- Humans at Work  
- The Local Environment

**HSC Course**
Senior Science Skills Module 9.1  
Core Modules
- Lifestyle Chemistry  
- Medical Technology – Bionics  
- Information Systems  
One Option from the following modules:
- Polymers  
- Preservatives and Additives  
- Pharmaceuticals  
- Disasters  
- Space Science

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| A three-hour written examination consisting of:  
Core Modules  
Multiple-choice questions  
Short-answer questions  
Options (one only to be attempted)  
Short-answer part-questions  
Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper. | 75 | Knowledge and understanding:  
- Prescribed Focus Areas (outcomes H1–H5)  
- Domain (outcomes H6–H10).  
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations.  
Skills in scientific thinking, problem solving and in communicating understanding and conclusions.  
**Note:** No more than 50% weighting may be allocated to examinations and topic tests. | 40  
30  
30 |
| 25 | 100 | 100 |

Assumed knowledge: Completion of School Certificate  
Charges: Nil  
Contact Person: Ms Neal, Mr Scott, Ms Wolfenden  
Head Teacher: Mrs McDonald
Course: Society and Culture  
Course No: 15350

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
</table>

Course Description
Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Preliminary Course
- The Social and Cultural World (20%) – the interaction between aspects of society and cultures
- Personal and Social Identity (40%) – socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communication (40%) – how people in different cultures interact and communicate.

HSC Course
Core
- Social and Cultural Continuity and Change (30%) – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project (30%) – an individual research project.

Depth Studies (40%)
Two to be chosen from:
- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

Particular Course Requirements Completion of Personal Interest Project.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two-hour written examination, including short answer and extended response questions</td>
<td>70</td>
<td>Oral</td>
<td>20</td>
</tr>
<tr>
<td>Personal Interest Project</td>
<td>30</td>
<td>Application of methodological skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tests/exams</td>
<td>40</td>
</tr>
</tbody>
</table>

100

Assumed knowledge: Nil
Charges: $10 per year
Contact Person: Ms McRitchie
Head Teacher: Mr Davies
**Course:** Software Design and Development  
**Course No:** 15360

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

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

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

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

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

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

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| **Section I** – Twenty multiple-choice questions relating to:  
  - Development and Impact of Software Solutions  
  - Software Development Cycle  
  - Developing a Solution Package | 20 | Knowledge and understanding about development and impact of software solutions and the software development cycle | 20 |
| **Section II** – Three short structured response questions relating to:  
  - Development and Impact of Software Solutions  
  - Software Development Cycle  
  - Developing a Solution Package | 60 | Design and development of software solutions  
Project management techniques, including documentation, teamwork and communication Project(s) | 35 |
| **Section III** – Students select one question from either:  
  - Evolution of Programming Languages  
OR  
  - Software Developer's View of the Hardware | 20 |  |  |

<p>| | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Assumed knowledge:** Nil  
**Charges:** $20 per year  
**Contact Person:** Mr Clark  
**Head Teacher:** Mr Clark
Course: Textiles and Design  
Course No: 15390

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

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

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

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

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

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

Assessment: HSC Course only

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

100 100

Assumed knowledge: Nil

Equipment: Equipment needed will depend on the project being completed by the student. Students are required to provide their own design folders, fabrics and patterns to meet practical activities and assessment tasks.

Charges: $40 per year

Contact Person: Mrs Bryde

Head Teacher: Mrs Dekker
Course: Visual Arts

Course No: 15400

2 units for each of Preliminary and HSC
Board Developed Course

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

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

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

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

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

Particular Course Requirements

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

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½-hour written examination paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Assumed knowledge: Nil
Charges: $50 Year 11
$50 Year 12

Contact Person: Mrs Guthrie, Mrs Sanderson
Head Teacher: Mr Clark
SECTION 3

Vocational Education Courses

- Students wishing to include a VET Course in their ATAR calculation MUST sit for the external HSC Exam (NOTE - only one course can be included for ATAR)
- Some courses may be subject to further exclusions.
### HSC COURSE DESCRIPTION 2011 – BUSINESS SERVICES

Board Developed Course
Minimum mandatory work placement – 70hrs

| A total of 4 units of credit - Preliminary and/or HSC |
| Category B status for Australian Tertiary Admission Rank (ATAR) |

