Manning Valley Public High Schools
Working Together for Success

Senior Curriculum Advantage

The Manning Valley Public High Schools (MVPHS), Chatham High School, Taree High School and Wingham High School, have developed a partnership to enhance the learning opportunities for senior students.

“Working Together for Success” is an initiative, that aims to maintain and extend the range of subjects students can study across the three high schools and at TAFE. In the past, a class may not have been formed in a subject at a particular school because insufficient numbers of students chose that subject. Under this initiative students from all three schools can combine to form a viable class.

Senior students may choose to remain at one school only or to access courses at other “host” schools. To accommodate this initiative some classes may commence before the normal start of the school day and some may continue beyond the normal finishing time. Students involved in such classes will be provided with time off in lieu during their normal school day.

“Working Together for Success” provides many advantages for students without them having to change their home school. It retains the essential fabric and uniqueness of the three Manning Valley High Schools and acknowledges the cultural, social and historical significance of each school to its community.
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1. Studying for the Higher School Certificate

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE NSW, it offers a full range of study areas matching individual abilities, interests and goals.

Full details of the Board of Studies HSC Rules can be found in the Assessment, Certification and Examination (ACE) Manual. The manual is available from your school or on the Board of Studies web site, www.boardofstudies.nsw.edu.au.

To be eligible to enter for the HSC you must:

• hold a NSW Record of Student Achievement (RoSA) or its equivalent; or
• be granted provisional eligibility.

In order to receive the HSC you must:

• study an approved pattern of Preliminary and HSC courses;
• have a satisfactory record of attendance and application in each course;
• satisfactorily undertake the school's Assessment program in each course; and
• complete a required number of Preliminary and HSC courses. Five HSC courses to be completed within five years of first sitting for an HSC exam.

Preliminary courses are those usually taken in year 11 and do not have an external examination.

HSC courses are usually taken in year 12 and end with an HSC examination. The study of HSC courses usually commences in term 4 of year 11.

You must complete the Preliminary course in a subject before undertaking the HSC course in that subject. In some circumstances both the Preliminary and HSC component of a subject can be studied in one year.

Vocational Education and Training (VET) courses are not classified as Preliminary or HSC and can be studied in either year.

1.1 Course Patterns

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each 2 unit course requires approximately 120 hours per year, or 4 hours per week, of classroom study.

Extension study is available in English, Mathematics, History, Music, some languages and some VET courses in the Preliminary and/or HSC years. Extension courses are designed to build on the content of the 2 unit course and require students to develop greater competence and understanding.

VET courses may be counted as either Preliminary or HSC courses.

Fundamentals of English can be taken as 1 unit or 2 unit in either years 11 or 12, but will count towards the Preliminary Certificate only. Some Board Endorsed courses may be taken as 1 unit courses.

There are two main types of courses:

Board Developed Courses

These are courses for which the Board of Studies develops a syllabus, setting out the aims, objectives, outcomes, structure and content. Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the ATAR. All Board Developed Courses at MVPHS are delivered at school, except Accounting, Automotive, Electrotechnology and Tourism which are TAFE delivered.

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally, and do not contribute to a ATAR.

Board Endorsed Courses

There are two types of Board Endorsed Courses: Content Endorsed and locally developed. Most of the courses available at MVPHS are Content Endorsed Courses that have syllabuses endorsed by the Board of Studies to cater for areas of special interest. Some courses delivered by TAFE are locally designed courses that have been approved by the Board of Studies.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external exam and assessment is school based.

There are several Board Endorsed Courses delivered by schools and many delivered by TAFE NSW within the MVPHS.
1.2 Requirements for the Award of the HSC

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:
• 12 units in your Preliminary study pattern (Year 11 – 3 terms)
• 10 units in your HSC pattern. (Year 12 – 4 terms starting Term 4 Year 11)

Both study patterns must include:
• at least six units of Board Developed courses
• at least two units of a Board Developed course in English
• at least three courses of two unit value or greater
• at least four subjects
• only one Category B Subject may be used in calculation of a ATAR.

No more than six units of Science courses can be studied in any one year.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required Higher School Certificate examinations must be made.

1.3 Accumulation of the Higher School Certificate

Students may accumulate an HSC over a five year period. The five year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course.

Students accumulating an HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Preliminary and HSC courses satisfactorily completed including repeat attempts. In cases where a subject is repeated, the mark of the final attempt is the mark counted in the ATAR.

1.4 Vocational Education and Training (VET)

Vocational Education & Training (VET) courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at other VET Providers. A workplace component is a compulsory part of all VET Framework courses.

There are several Industries Curriculum Framework courses that are based on Industry Training Packages. The courses from these Frameworks are Board Developed (Category B). Students must study the 240 hour course and undertake the optional written examination to have the course contribute to the ATAR calculation.

The Industries Curriculum Framework courses available are:

• Construction
• Entertainment
• Hospitality
• Information Technology
• Metal and Engineering
• Retail
• Tourism
• Automotive
• Electrotechnology
• Business Services
• Primary Industries

Accounting is a TAFE Delivered VET course that is Board Developed (Category B) which can contribute to the ATAR.

Other VET courses are Board Endorsed and are usually delivered at TAFE NSW (referred to as TVET courses). These courses have no external examination and do not contribute to the ATAR. For the full range of TVET courses available locally please refer to the North Coast TAFE Prospectus available from your Careers Adviser.

1.5 School Based Apprenticeship or Traineeship as part of your HSC

School Based Traineeships and Apprenticeships (SBATs) provide students with the opportunity to gain a nationally recognised Vocational Education and Training (VET) qualification as well as their HSC, and gain valuable work skills and experience through paid employment.
Completing a school based traineeship or apprenticeship during the HSC provides students with an insight into the type of career they might like and helps them to make better career decisions. Vocational courses equip students with knowledge and skills valued by employers, and makes students more job ready.

SBATs are generally commenced at the beginning of Year 11 and involve enrolment in a VET course alongside paid part-time employment with a business in the appropriate industry. A SBAT can contribute 4-6 units towards the HSC.

SBATs are available in many different industries with some of the more popular ones being Hospitality, Aged Care, Retail, Business Services, Animal Studies and Construction. For more information please contact Kim Clarke at the Department of Education and Training in Forster on 02 6591 7624, talk to your Careers Adviser or visit the website http://sbatinnsw.info/.

1.6 Delivery
Manning Valley Public High Schools (MVPHS)
Students at each campus of MVPHS have a wide variety of courses and subject combinations from which to choose their senior studies program. Most students will study all their courses at one school. However, because of the coordination of timetables across all schools, it is possible to access some courses on other schools of the MVPHS.