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

### Course Description
This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business services industry.

### Course Structure

<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th>POSSIBLE ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM201A Communicate in the workplace</td>
<td>BSBADM311A Maintain business resources</td>
</tr>
<tr>
<td>BSBCUS201A Deliver a service to customers</td>
<td>BSBITU301A Create and use databases</td>
</tr>
<tr>
<td>BSBIND201A Work effectively in a business environment</td>
<td>BSBINM202A Handle mail</td>
</tr>
<tr>
<td>BSBINM201A Process and maintain workplace information</td>
<td>BSBITU201A Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBHOHS201A Participate in OHS processes</td>
<td>BSBITU202A Create and use spreadsheets</td>
</tr>
<tr>
<td>BSSUS201A Participate in environmentally sustainable work practices</td>
<td>FNSICGEN305B Maintain daily financial/business records</td>
</tr>
<tr>
<td>BSBWOR202A Organise and complete daily work activities</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203A Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>BSBWOR204A Use business technology</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment and Course Completion

**Competency-based Assessment**

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

**Optional HSC examination**

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

**N Determinations**

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements – 35hrs (Prelim) / 35hrs (HSC), they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards AQF VET qualification.

**Appeals**

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

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

- customer (client) service
- organising information and records in paper and electronic forms
- teamwork
- using technologies in an office environment
- business communication

Examples of occupations students can aim for in the business services industry:

- payroll clerk/officer
- personal assistant
- receptionist
- office manager / owner of small business
- sales clerk/officer
- secretary

### Course costs

$10 (Preliminary) and $10 (HSC)

### Course requirements

A workbook folder (e.g. A4 38mm insert binder)

### Head Teachers

Mr Davies and Mr Clark

### Contact Person

Mr Mitten

### Refunds

Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has spent been enrolled in the course.

### AQF VET Qualification(s)

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate II in Business (BSB20107)
- Statement of Attainment towards Certificate III in Business (BSB30107)

Statements of Attainment in partial completion of these Certificates are also available.

Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

For more information on possible outcomes please visit the NSW Board of Studies website:


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

### Exclusions

Nil
HSC COURSE DESCRIPTION 2011 – CONSTRUCTION

Board Developed Course
Minimum mandatory work placement – 70hrs
A total of 4 units of credit - Preliminary and/or HSC
Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description
This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the construction industry.

Course Structure for Construction Pathways

<table>
<thead>
<tr>
<th>COMPULSORY UNITS</th>
<th>ELECTIVE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS1001A Work safely in the construction industry</td>
<td>CPCCCA2001A Handle carpentry materials</td>
</tr>
<tr>
<td>CPCCCM1002A Work effectively and sustainably in the construction industry</td>
<td>CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground</td>
</tr>
<tr>
<td>CPCCCM1003A Plan and organise work</td>
<td>CPCCCM2004A Handle construction materials</td>
</tr>
<tr>
<td>CPCCCM1004A Conduct workplace communication</td>
<td>CPCCCM2006A Apply basic levelling procedures</td>
</tr>
<tr>
<td>CPCCCM1005A Carry out measurements and calculations</td>
<td>BCCCM2004B Drain and dewater site</td>
</tr>
<tr>
<td>CPCCCM2001A Read and interpret plans and specifications</td>
<td>CPCCCO2003A Carry out concreting to simple forms</td>
</tr>
<tr>
<td>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</td>
<td><strong>Use carpentry tools and equipment</strong></td>
</tr>
<tr>
<td>CPCCCA2002A <strong>Use carpentry tools and equipment</strong></td>
<td></td>
</tr>
</tbody>
</table>

**RTO may substitute this UOC for CPCCCM2005A Use construction tools and equipment- provided all examinable aspects of CPCCM2005A unit including HSC requirements and advice are covered (Section 11.3 of Syllabus)**

Assessment and Course Completion

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

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

N Determinations
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements – 35hrs (Prelim) / 35hrs (HSC), they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards AQF VET qualification.

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

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

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

Examples of occupations students can aim for in the construction industry:

- building
- bricklaying
- carpentry
- joinery
- plastering
- concreting
- glazing
- tiling
- roofing
- shop fitting
- sign writing

Course costs: $40 (Preliminary) and $40 (HSC)

Course requirements:
- Sturdy footwear
- Personal protective equipment
- A4 display folder
- OH&S Green Card

Head Teacher: Mr Clark

Contact Person: Mr Clark

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

AQF VET Qualification(s)

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate I in Construction (CPC10108)
- Certificate II Construction Pathways (CPC20208)

Statements of Attainment in partial completion of these Certificates are also available.

Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

For more information on possible outcomes please visit the Board of Studies NSW website: http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html

A school-based traineeship is available in this course, for more information: http://www.sbatinnswnsw.info/

Exclusions Students may not undertake Industrial Technology (Building and Construction Industries)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course Description
This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality industry.

Course Structure

<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th>HOLISTIC UNIT</th>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXCOM001A Work with colleagues and customers</td>
<td>SITHIND002A Apply hospitality skills in the workplace</td>
<td>SITHCCC001A Organise and prepare food</td>
</tr>
<tr>
<td>SITXCOM002A Work in a socially diverse environment</td>
<td>SITHENV001A Participate in environmentally sustainable work practices</td>
<td>SITHCCC002A Present food</td>
</tr>
<tr>
<td>SITXOHS001A Follow health, safety and security procedures</td>
<td>SITHFAB012A Prepare and serve espresso coffee</td>
<td>SITHFAB010A Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXOHS002A Follow workplace hygiene procedures</td>
<td>SITXADM002A Source and present information</td>
<td>SITXFSA001A Implement food safety procedures</td>
</tr>
<tr>
<td>SITHIND001A Develop and update hospitality industry knowledge</td>
<td>SITXINV001A Receive and store stock</td>
<td></td>
</tr>
<tr>
<td>FOOD &amp; BEVERAGE STREAM</td>
<td>SITXCOM004A Communicate on telephone</td>
<td></td>
</tr>
<tr>
<td>SITHCCC003A Serve food and beverage to customers</td>
<td>SITXADM002A Source and present information</td>
<td></td>
</tr>
<tr>
<td>SITHCCC004A Clean premises and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITHFAB010A Prepare and serve non-alcoholic beverages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITXFSA001A Implement food safety procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment and Course Completion

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

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

N Determinations
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements – 35hrs (Prelim) / 35hrs (HSC), they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards AQF VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.
Pathways to Industry
Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves:
- supporting and working with colleagues to meet goals and provide a high level of customer service
- providing food and beverage service in a range of settings
- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing house keeping and front office services in hotels, motels and resorts
- planning and organising events and managing services.

Examples of occupations students can aim for in the hospitality industry:
- bar assistant
- bar manager
- conference manager
- events coordinator
- food & beverage manager
- publicity and sales manager
- guest service coordinator
- hotel/motel manager
- manager/owner of a small business

Course costs: The following items/costs are required for this course:

<table>
<thead>
<tr>
<th>Item</th>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Costs</td>
<td>$80</td>
<td>$80</td>
</tr>
<tr>
<td>Uniform Purchase</td>
<td>Approx. $85</td>
<td>-</td>
</tr>
<tr>
<td>Tool Kit Hire</td>
<td>$20</td>
<td>$20</td>
</tr>
<tr>
<td>or, Tool Kit Purchase</td>
<td>Approx. $95</td>
<td>-</td>
</tr>
</tbody>
</table>

Course requirements:
- White shirt, black long pants, fully enclosed black leather shoes (flat, non-slip).
- Fully equipped chef’s tool kit.
- To be confirmed - Full chef’s uniform including: long sleeve white jacket, white buttons, check pants, chef’s hat, apron and neckerchief.

Contact Person: Mr Post

Head Teachers: Mrs Dekker and Mr Clark

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

AQF VET Qualification(s)
Depending on the selection and achievement of units of competency, the possible qualification outcomes are:
- Certificate I in Hospitality (SIT10207)
- Certificate II in Hospitality (SIT20207)

Statements of Attainment in partial completion of these Certificates are also available.

Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

For more information on possible outcomes please visit the NSW Board of Studies website:

A school-based traineeship may be available in this course, for more information: http://www.sbatinnsw.info/

Exclusions Nil
HSC COURSE DESCRIPTION 2011 – INFORMATION TECHNOLOGY

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

Course Description

This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the information technology industry.