This enables students to have a much wider choice of subjects than is possible at any single school. These “shared” courses run in one or two blocks of time each week. Classes may operate at any time between 8.00am and 4.30pm.

Students who select courses delivered on more than one campus must consider their selection carefully as significantly more commitment is needed to study away from their home campus.

The MVPHS will assist in providing transport between schools. Transport is not provided to and from the students’ home address and their host school. As well, course fees apply for materials used by students.

TAFE NSW
For many years HSC students from campuses of MVPHS have included in their program courses that are studied at TAFE NSW (TVET). These VET courses are dual accredited, giving both HSC and AQF qualifications, and advanced standing for further study at TAFE.

Students may select courses from a number of TAFE sites including the Taree TAFE facility and Tuncurry TAFE. Courses run in 4 hour sessions once a week. Students must arrange their own transport to and from TAFE classes. School bus passes cannot be used. Travel to Tuncurry TAFE may involve a cost of approximately $6.50 per week.

Important points to consider when selecting TVET courses
- Block delivery of course hours - 4 hours one afternoon per week (usually 1.00 - 5.00pm) or all day on Fridays.
- Adult learning environment - students take responsibility for their own learning at tertiary level.
- Be informed about course content!
- Read all course information available from your Careers Adviser/TAFE Prospectus.
- Attendance is required at all lessons. One missed lesson equals a week of course content missed

1.7 Enrolment Procedures for Year 11 at MVPHS
The MVPHS Curriculum Provision for Year 11 booklet provides details of the courses offered.

All students wishing to study at a school of MVPHS in Year 11 are asked to submit a Subject Selection Form, detailing their proposed subject choices. All students have priority placement in Years 11 and 12 at the campus they have attended for their junior years.

All applicants attend an interview, which includes career guidance and assistance to help students choose the most suitable subject combination.

Confirmation of placements and subject choices are made by the end of Term 3.

1.8 Australian Tertiary Admission Rank (ATAR)
The ATAR is a number (not a mark) that indicates a student’s position in relation to their Year 7 cohort, including students who did not complete Year 12. The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses.
To be eligible for an ATAR, students must satisfactorily complete at least 10 units of ATAR courses including at least 2 units of English and 8 units of Board Developed Courses. The ATAR is based on an aggregate of scaled marks (average of examination and assessment marks) in ten units of ATAR courses comprising:

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

**ATAR courses are Board Developed Courses for which there are examinations conducted by the Board of Studies that yield a graded assessment. ATAR courses are classified as either Category A or Category B. Category B courses at MVPHS are: Accounting; Business Services; Construction; Entertainment; Hospitality; Automotive; Electrotechnology; Information Technology; Metal and Engineering; Primary Industries; Retail; Tourism.**

### 1.9 Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination. The HSC mark for 2 unit courses is reported on a scale of 0 to 100. A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

On satisfactory completion of the HSC, students receive a portfolio containing:

- **The Higher School Certificate Testamur**
- **The official certificate confirming achievement of all requirements for the award of the HSC.**
- **The Record of Achievement**
- **Course Reports**
  - Reports of marks, the performance scale and band descriptors for each course.
- **AQF Certificate in VET**
  - Certificate or Statement of Attainment for each VET course studied showing modules successfully completed.

### 1.10 Where to go for Help

- Head Teachers, course teachers and course coordinators at your school for advice about the content of particular subjects.
- Careers Adviser at your school for advice on careers, tertiary institution requirements, TAFE NSW courses, and VET courses.
- MVPHS Project Officer at your school will assist you regarding curriculum requirements, subject combinations and study at more than one school.
- Your parents.
- Board of Studies Liaison Officer on 9367 8356 or www.boardofstudies.nsw.edu.au.
- The Regional Vocational Education Consultant.
- University Entry Requirements Year 10 Booklet produced by University Admission Centre (UAC) at www.uac.edu.au.
- TVET Coordinator at your school.

The course descriptions that follow are intended as a guide to help you select your subjects. The arrangements for particular courses and electives offered may vary from one school to another and it is your responsibility to seek specific information from your own preferred school. Classes can only be formed where sufficient students select the particular course. The fact that a course is listed here is not a commitment to run the course in a particular year.
2. Summary of Courses Offered at Manning Valley Public High Schools

2.1 Board Developed Courses, School Delivered

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Ancient History</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>History HSC Extension</td>
<td>1 in Year 12 only</td>
<td>Yes</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Biology</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Business Services</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Business Studies</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Construction</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Drama</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Economics</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>English Advanced</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Standard</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>English Studies</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Preliminary Extension 1</td>
<td>1 in Year 11 only</td>
<td>Yes</td>
</tr>
<tr>
<td>HSC Extension 1</td>
<td>1 in Year 12 only</td>
<td>Yes</td>
</tr>
<tr>
<td>HSC Extension 2</td>
<td>1 in Year 12 only</td>
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</tr>
<tr>
<td>Fundamentals of English</td>
<td>1 or 2 in Year 11 and 12</td>
<td>No</td>
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<tr>
<td>(counts as Preliminary only)</td>
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<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Food Technology</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>French Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>French Continuers</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Geography</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>German Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Hospitality Operations</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes</td>
</tr>
<tr>
<td>(School Delivery)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitality Extension (School Delivery)</td>
<td>2 in Year 11 or 12</td>
<td>No</td>
</tr>
<tr>
<td>Course</td>
<td>Units</td>
<td>ATAR</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>2 in Year 11 and 12</td>
<td>Yes Category A</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Information Technology</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes Category B</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics - Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Preliminary Extension 1</td>
<td>1 in Year 11 only</td>
<td>Yes</td>
</tr>
<tr>
<td>HSC Extension 1</td>
<td>1 in Year 12 only</td>
<td>Yes</td>
</tr>
<tr>
<td>HSC Extension 2</td>
<td>1 in Year 12 only</td>
<td>Yes</td>
</tr>
<tr>
<td>Metal and Engineering</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes Category B</td>
</tr>
<tr>
<td>Modern History</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>History HSC Extension</td>
<td>1 in Year 12 only</td>
<td>Yes</td>
</tr>
<tr>
<td>Music 1</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Music 2</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Music HSC Extension</td>
<td>1 in Year 12 only</td>
<td>Yes</td>
</tr>
<tr>
<td>Personal Development Health &amp; Physical Education (PDHPE)</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Physics</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes Category B</td>
</tr>
<tr>
<td>Retail Services</td>
<td>2 in Year 11 and/or 12</td>
<td>Yes Category B</td>
</tr>
<tr>
<td>Senior Science</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Spanish Beginners</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2 in Year 11 and 12</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### 2.2 Board Developed Life Skills Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship and Society Life Skills</td>
<td>2 in Years 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Creative Arts Life Skills</td>
<td>2 in Years 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>English Life Skills</td>
<td>2 in Years 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Mathematics Life Skills</td>
<td>2 in Years 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>PDHPE Life Skills</td>
<td>2 in Years 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Science Life Skills</td>
<td>2 in Years 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Technology and Applied Studies Life Skills</td>
<td>2 in Years 11 and 12</td>
<td>No</td>
</tr>
<tr>
<td>Work and Community Life Skills</td>
<td>2 in Years 11 and 12</td>
<td>No</td>
</tr>
</tbody>
</table>