Course Structure

<table>
<thead>
<tr>
<th>COMPULSORY UNITS</th>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM106A Follow workplace safety procedures</td>
<td>ICAW2002B</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>ICAU1128B Operate a personal computer</td>
<td>ICAW3218B</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>ICAD2012B Design organisational documents using computing packages</td>
<td>ICAI3020B</td>
<td>Install and optimize operating system software</td>
</tr>
<tr>
<td>ICAU2005B Operate computer hardware</td>
<td>ICAS3031B</td>
<td>Provide advice to clients</td>
</tr>
<tr>
<td>ICAU2006B Operate computing packages</td>
<td>ICAS3234B</td>
<td>Care for computer hardware</td>
</tr>
<tr>
<td>ICAU2013B Integrate commercial computing packages</td>
<td>ICAT3025B</td>
<td>Run standard diagnostic tests</td>
</tr>
<tr>
<td>ICAU2231B Use computer operating system</td>
<td>ICAW2001B</td>
<td>Work effectively in an IT environment</td>
</tr>
<tr>
<td>ICAU3004B Apply occupational health and safety procedures</td>
<td>ICAB4169B</td>
<td>Use development software and IT tools to build a basic website</td>
</tr>
</tbody>
</table>

Assessment and Course Completion

Competency-based Assessment

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

Optional HSC examination

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

N Determinations

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements – 35hrs (Prelim) / 35hrs (HSC), they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards AQF VET qualification.

Appeals

Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.
Skills gained in this industry transfer to other occupations. Working in the information technology industry involves:

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

Examples of occupations students can aim for in the information technology industry:

- desktop publisher
- help desk officer
- internet specialist
- multimedia developer
- network administrator
- service technician
- software developer
- technical support officer
- web designer

Course costs: $10 (Preliminary) + $10 (HSC)

Course requirements: An evidence folder (e.g. A4 38mm insert binder) USB flash drive 1Gb

Head Teacher: Mr Clark

Contact Person: Mr Clark

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

AQF VET Qualification(s)

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate II in Information Technology ICA20105

Statements of Attainment in partial completion of these Certificates are also available.

Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.


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

Information Technology Specialisation Study Units (+180 indicative hours)

An additional Specialisation Study course may be available. Examples of electives are listed in the sample course structure below.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAI3021B</td>
<td>Connect internal hardware components</td>
</tr>
<tr>
<td>ICAI3110B</td>
<td>Implement system software changes</td>
</tr>
<tr>
<td>ICAS3121B</td>
<td>Administer network peripherals</td>
</tr>
<tr>
<td>ICAU3019B</td>
<td>Migrate to new technology</td>
</tr>
<tr>
<td>ICAU3028B</td>
<td>Customise packaged software applications for clients</td>
</tr>
<tr>
<td>ICAU3126B</td>
<td>Use advanced features of computer applications</td>
</tr>
<tr>
<td>ICPMM321B</td>
<td>Capture a digital image</td>
</tr>
</tbody>
</table>

Depending on the selection and achievement of units of competency, the possible qualification outcomes from a study of the Information Technology (240 hour) course and Specialisation Study (180 hour) are:

- Certificate III in Information Technology ICA30105

Statements of Attainment in partial completion of these Certificates are also available.

Exclusions: Students may not undertake Computing Applications CEC.
HSC COURSE DESCRIPTION 2011 – METAL & ENGINEERING

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

Course Description
This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the metal & engineering industry.

Course Structure

<table>
<thead>
<tr>
<th>COMPULSORY UNITS</th>
<th>ELECTIVE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>MEM05005B Carry out mechanical cutting</td>
</tr>
<tr>
<td>MEM09002B</td>
<td>MEM07032B Use workshop machines for basic operations</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>MEM05052A Apply safe welding practices</td>
</tr>
<tr>
<td>MEM12024A</td>
<td>MEM16008A Interact with computer technology</td>
</tr>
<tr>
<td>MEM10314A</td>
<td>MEM03001B Perform manual production assembly</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>MEM03003B Perform sheet and plate assembly</td>
</tr>
<tr>
<td>MEM10002A</td>
<td>MEM05050B Perform routine gas metal arc welding</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>MEM11011B Undertake manual handling</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>MEM16006A Organise and communicate information</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>MEM18002B Use power tools/ hand held operations</td>
</tr>
</tbody>
</table>

Assessment and Course Completion

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

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

N Determinations
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements – 35hrs (Prelim) / 35hrs (HSC), they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards AQF VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.
Pathways to Industry
Skills gained in this industry transfer to other occupations. Working in the metal and engineering industry involves:

- constructing, assembling, installing, modifying, repairing and maintaining machines
- assembling, making parts, equipment, machines, instruments and tools
- designing machinery, parts, computer hardware and electronic circuits, using 3D graphics and drafting skills
- managing clients and staff, overseeing quotes and information, leading projects

Examples of occupations students can aim for in the metal and engineering industry:

- engineering draftsperson
- engineer (automotive, fabrications, production, plastics, marine, mechanical)
- fitter
- instrument maker
- maintenance fitter
- structural steel and welding supervisor
- toolmaker
- boat builder/ repairer
- sailmaker

Course costs: $40 (Preliminary) + $40 (HSC)

Course requirements: Sturdy footwear
Personal protective equipment
A4 display folder
OH&S Green Card

Head Teacher: Mr Clark

Contact Person: Mr Eckford and Mr Grace

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

AQF VET Qualification(s)
Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate I in Engineering MEM10105
- Certificate II in Engineering MEM20105
- Statement of Attainment Certificate II in Engineering - Production and Technology MEM20205

Statements of Attainment in partial completion of the above Certificates are also available.

Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

For more information on possible outcomes please visit the NSW Board of Studies website: http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html

A school-based traineeship is available in this course, for more information: http://www.sbatinnsww.info/

Exclusions Students may not undertake Industrial Technology – Metals and Engineering Industries
HSC COURSE DESCRIPTION 2011 – PRIMARY INDUSTRIES

Board Developed Course
Minimum mandatory work placement – 70hrs

A total of 4 units of credit - Preliminary and/or HSC
Category B status for Australian Tertiary Admission Rank (ATAR)

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

Course Description
This course is for students who wish to develop knowledge and skills to commence a career and be an effective employee in the primary industry.

Course Structure

<table>
<thead>
<tr>
<th>COMPULSORY UNITS</th>
<th>ELECTIVE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTC2209A Install, maintain and repair fencing</td>
<td>RTC2210A Maintain properties and structures</td>
</tr>
<tr>
<td>RTC2401A Treat weeds</td>
<td>RTC2307A Operate machinery and equipment</td>
</tr>
<tr>
<td>RTC2701A Follow OHS procedures</td>
<td>RTE2201A Carry out basic electric fencing operations</td>
</tr>
<tr>
<td>RTC2702A Observe environmental work practices</td>
<td>RTE2115A Muster and move livestock</td>
</tr>
<tr>
<td>RTC2704A Provide basic first aid</td>
<td>RTE3133A Prepare livestock for competition</td>
</tr>
<tr>
<td>RTC2705A Work effectively in the industry</td>
<td>RTC2309A Operate tractors</td>
</tr>
<tr>
<td>RTC2706A Apply chemicals under supervision</td>
<td>RTE2118A Handle livestock using basic techniques</td>
</tr>
<tr>
<td>RTC2801A Participate in workplace communications</td>
<td>RTC2026A Undertake a propagation activities</td>
</tr>
<tr>
<td>RTE2503A Observe and report on weather</td>
<td>RTF2504A Determine basic properties of soils/growing media</td>
</tr>
<tr>
<td></td>
<td>RTE2128A Provide feed for livestock</td>
</tr>
</tbody>
</table>

Assessment and Course Completion

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

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

N Determinations
Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements – 35hrs (Prelim) / 35hrs (HSC), they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards AQF VET qualification.

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

Skills gained in this industry transfer to other occupations. Working in primary industries involves:

- dealing with and caring for animals
- breeding and growing livestock (dairy, beef, sheep, goats, pigs, chickens) crops and grains
- maintaining and using equipment such as tractors, harvesters, bailers and ploughs
- overseeing and managing farming operations
- developing and producing new products and technologies

Examples of occupations students can aim for in primary industries:

- animal attending
- beef production
- crop production
- dairy farming
- horse care
- livestock rearing and breeding
- pest and disease control
- poultry production
- horticulture
- shearing
- sheep and wool production
- rural conservation and land management

Course costs: $5 (Preliminary) and $5 (HSC) as well as other costs for excursions and outside course fees.

Course requirements: Personal Protective Equipment - footwear, long sleeve shirt, long pants and hat

Contact Person: Mr Victor

Head Teachers: Mrs McDonald and Mr Clark

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

AQF VET Qualification(s)

Selected units of competency must be on the RTO Scope of Registration and in the delivery teacher’s qualifications.

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate II in Rural Operations RTE20703
- Certificate II in Agriculture RTE20103
- Certificate II in Horticulture RTF20103

Statements of Attainment in partial completion of these Certificates may also be available.

Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.