### 2.3 Board Endorsed Courses, School Delivered

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing Applications (School Delivery)</td>
<td>2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Exploring Early Childhood (School Delivery)</td>
<td>2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Photography, Video &amp; Digital Imaging (School Delivery)</td>
<td>1 or 2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Skills for Life (School Delivery)</td>
<td>2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Sport (Coaching) (School and TAFE NSW Delivery)</td>
<td>1 or 2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Sport Lifestyle and Recreation Studies (School Delivery)</td>
<td>1 or 2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Visual Design (School Delivery)</td>
<td>2 in Year 11 and/or 12</td>
<td>No</td>
</tr>
<tr>
<td>Work Studies (School Delivery)</td>
<td>2 in Year 11 and 12</td>
<td>No</td>
</tr>
</tbody>
</table>
3. Details of Courses

3.1 Board Developed Courses

These are courses for which the Board of Studies develops a syllabus, setting out the aims, objectives, outcomes, structure and content.

Board Developed Courses are all delivered at school, except Accounting, Automotive, Electrotechnology and Tourism which are TAFE delivered.

Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the ATAR.
Aboriginal Studies
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
The Preliminary course focuses on Aboriginal peoples’ relationship to the land, Aboriginal heritage and identity and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves a mandatory local community case study.

The Preliminary course covers:
• Aboriginality and the Land
• Aboriginal Heritage and Identity
• Colonialism, Racism and Prejudice
• Research and Inquiry Methods.

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

The HSC course covers:
• Core case studies in a global perspective of Social Justice and Human Rights Issues across 2 topics chosen from health, education, housing, employment, criminal justice and economic independence
• Elective study in Aboriginality and the Land or Aboriginal Heritage and Identity
• Major Project.

What should I be able to do at the end of this course?
• Understand significant issues related to Aboriginal peoples
• Investigate issues from a variety of sources including the use of information technology
• Conduct fieldwork including community consultation
• Analyse and evaluate information from a variety of perspectives
• Communicate information effectively using a variety of media
• Develop informed and responsible values and attitudes about social justice, intercultural understanding, empathy with Aboriginal peoples’ experiences and views and ethical practices.

How will this course help me in the future?
The knowledge, skills and competencies developed in Aboriginal Studies are useful in courses studied at University and TAFE NSW, the world of work and for everyday life. They are particularly applicable to law, policing, teaching, medicine, nursing, environmental studies, travel and tourism, communications, social work and journalism.

Ancient History
2 Units in each of Preliminary and HSC and an optional 1 Unit HSC Extension
Board Developed Course

What will I be doing in this course?
The Preliminary course is structured for students to investigate:
• People, groups, events, institutions, societies and historical sites from the ancient world
• Archaeological and written evidence and the methods used by historians and archaeologists.

It covers:
Part I: Investigating the Past; History, Archaeology and Science and at least one Case Study.
Part II: Ancient Societies Sites and Sources: at least one option from a different civilisation to that in the Case Study.
Part III: Historical Investigation.

In the HSC course, students use archaeological and written evidence to investigate a Personality, an Ancient Society and a Historical Period. It requires study of at least two of the following civilisations: Egypt, Near East, Greece and Rome.
Part I Core: Cities of Vesuvius - Pompeii and Herculaneum.
Part II: One Ancient Society.
Part III: One Personality in Their Times.
Part IV: One Historical Period.

The HSC History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 of the course, students investigate the question, ‘What is history?’, through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Preliminary Course and be currently studying an HSC Course in either Modern or Ancient History to attempt the Extension and must have good research skills and an independent approach to learning to be successful.

What should I be able to do at the end of this course?
• Collect, analyse and organise information
• Communicate ideas and information clearly in both written and oral forms
• Plan and organise activities
• Work with others as part of a team
• Use appropriate information technologies
• Understand the influence of the ancient past on the present and the future
• Understand, value and respect different viewpoints, ways of living, beliefs and languages.
How will this course help me in the future?
Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism. A high level of achievement in Ancient History is a good indicator of success at tertiary level in a wide range of courses.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

Agriculture
2 Units in each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

What will I be doing in this course?
The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

Overview of Australian Agriculture (15%)
The Farm Case Study (25%)
Plant Production (30%)
Animal Production (30%).

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

Core Topics (70%):
• Plant/Animal Production (45%)
• Farm/Product Study (25%).
Optional components (30%):
• Choose 2 Electives (15% each)
  Agribusiness
  Animal management
  Horticulture
  Innovation and Diversification
  Plant management
  Sustainable Land and Resource Management

or
• Research Project (30%).

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

What should I be able to do at the end of this course?
• Be familiar with the Agriculture industry and career structures within the industry
• Seek an attain suitable and rewarding employment in an agricultural workplace
• Function competently and confidently within an agricultural setting
• Have knowledge and skills required to perform a range of tasks in a variety of agricultural environments
• Continue studies in agriculture at a tertiary level.

How will this course help me in the future?
The skills and knowledge gained in this course equip students well for direct entry into the workforce. This course allows students to pursue opportunities to continue studies at either TAFE or university levels.

Biology
2 Units in each of Preliminary and HSC
Board Developed Course
Exclusion: Preliminary Senior Science

What will I be doing in this course?
Biology is the study of living organisms and 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 use 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 Preliminary course includes a field study related to local terrestrial and aquatic environments.

The Preliminary course covers:
• A Local Ecosystem
• Patterns in Nature
• Life on Earth
• Evolution of Australian Biota.

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 the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on developments in technology to examine areas of current research.
The HSC course core topics are:
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health.
And one option from: Communication; Biotechnology; Genetics: The Code Broken; The Human Story; Biochemistry.

Practical experiences should occupy a minimum of 80 hours of teaching time across both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of this course?
- Understand and critically appraise biological information
- Collect, analyse and organise information
- Apply skills in observation, manipulation and experimental design
- Work effectively as an individual and as a team member
- Appropriately use terminology and reporting styles to communicate information
- Solve problems relating to key biological concepts.

How will this course help me in the future?
Skills developed in Biology are useful in a range of careers including biological science, medical science, health, environmental science, food science, biotechnology and pharmacy.

Business Services
240 hours

4 Preliminary and/or HSC units in total
Certificate II in Business Services (BSB20107)
And an optional 120 hour 2 Unit Business Services Specialisation Study
Certificate III in Business Services (BSB30107)

Board Developed Vocational Education and Training (VET) Course

Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

The Business Services curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

What will I be doing in this course?
This course is for students who wish to work in a business environment and will provide pathways for university and other tertiary study.

The course is based upon units of competency, which have been drawn up by businesses to describe the competencies, skills and knowledge needed by workers at an entry level in this industry.

The course incorporates nine compulsory core units and seven elective units, for the full 240 hour (two year) course. In the core of the course students concentrate on the skills required to function in an office environment. They build awareness of Occupational Health and Safety requirements and develop skills in office operations including the production of professional documents, information handling, customer relations skills and use of a variety of office related technologies. The elective units of the course build on these skills and incorporate communication methods, spreadsheets, mail procedures and maintaining daily financial records.

Students will acquire skills and knowledge which are fundamental for working in an office environment.

The 120 hour Extension course currently provides students with an additional range of qualifications. This is available at TAFE.

What else do I need to know about this course?
- Students must complete a minimum of 35 hours work placement each year in an office style workplace.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. When a student achieves a unit of competency it is signed off by the assessor in a competency record book. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Business Services (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee will apply to this course ($25).

What should I be able to do at the end of the course?
- Be familiar with the business industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the business industry
- Function competently and confidently at the entry level standard of an office work environment
- Have knowledge and skills required to perform a range of tasks in a variety of industry environments.
How will this course help me in the future?
This course provides an opportunity to complete school based apprenticeships and traineeships whilst studying at school. The school will provide extensive support and guidance to post school training, employment and apprenticeship opportunities as part of course delivery. The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force with office environments such as real estates, councils, clubs, legal office and community welfare groups. This course enhances vocational pathways for students who are interested in pursuing business studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with significant advanced standing.

Business Studies
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
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 research projects, which investigate the operation of a small business or, planning the establishment of a small business.

In the Preliminary course students study:
• Nature of Business – the nature and role of business
• Key Business Functions – analysis of the nature and role of key business functions
• Establishing a Business – issues and steps in establishing and maintaining a business
• Developing a Business Plan – the role of planning for success in business.

The HSC course covers:
• Business Management and Change – the nature and responsibilities of management
• Financial Planning and Management – financial management for success in business
• Marketing – the nature and role of marketing for business
• Employment Relations – the nature of effective employment relations in business
• Global Business – the implications of globalisation on business.

What should I be able to do at the end of the course?
• Understand the nature, role and structure of business
• Appreciate the functions, processes and operations of business

Chemistry
2 Units in each of Preliminary and HSC
Board Developed Course
Exclusion: Preliminary Senior Science

What will I be doing in this course?
Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

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

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

One option must be chosen from: Industrial Chemistry; The Biochemistry of Movement; Shipwrecks Corrosion and Conservation; The Chemistry of Art; Forensic Chemistry.
Practical experiences should occupy a minimum of 80 hours of teaching time across both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of this course?
- Understand and critically appraise basic concepts of chemistry
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member.

How will this course help me in the future?
This course is highly recommended preparation for many science-based tertiary courses. It is especially appropriate for students interested in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.

Community and Family Studies
2 units for each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
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.

The Preliminary course covers:
- Resource Management - Basic concepts of the resource management process.
- Individuals and Groups - The individual’s roles, relationships and tasks within groups.
- Families and Communities - Family structures and functions and the interaction between family and community.

The HSC course covers:
- Research Methodology culminating in the production of an Independent Research Project
- Groups in Context - The characteristics and needs of specific community groups
- Parenting and Caring - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.
- One of the following HSC option modules:
  - Family and Societal Interactions, Social Impact of Technology and Individuals and Work.

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

What should I be able to do at the end of this course?
- Manage resources and take action to support the needs of individuals, groups and families in Australian society
- Understand the influence of a range of societal factors on individuals and the nature of groups, families and communities
- Demonstrate research skills
- Demonstrate skills in critical thinking and the ability to take responsible action to promote well being
- Appreciate the diversity and inter-dependence of individuals, groups, families and communities.

How will this course help me in the future?
This course develops skills and understanding that is relevant to life after school. It helps students to set goals and make decisions about themselves, their families and the community. It is relevant to a wide range of further study at both TAFE and university and has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing.

Construction 240 hours
4 Preliminary and/or HSC units in total with the Target Qualification Certificate II in Construction Pathways (CPC20211)
Board Developed Vocational Education and Training (VET) Course

The Construction curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

- Students who are assessed as competent in all of the prescribed units of competency in Construction (240 hours) will be eligible for a Certificate II in Construction Pathways (CPC20211).
- Students who are assessed as competent in all of the units of competency in Construction (120 hours) will be eligible for a Statement of Attainment showing partial completion of Certificate II in Construction Pathways (CPC20211).

What will I be doing in this course?
This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and
Students must complete a minimum of 35 hours work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder’s labourer, tiler, concreter, painter and decorator and wall or floor tiler.

The electives available in the course complement these competencies by providing a range of practical and technical skills. Elective units available are from the area of Construction.

What else do I need to know about this course?

Units of Competency

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
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</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
<tr>
<td>CPCCCM2005A</td>
<td>Use construction tools and equipment</td>
</tr>
</tbody>
</table>

Electives

A selection of units of competency drawn from CPC11 training package/CP20211 Certificate II in Construction Pathways 85 minimum HSC indicative hours.

- Students must complete a minimum of 35 hours work placement each year in a construction workplace.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Construction (240 hours). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course.

What should I be able to do at the end of the course?

- Be familiar with the construction industry and career structures within the industry.
- Seek and attain suitable and rewarding employment in the construction industry.
- Function competently and confidently at the entry level standard of a construction work environment.

How will this course help me while I am studying and in the future?

This course will provide you with an opportunity to complete school based apprenticeships and traineeships whilst studying at school.

The school will provide you extensive support and guidance to post school training, employment and apprenticeship opportunities as part of our course delivery.

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force, particularly into trades such as carpentry and general construction. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with advanced standing.

Design and Technology

2 Units in each of Preliminary and HSC Board Developed Course

What will I be doing in this course?

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

In the Preliminary course students study 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. It includes the completion of at least two design projects.

The HSC course includes studies in innovation and emerging technologies, including a case study. The study of designing and producing culminates in the development and realisation of a Major Design Project. The project folio includes the major project proposal and management, project development and realisation and project evaluation.

What should I be able to do at the end of the course?