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

Exclusions Nil
TVET - HSC COURSES STUDIED AT TAFE

All applications for TVET courses must be sent via the TVET Coordinator, Ms Burton. Applications are then processed by the Hunter Institute of TAFE and students are informed, by the end of this year, as to whether their application has been successful.

To give yourself the best possible chance of a position in a course, completed applications must be given to Ms Burton by end of August 2011

TAFE courses are 2 UNITS of study, normally over ONE year and most do not count towards an ATAR.

The TAFE courses that DO count towards an ATAR are

TVET - Accounting, Automotive, Electrotechnology, Entertainment, Nursing, Retail & Tourism & Events (all done at TAFE)

AND

SVET (TAFE courses done at school) eg Business Services, Construction, Hospitality, Information Technology, Metal & Engineering & Primary Industries.

These are 2 UNITS/CATEGORY B subjects and do count towards an ATAR but you can only count one of these subjects in an ATAR calculation.

EXTENSION COURSES: These are available after completing Preliminary VET courses in Hospitality, Business Services, Construction, Metals and Information Technology, Retail & are taught at TAFE.

TAFE DAYS: May be Mondays, Tuesdays, Wednesdays or Thursdays from 2pm to 6pm. We encourage students to participate in courses on Tuesdays so students don’t miss too many lessons at school.

TAFE CAMPUSES: Belmont, Glendale, Gosford, Hamilton, Kurri Kurri, Newcastle, Hunter Street, Ourimbah, Wyong.

TRAVEL: Students travel by trains which generally leave Morisset between 12pm to 1pm depending on the campus. Students going to Glendale must catch a bus from Cardiff station.

COST: All courses are FREE, but students must pay all travel costs.

More details on courses are available from Ms Burton or the website www.hunter.tafensw.edu.au→ TVET Courses (scroll down left hand side of home page)

If you are interested in doing a TVET Course you must see Ms Burton no later than 1st August 2011

Applications forms can be downloaded from the website or collected from Ms Burton

NB You cannot apply directly to TAFE, your application MUST go through the school
TAFE (TVET) COURSES offered

Courses are listed below. Some may NOT run. For a full list & more details about courses log on to the website www.hunter.tafensw.edu.au. → TVET Courses for Schools and follow the prompts.

You MUST See Ms Burton by 1st August if you wish to apply for a TAFE Course.

**Art and Media Courses**
- Desktop Publishing / Graphic Arts
- Design Fundamentals
- Entertainment – ATAR attracting
- Fashion Design & Technology
- Floristry
- Media – Journalism, Creative Media, Radio Broadcasting
- Music Industry Skills
- Screen
- Visual Arts & Contemporary Crafts – Fine Arts
- Photography - Digital
- Photography – Dark room

**Business Course**
- Accounting - ATAR attracting
- Business Services - Office Administration (240 hours) * ATAR attracting
- Business Services – Specialisation - Medical Terminology (25 weeks)
- Financial Services
- Marketing-Introduction to Marketing and Public Relations
- Property Services - Real Estate
- Retail Operations (240 hours) * ATAR attracting
- Retail Operations - extension

**Engineering Courses / Computers**
- Aeroskills – Aircraft Maintenance Engineering
- Aviation - Aircraft Operation - Theory
- Computer - CAD Skills – Architectural Drawing
- Electrotechnology – Electrical ATAR attracting
- Electrotechnology – Computer Assembly & Repair
- Laboratory Skills - Introduction
- Metal & Engineering (240 hours) * ATAR attracting
- Metal & Engineering Specialisation

**Hospitality and Tourism Courses**
- Baking – Introduction
- Hospitality (Operations) (120 hours)
- Hospitality (Operations) (240 hours) * ATAR attracting
- Hospitality (Specialisation) Extension (60 hours)
- Meat Processing - Butcher
- Tourism & Events (240 hours) ATAR attracting

**Community Services - Lifestyle - Recreation Courses**
- Beauty Therapy – Make Up Services
- Beauty Therapy – Nail Technology
Children’s Services Introduction - Childcare
Community Services Introduction – Welfare
Hairdressing - Salon Skills
Health Services - Nursing - ATAR attracting
Aged Care Work
Allied Health
Health Services Assistant - Nursing
Fitness Instruction / Personal Trainer
Outdoor Recreation

Information Technology Courses
Information Technology (240 hours) * ATAR attracting
Information Technology - Specialisation – Network
Information Technology – Specialisation – Web Development