- Understand design theory and processes
- Understand and appreciate the interrelationship between design, society and the environment
- Understand innovation and entrepreneurial activity in a range of contexts
• Apply skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
• Demonstrate knowledge and understanding about current and emerging technologies in a variety of settings.

How will this course help me in the future?
Design and Technology provides pathways to employment and further education. It may lead to careers in a range of design fields including industrial design, graphic design, architecture, advertising, marketing and business management. Design and Technology gives advanced standing in a number of certificate and diploma courses at TAFE NSW.

Earth and Environmental Science
2 Units in each of Preliminary and HSC
Board Developed Course
Exclusion: Preliminary Senior Science

What will I be doing in this course?
Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Preliminary course develops 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 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.

The Preliminary course covers:
• Planet Earth and Environment – a five thousand million year journey
• The Local Environment
• Water Issues
• Dynamic Earth.

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

The HSC course core topics cover: Tectonic impacts; Environments through time; Caring for the country,

And one option from: Organic Geology – a non-renewable resource; Mining and the Australian environment; Introduced Species and the Australian environment; Oceanography.

Practical experiences should occupy a minimum of 80 hours of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.
What should I be able to do at the end of this course?
• Understand and critically evaluate basic concepts about the environment
• Apply experimental skills in observation, manipulation, measurement and experimental design
• Use computers and data-loggers to access information
• Use terminology and reporting styles appropriately to communicate information
• Work effectively as an individual and as a team member.

How will this course help me in the future?
This subject is important preparation for students interested in pursuing further studies in Geology, Engineering, Metallurgy and Environmental Management & Monitoring. It is most useful for university study if taken in combination with another science subject such as Physics or Chemistry. The future of humanity on this planet demands people who are trained to balance sustainable economic development against the preservation of the environment!

Economics
2 Units in each of Preliminary and HSC
Board Developed Course

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

The Preliminary course covers:
• Introduction to Economics – the nature of economics and the operation of an economy
• Consumers and Business – the role of consumers and business in the economy
• Markets – the role of markets, demand, supply and competition
• Labour Markets – the workforce and role of labour in the economy
• Financial Markets – the financial market in Australia including the share market
• Government in the Economy – the role of government in the Australian economy.

The HSC course covers:
• The Global Economy – features of the global economy and globalisation
• Australia’s Place in the Global Economy – Australia’s trade and finance
• Economic Issues – issues including growth, unemployment, inflation, wealth and management
• Economic Policies and Management – the range of policies to manage the economy.

What should I be able to do at the end of the course?
• Demonstrate effective economic thinking that contributes to responsible, competent decision-making in a changing economy
• Investigate and engage in effective analysis and evaluation of economic information
• Communicate economic information, ideas and issues in appropriate form
• Explain the role of government in economic management
• Identify and explain current economic issues.

How will this course help me in the future?
Economics is recommended study for anyone contemplating a career in accountancy, business, industrial relations, management, advertising, marketing, real estate or administration. The successful study of Economics will give credit transfer to a range of Business courses at TAFE NSW as well as being recommended study for university study in a business related field. It would also be valuable to those individuals who wish to be self-employed.

Engineering Studies
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession. Students study engineering by investigating, both individually and as a team, a range of applications and fields of engineering.

In the Preliminary course, students undertake the study and develop an engineering report for each of 5 modules:
• Three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; braking systems
• One focus module relating to the field of Bio-Engineering
• One school-based elective module.

In the HSC course, students undertake the study and develop an engineering report for each of 5 modules:
• Three application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and public transport; Lifting devices
Two focus modules relating to the fields of Telecommunications Engineering and Aeronautical Engineering.

What should I be able to do at the end of the course?
- Understand the scope of engineering and the role of the engineer
- Understand engineering principles and appreciate the responsibilities of engineers in society
- Demonstrate communication skills appropriate to engineering practices
- Understand the developments in technology and appreciate their influence on people and engineering practice
- Apply management and problem solving skills in an engineering context
- Apply skills in the application of engineering methodology.

How will this course help me in the future?
Students who undertake Engineering Studies will have the opportunity to follow professional, vocational and employment pathways. The insight and experience associated with Engineering Studies will provide very useful background for further study of engineering at university and should be combined with the study of high levels of Mathematics and Science to be especially useful. Those going into the world of work will benefit from understanding what engineers do, as the work of engineers affects us all.

English Advanced
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Students examine the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different values and attitudes.

The Preliminary course has two sections: content common to the Standard and Advanced courses, and Electives which comprise 60% of the content.

It requires:
- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film or media or multimedia texts
- A wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- Integrating the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- Engaging in the integrated study of language and text.

The HSC course has two sections: common content consists of one area of study common to both Standard and Advanced courses and Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.

It 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.

What will I be able to do at the end of this course?
- Effectively communicate at different levels of complexity
- Comprehend and understand the effects and purposes of a range of textual forms
- Undertake independent research, individual and collaborative learning
- Write coherently in a variety of forms.

How will this course help me in the future?
Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that it is compulsory to study for the HSC. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university. Success in this demanding course will be a good indicator of success in a large range of courses at TAFE NSW or university.

English Standard
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Students explore the ways events, experiences, ideas and processes are represented in and through texts.

They reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

The Preliminary Course has two sections: content common to the Standard and Advanced courses, and Electives which comprise 60% of the content.

In requires:
- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, non fiction, film or media or multimedia texts
- A wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- Integrating the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engaging in the integrated study of language and text.
The HSC Course has two sections: content common to the Standard and Advanced courses, and Modules which provide elective choices.

It requires:
- The close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; non fiction or film or media or multimedia
- A wide range of additional related texts and textual forms

What should I be able to do at the end of this course?
- Understand aspects of meaning from social, cultural, workplace and personal perspectives
- Have skills in composition and response to a wide variety of texts
- Effectively communicate for a range of purposes and audiences to enhance my personal, social and vocational life.

How will this course help me in the future?
Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that it is compulsory to study for the HSC. Students who study the Standard English course gain good preparation for further education at TAFE NSW and employment in a wide range of career areas. Standard English is accepted for entry to all university courses but it is not considered suitable preparation for students who wish to study English at university.

English Studies
2 Units in each of Preliminary and HSC
Content Endorsed Course
NB: This course is not examined externally. This is a non ATAR course

What will I be doing in this course?
English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The Preliminary Course involves the study of a compulsory module (Achieving through English: English and the worlds of education, careers and community) and the study of 3-5 additional modules.

The HSC course involves the study of a compulsory module (we are Australians-English in citizenship, community and cultural identity) and the study of 3-5 additional modules.

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

What should I be able to do at the end of this course?
- Effectively communicate in a more confident manner (in written and spoken forms)
- Develop an appreciation and enjoyment of literature in all its forms
- Write coherently in a variety of forms
- Develop literacy skills that form the basis of sound practices of investigation and analysis required for adult life.