Transport, Automotive, Fibreglassing, Marine Courses
Automotive – Mechanical - ATAR attracting
Light Vehicle, Heavy Vehicle & Motor Cycle
Automotive – Paint & Panel - ATAR attracting
Vehicle painting & Panel Beating
Automotive – Sales - Parts & Servicing
Boating Services – Basic boat handling, marine craft construction
Maritime Operations

Construction and Primary Industries Courses
Animal Care – Animal Attending Vet Nurse
Carpentry
Construction (120 indicative hours) Course
Construction (240 indicative hours) Course * ATAR attracting
Furnishings – Furniture making
Horse Industry – Horse Industry Skills
Horticulture – Floristry
Marine Studies
Marine Biology
Plastic Composites
Plumbing – Plumbing Techniques
Primary Industries (240 hours) – Amenity Horticulture * ATAR attracting
Primary Industries 240 hours) – Conservation & Land Management ATAR attracting
Signcraft- Signwriter
Wine Industry – Grape Production

* Only if not offered at school due to insufficient numbers
SECTION 4

Board Endorsed Courses

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

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Universities Admission Index (ATAR).
Course: Applied Mathematics

Course No: 61094

2 units for each of Preliminary and HSC Board ENDORSED Course

Exclusions: Mathematics, Mathematics General; Mathematics Extension 1; Mathematics Extension 2

Course Description.

The Applied Mathematics course is designed to promote the development of knowledge, skills and understanding in areas of Mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.

Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

Topics Covered

**Preliminary Course (120 indicative hours)**

*Areas of Study (80 Hours)*

- Financial Mathematics
  - earning and managing money, investing money, taxation

- Data and Statistics
  - statistics and society; data collection and sampling; displaying and interpreting single data sets; summary statistics

- Measurement
  - units of measurement and applications; applications of perimeter, area and volume; similarity of two-dimensional figures; right-angled triangles

- Probability
  - relative frequency and probability

- Algebra and Modelling
  - algebraic manipulation; modelling linear relationships

*Focus Studies (40 Hours)*

- Focus Study - Mathematics and Communication
  - mobile phone plans; digital download and file storage

- Focus Study - Mathematics and Driving
  - costs of purchase and insurance; running costs and depreciation; safety

**HSC Course (120 indicative hours)**

*Areas of Study (40 Hours)*

- Financial Mathematics
  - credits cards

- Data and Statistics
  - Distributions; interpreting sets of data; working with statistics

- Measurement
  - further applications of area and volume

- Probability
  - multi-stage events and applications of probability

- Algebra and Modelling
  - further algebraic skills; modelling with functions

*Focus Studies (80 Hours)*

- Focus Study - Mathematics and Design
  - scale drawings and house plans

- Focus Study - Mathematics and Household Finance
  - accommodation costs buying and renting; costs of running a household, maintenance and repairs

- Focus Study - Mathematics and the Human Body
  - blood; body measurements; lung capacity

- Focus Study - Mathematics and Personal Resource Usage
  - water usage and collection; electricity; sustainability and energy efficient housing

Assessment:

As an Endorsed Course, there is no external HSC Assessment.

Results in the course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

**External Assessment**

No external assessment

**Internal Assessment**

Preliminary course will have 3 assessment tasks

HSC course will have 5 assessment tasks (min. one formal exam)

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>40%</td>
</tr>
<tr>
<td>Skills</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assumed knowledge: Completion of the School Certificate in Mathematics.

Fees: $10

Contact Person: Mr Mason

Head Teacher: Mr Mason
Course: Computing Applications

Content Endorsed Course: Exclusions: Nil

Computer-based technology is an integral part of contemporary society. This is reflected in daily activities carried out in contexts such as the workplace, education, entertainment, recreation and the home. In this course, students will participate in hands-on activities to develop skills, knowledge and understanding related to information and communication technologies so that they can participate confidently in these environments.

Computing technology is a tool with the potential to enhance learning and engagement in a range of contexts. The choice of modules provided in this syllabus allows students to explore their own areas of interest and to develop specific skills in, and knowledge and understanding of, computer-based technology in those areas. Students’ capacities in both information handling and the creative processes are enhanced when a variety of software applications are available to them.

This course is primarily designed for those students wishing to develop confidence and skills in computing technology.

This course will support students in developing a commitment to and capacity for lifelong learning in a range of areas. This may lead to further post-school study. For other students it will provide foundation learning that will be built upon through other life experiences and through personal interest.

Students will additionally develop:
- Project management skills
- Problem solving skills
- Decision making skills

The course consists of 12 modules.
**Hardware and Software Skills** which is completed as an introductory module.
Combined with any combination modules listed below. Where two modules of the same title are mentioned, Module I is taught first.

- Graphics I & II
- Spreadsheets I & II
- Desktop Publishing I & II
- Databases
- Communications I & II
- Multimedia I & II

**Modules**
Modules are studied for either 15 or 30 hours.

**Assumed knowledge:** Nil, students electing this subject must not elect any other Computing subject.
**Charges:** $20
**Contact Person:** Mr Clark
**Head Teacher:** Mr Clark
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.

Assumed knowledge: Nil

Charges: $30 per year

Contact Person: Mrs Dekker

Head Teacher: Mrs Dekker
Course: Marine Studies

Course No: 2 units for each of Preliminary and HSC
Board ENDORSED Course

Exclusions: Senior Science (Preliminary only)

Course Description.
All students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment. Students learn about Occupational Health and Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

Morisset is located on the shores of Australia’s largest salt water Lake and has local access to the Pacific Ocean and its Australian coastline. Our first highways were waterways along rivers. Our fragile water systems are being placed increasingly under pressure by the growing demands of urbanisation, recreation and tourism. This course provides an opportunity for students to view and evaluate these issues in an educational context that fosters links to tertiary study and vocational pathways. Students gain valuable and useful first aid qualifications and will experience a wide range of marine-based leisure experiences in a safe setting with an optional personal interest project. Marine Studies provides an opportunity for the future custodians of this environment to study it, to appreciate it, to value it and to hone their acquired skills to solve real life problems. The Year 11 component has 30 hours of Core + 90 hours of optional modules; the HSC component has 120 hours of optional modules, including the Personal Project option.

Topics Covered

- A Marine Biology focus
  eg Dangerous Marine Creatures (module 3)
- A Fishing focus
  eg Seafood Handling and Processing (module 15)
- A Boating focus
  eg Boating and Seamanship (module 19)
- A Seafood Handling focus
  eg Commercial and Recreational Fishing (mod 10)
- A Diving focus
  eg Resuscitation and First Aid Certificate (module 2)
  Coral Reef Ecology (module 6)
  Marine Archeology (module 18)
- A Leisure focus
  eg Skin Diving and Diving Science (module 16)
- An Oceanography focus
  eg Coastal Studies (module 5)
- An Aquaculture focus
  eg Aquaculture (module 11)
- A Coastal Studies focus
  eg Marine Resource Management (module 12)
- A Marine Ecology focus
  eg Estuarine Studies (module 4) and
  Anatomy & Physiology of Marine Life (mod 14)

Particular Course Requirements
Each module specifies content that provides opportunities for students to achieve the Marine Studies knowledge and skill outcomes. Teachers need to provide opportunities based on the module content to develop the full range of skills.

The course may include field studies and visits from professionals related to local terrestrial and aquatic environments. Teachers need to give ample notice to Parents regarding these excursions and students will need to pay for these excursions.

Parents and students may like to refer to the online HSC TAFE credit guide to locate TAFE courses that give credit when enrolling in particular TAFE courses after completing Marine Studies.

Assessment: As an Endorsed Course, there is no external HSC Assessment

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>no more than 4 tasks in each of the Preliminary and HSC courses (min. one formal exam)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>- in planning and conducting first-hand investigations, and - in communicating information and understanding based on these investigations., - problem solving and - in communicating understanding and conclusions.</td>
<td>25% Core 75% Modules (student interests)</td>
</tr>
</tbody>
</table>

Teachers: Mr R Victor, Mr A Ross, Mrs S McDonald
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.

Assumed knowledge: Nil
Charges: $50 Year 11
          $50 Year 12
Contact Person: Mrs Mitchell, Mrs Sanderson
Head Teacher: Mr Clark
Course: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study First Aids modules if it is duplicate PDHPE.

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.

Assumed knowledge: Nil
Charges: Nil; Costs relate to use of Sporting Facilities and Transport
Contact Person: Mrs Edwards
Head Teacher: Ms Blaszczyk
**Course:** Work Studies  
**Content Endorsed Course**  
*Exclusions:* Nil

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

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

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

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

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**Assumed knowledge:** Nil  
**Charges:** Nil  
**Contact Person:** Ms McRitchie  
**Head Teacher:** Mr Davies