How will this course help me in the future?
Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This English course provides the opportunity to develop basic literacy skills within the framework of relevant and ‘real life’ texts and experiences.

English Preliminary Extension 1
1 Unit in Preliminary
English HSC Extension 1
1 Unit in HSC
English HSC Extension 2
1 Unit in HSC
Board Developed Courses

Prerequisites:
- English (Advanced) course
- Preliminary English Extension Course is prerequisite for HSC Extension Course 1
- HSC Extension Course 1 is corequisite for HSC Extension Course 2

Exclusions: English Standard; Fundamentals of English; English ESL.

What will I be doing in this 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. They explore ideas of value and consider how cultural values and systems of valuation arise.
In the Preliminary Extension course students 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.

The HSC Extension course 1 has one section. Students must complete one elective chosen from one of the three modules offered for study: Genre; Texts and Ways of Thinking; Language and Values. It requires the study of prescribed texts, as well as a range of other relevant examples.

In the HSC English Extension course 2, students develop a sustained composition and document their reflection on this process. It requires students to complete a Major Work and a statement of reflection.

What will I be able to do at the end of this course?
• Analyse and trace the relationships between texts
• Become familiar with the codes and conventions of a variety of textual forms
• Discuss these conventions in both the written and oral forms
• Demonstrate refined writing style and write in a sophisticated manner.

How will this course help me in the future?
As the course is analytical in nature, students will develop skills that are relevant to all forms of tertiary study. Students wishing to specialise in English, or other humanities subjects at tertiary level will be well prepared by the Extension English courses.

Fundamentals of English
1 or 2 Units Preliminary only
Board Developed Course
Exclusions: English Advanced, English Extensions

What will I be doing in this course?
This is a skills-based course with opportunities for flexible delivery to meet students’ needs. The needs of students should determine all aspects of the course including areas such as modules studied and texts and activities chosen. It aims to support students in their study of the English Standard course or the English ESL course and the English language demands of other subjects at Stage 6.

In the Fundamentals of English course students undertake:
• Module A – Approaches to Area of Study in English (Compulsory).

And up to four additional Modules chosen from:
• Module B: Oral Communication Skills
• Module C: Writing for Study

• Module D: Investigative Skills
• Module E: Workplace Communication.

What should I be able to do at the end of this course?
• Understand and appreciate the role of language in developing confidence and positive interaction and co-operation
• Understand and appreciate the study and use of English as a key to on-going co-operation
• Understand and appreciate reflection as a way to review, reconsider and refine meaning

How will this course help me in the future?
Students will be better equipped in literacy skills to enable them to approach, with confidence, the demands of the HSC and course assessments. Improved skills in written and oral communication will allow students to meet requirements for further study in post school options such as university, TAFE NSW and the workplace. Some modules in this course may be eligible for TAFE NSW credit transfer.

Entertainment 240 hours
Certificate III in Live Production Theatre & Events Technical Operations (CUE30203)
4 Preliminary and/or HSC units in total
Board Developed Vocational Education and Training (VET) Course
Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

The Entertainment Industry curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.
• Depending on selection of units of competency students who are assessed as competent for Entertainment Industry (240 hours) will be eligible for the Certificate III Live Production, Theatre and Events (Construction and Manufacturing) or Statement of Attainment showing partial completion of Certificate III.
• Depending on selection of units of competency students who are assessed as competent for Entertainment Industry (120 hours) will be eligible for the Certificate II Live Production, Theatre and Events or Statement of Attainment showing partial completion of Certificate II.

What will I be doing in this course?
This course is for students who wish to work in the entertainment industry. The purpose of the course is to provide students with a range of general skills and knowledge suitable for entry to employment in live production, theatre and events industries.
The course comprises 13 compulsory units of competency and a selection of elective units from the entertainment and music industries. The compulsory units of competency represent the basic skills, knowledge and attitudes required for workers within the entertainment industry. The compulsory units specifically address workplace communication, working with others in the industry, basic entertainment industry knowledge and working in culturally diverse environments. Electives include more specialist units, for example technical general, costume, makeup, props, scenic art, sets, audio, lighting, staging, marketing and music.

What else do I need to know about this course?

- Students must complete a minimum of 35 hours work placement each year in an entertainment workplace.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. When a student achieves a unit of competency it is signed off by the assessor in a competency record book. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Entertainment Industry (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee will apply to this course.

What should I be able to do at the end of the course?

- Be familiar with the entertainment industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the entertainment industry
- Function competently and confidently at the entry level standard of an entertainment work environment.

How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in a range of entertainment fields such as film, television, theatre and music. There are direct articulation arrangements with TAFE NSW and students are able to complete a higher TAFE NSW qualification in minimum time and articulate, if they choose, to university.

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**Food Technology**

2 Units in each of Preliminary and HSC

Board Developed Course

**What will I be doing in this course?**

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.

It is mandatory that students undertake practical activities in this course.

The Preliminary course covers:

- Food Availability and Selection
- Food Quality
- Nutrition.

The HSC course covers:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues.

**What should I be able to do at the end of the course?**

- Make responsible decisions regarding food choices
- Research and analyse information
- Experiment with, communicate, evaluate and manage resources.

**How will this course help me in the future?**

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE NSW or university. The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW. Career options might include dietetics, food technology, teaching, and nutrition.
French Beginners
2 Units in each of Preliminary and HSC
Board Developed Course

Exclusions: French Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

No knowledge of French is required. Students who select this course must be beginners.

What will I be doing in this course?
In the Preliminary course, students will develop their knowledge and understanding of French across a range of topics, relating to their personal world and the French speaking community. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of French through the four skills. Study may cover new topics or more detailed treatment of topics previously studied.

The external HSC will include a reading and writing paper and a listening and speaking examination.

What should I be able to do at the end of the course?
• Communicate on a personal level with native speakers of French and travel in French-speaking countries
• Participate fully in everyday life and tourist ‘survival’ situations like catching public transport, seeking medical attention and arranging accommodation
• Understand and appreciate French culture and society
• Further a knowledge of French through continued learning or for future employment opportunities.

How will this course help me in the future?
The study of French provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at an in-country study in French and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

French speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for French-speaking tourists. France has a major role in both European and world affairs. French is spoken in 42 countries. It is a significant commercial language throughout Europe. A knowledge of French provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

French Continuers
2 Units in each of Preliminary and HSC
Board Developed Course

Prerequisites: RoSA French or equivalent knowledge is assumed. Candidates should have basic reading and writing skills and be able to understand simple conversation.

Exclusions: French Beginners

What will I be doing in this course?
The Preliminary and HSC courses focus on themes and associated topics. Students’ skills in and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts. The themes are the individual, the French-speaking communities and the changing world.

Students’ language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes and studying French culture through texts.

What should I be able to do at the end of the course?
• Communicate with native speakers of French and travel in French-speaking countries
• Exchange information, opinions and experiences in French
• Express ideas through the production of original texts in French
• Analyse, process and respond to texts that are in French
• Understand and appreciate French culture and society
• Apply French language skills in work, further study and leisure activities
• Continue the study of French at tertiary level.

How will this course help me in the future?
See entry for French Beginners.
Geography

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?
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 course covers: Biophysical Interactions; how biophysical processes contribute to sustainable management and Global Challenges the study of geographical issues on a global scale. The Senior Geography Project is a geographical study of the student’s own choosing.

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 demonstrate the relevance of geographical study.

The HSC course covers: Ecosystems at Risk that studies the functioning of ecosystems, their management and protection; Urban Places is a study of cities and urban dynamics; People and Economic Activity in a local and global context.

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

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. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

What should I be able to do at the end of this course?
• Understand the interactions between factors that make up the natural environment and the role of people in environmental change
• Have the skills to observe surroundings and be able to develop strategies for researching existing knowledge
• Gather new knowledge about the environment and the people who depend on it and through your own research framework
• Communicate knowledge through a wide variety of methods.

How will this course help me in the future?
Geography gives students a broad range of skills to interpret the world around them. It also helps to shape their lives so that they maximise their enjoyment of the wonders of nature while minimising the negative impact on the systems that support life on the planet.

All careers, including law, tourism and business will benefit from the study of Geography. The 21st Century is a crucial time in which people must learn to work within their planet’s ability to support them. The managers of the future must think globally and act locally. Geography gives them a head start.

German Beginners

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: German Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

No knowledge of German is required. Students who select this course must be beginners.

What will I be doing in this course?
In the Preliminary course, students will develop their knowledge and understanding of German across a range of topics, relating to their personal world and the German speaking community. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of German through the four skills. Study may cover new topics or more detailed treatment of topics previously studied.

The external HSC will include a reading and writing paper and a listening and speaking examination.

What should I be able to do at the end of the course?
• Communicate on a personal level with native speakers of German and travel in German-speaking countries
• Participate fully in everyday life and tourist ‘survival’ situations like catching public transport, seeking medical attention and arranging accommodation
• Understand and appreciate German culture and society
• Further a knowledge of German through continued learning or for future employment opportunities.

How will this course help me in the future?
The study of German provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at an in-country study in German and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing
world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

German speaking communities have an important economic presence in Australia and are a major trading partner. Australia is also a popular destination for German-speaking tourists. German is a significant commercial language throughout Europe. A knowledge of German provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

Hospitality Operations
240 hours

4 Preliminary and/or HSC units in total and an optional 120 hour 2 Unit HSC Extension
Target Qualification in Certificate II in Hospitality (SIT20207)

Board Developed Vocational Education and Training (VET) Course

Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course. Special arrangements may apply for students wishing to study Hospitality and Tourism.

The Hospitality curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

What will I be doing in this course?
This course is for students who wish to work in a hospitality environment and will provide pathways for university and other tertiary study.

The course is based on units of competency, which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates compulsory core units plus a range of units from the functional area of commercial cookery. In the core of the course, students concentrate on developing the skills to work effectively in a hospitality environment including hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment. The elective strand of the course builds on these skills.

This course will incur a fee for uniform and food ingredients.

The 120 hour Extension course currently provides students with an additional range of qualifications. Students will acquire the skills and knowledge needed for fundamental cooking duties. Students will develop a range of specialised kitchen skills in the preparation cooking and service of foods and learn how to work as part of a team in a hospitality operation. Emphasis is placed on the practical application of cooking principles, implementation of food safety procedures and the presentation of foods for a range of hospitality establishments.

What else do I need to know about this course?

- Students must complete a minimum of 35 hours work placement each year in a hospitality workplace.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. Students are assessed as either ‘competent’ or ‘not yet competent’. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Hospitality (240 hour). The written examination consists of multiple choice items, short answer and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course.

What should I be able to do at the end of the course?

- Be familiar with the hospitality industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the hospitality industry
- Function competently and confidently at the entry level standard of a commercial cookery work environment
- Have knowledge and skills required to perform a range of tasks in a variety of industry environments.

How will this course help me in the future?
This course provides an opportunity to complete school based apprenticeships and traineeships whilst studying at school. The school will provide extensive support and guidance to post school training, employment and apprenticeship opportunities as part of course delivery. The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in areas such as hotels, clubs, restaurants, community food service organisations, catering organisations and resorts, as well as many other sections of the
tourism industry. This course enhances vocational pathways for students who are interested in pursuing hospitality studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma or Trade Certificate in minimum time and articulate, if they choose, to university, with significant advanced standing.

**Industrial Technology**

2 Units in each of Preliminary and HSC  
Board Developed Course

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

**What will I be doing in this course?**

Industrial Technology Stage 6 consists of project work and an Industry Study, which develops 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 Technologies; Electronics Technologies; Graphics Technologies; Metals and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Also students must undertake the study of an individual business within the industry.

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

- Industry Study - structural, historical developments, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design - elements of design, principles of design, aspects of design, communication techniques and information and communication technologies.
- Management and Communication – literacy, calculations, graphics, and project management
- Industry related manufacturing technology.

In the HSC course, students must design, develop and construct a Major Project with a management folio. Also they must undertake a study of the overall industry related to the specific focus area.

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

A. Industry study
B. Design, management and communication
C. Production
D. Industry related manufacturing technology.

**What else do I need to know about this course?**

The marks for this course are eligible for inclusion in the ATAR (Category B).

**How will this course help me in the future?**

Industrial Technology gives students knowledge and skills in a particular industry and increases job opportunities in a range of practical occupations.

**Information Processes & Technology**

2 Units in each of Preliminary and HSC  
Board Developed Course

**What will I be doing in this course?**

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

The Preliminary course covers:

- Introduction to Information skills and systems: Information Systems in Context; Information Processes; Digital Representation of Data; Classification of Information Systems; Social and Ethical Issues
- Tools for Information processes: Collecting; Organising; Analysing; Storing and Retrieving; Processing; Transmitting and Receiving; Displaying
- Planning, Design and Implementation; Understanding the Problem to be Solved; Making Decisions; Designing Solutions; Implementing; Testing; Evaluating and Maintaining; Social and Ethical Design

The HSC Course includes:

- Project(s): Understanding the Problem; Making Decisions; Designing Solutions; Project Management; Social and Ethical Design; Implementing; Testing; Evaluating and Maintaining
- Information Systems and Databases: Information systems; Examples of Database Information Systems; Organisation Methods; Storage and Retrieval; Other Information Processes; Issues related to Information Systems
- Option Strands Students will select two of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems and Multimedia Systems.
What will I be able to do at the end of this course?
- Understand the key concepts of data information systems
- Understand the interactive nature of effective information based systems
- Be aware of available and emerging information technologies
- Appreciate social and ethical issues associated with information technology such as; equity and access, privacy and copyright
- Have communication, personal and team skills to ensure that an information systems solution is appropriate for the needs of the user
- Understand related issues such as project management, documentation and user interface.

How will this course help me in the future?
Students who successfully complete Information Processes and Technology will be competent, confident and discriminating users of information processes and technology. They will appreciate the nature of information, it’s ethical use and it’s impact on many aspects of life. They will be well prepared to pursue further education and employment across a wide range of careers.

Information Technology
240 hours

4 Preliminary and/or HSC units in total
Certificate II in Information Technology (ICA20105)
and an optional 120 hour 2 Unit Information Technology Specialisation Study
Certificate III in Information Technology (ICA30105)

Board Developed Vocational Education and Training (VET) Course

Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

The Information Technology curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

- Students who are assessed as competent in all of the units of competency in Information Technology (240 hours) will be eligible for Certificate II in Information Technology and a Statement of Attainment towards Certificate III.
- Students who are assessed as competent in some or all of the units of competency in Information Technology (120 hours) will be eligible for a Statement of Attainment showing partial completion of Certificate II in Information Technology.
- Students who complete a 120 hour IT Specialisation Study will be eligible for a Certificate III in Information Technology.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate III in Information Technology.

What else do I need to know about this course?
- Students must complete a minimum of 35 hours work placement each year in an information technology workplace.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Information Technology (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- There are several subjects delivered by TAFE NSW that can be studied in years 11 and/or 12 to complement the study of Information Technology at school. All of these give additional direct credit into the study of IT courses at TAFE NSW.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course.
What should I be able to do at the end of the course?
- Be familiar with the information technology industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the information technology industry
- Function competently and confidently at the entry level standard of an information technology work environment
- Have knowledge and skills required to perform a range of tasks in a variety of industry environments

How will this course help me in the future?
The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in a range of career areas in which information technology is a major feature. This course enhances vocational pathways for students who are interested in pursuing information technology studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with significant advanced standing. In particular, if this course is studied in combination with the Board Endorsed course delivered at TAFE NSW in Web Design students will have completed many units of competency for the Certificate III in Information Technology and be able to complete the Certificate IV and the Diploma in a minimum time after leaving school.

Japanese Beginners
2 Units in each of Preliminary and HSC
Board Developed Course

Exclusions: Japanese Continuers, Japanese Background Speakers. Other eligibility rules apply. Check with your teacher or the Board’s ACE Manual.

No knowledge of Japanese is required. Students who select this course must be beginners.

What will I be doing in this course?
In the Preliminary course, students will develop their knowledge and understanding of Japanese through the themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills. Study may cover new topics or more detailed treatment of topics previously studied.

The main topics covered are: meeting people; family and friends; home life; education; around town; travel; future.

What should I be able to do at the end of the course?
- Communicate on a personal level with native speakers of Japanese and travel and study in Japan
- Participate fully in every-day life and tourist ‘survival’ situations like catching public transport, seeking medical attention and arranging accommodation
- Understand and appreciate Japanese culture and society
- Further a knowledge of Japanese through continued learning or for future employment opportunities.

How will this course help me in the future?
The study of Japanese provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at a in-country study in Japan and can result in a double degree.

The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Japanese companies have an important economic presence in Australia and Japan is a major trading partner. Australia is also a popular destination for Japanese tourists. Japan has a major role in world affairs. It is in the forefront of technology, telecommunications and trade. Japanese is a significant commercial language throughout the Asia Pacific region. A knowledge of Japanese provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy.

Learning a language also helps to improve literacy skills in English.

Japanese Continuers
2 Units in each of Preliminary and HSC
Board Developed Course

Prerequisites: RoSA Japanese or equivalent

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

What will I be doing in this course?
The Preliminary and HSC courses focus on themes and associated topics. Students’ skills in, and knowledge of, Japanese will be developed through tasks associated with a range
of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts. The themes are: the individual; the Japanese-speaking communities; the changing world.

Students’ language skills are developed through tasks such as: conversation; responding to an aural stimulus; responding to a variety of written material; writing for a variety of purposes; studying Japanese culture through texts.

What should I be able to do at the end of the course?

• Communicate with native speakers of Japanese and travel and study in Japan
• Exchange information, opinions and experiences in Japanese
• Express ideas through the production of original texts in Japanese
• Analyse, process and respond to texts that are in Japanese
• Understand and appreciate Japanese culture and society
• Apply Japanese language skills in work, further study and leisure activities
• Continue the study of Japanese at tertiary level.

How will this course help me in the future?

See entry for Japanese Beginners.

Legal Studies
2 Units for each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

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 Preliminary course covers: The Legal System; The Individual and the Law; The Law in Practice.

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

The HSC course covers: Crime; Human Rights; and two options from seven Legal topics: Consumers, Family, Global Environment, Indigenous People, Shelter, Workplace, World Order.

Key themes incorporated across all topics are: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

What should I be able to do at the end of the course?

• Use and understand terms used in the legal process
• Recognise legal problems and demonstrate logical reasoning in applying legal principles
• Develop a working knowledge of the Australian legal system
• Understand the evolution of the current legal system
• Evaluate the effectiveness of our legal system.

How will this course help me in the future?

The course is not designed to prepare you for further study in the law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at TAFE NSW or university in a range of areas.

Mathematics
2 Units in each of Preliminary and HSC
Board Developed Course

Prerequisites: The course assumes that students have achieved the outcomes in 5.1 Mathematics course for RoSA.

Exclusions: General Mathematics

What will I be doing in this course?

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.

The Preliminary course covers: Basic arithmetic and algebra; Real functions; Trigonometric ratios; Linear functions; The quadratic polynomial and the parabola; Plane geometry; Tangent to a curve and derivative of a function.

The HSC course covers: Coordinate methods in geometry; Applications of geometrical properties; Geometrical applications of differentiation; Integration; Logarithmic and exponential functions; Applications of calculus to the physical world; Probability, Trigonometric functions, Series and series applications.
What should I be able to do at the end of the course?

• Have confidence to do mathematics, demonstrating an independent and positive approach to mathematics
• Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
• Use appropriate logic, problem solving and reasoning skills to analyse and solve a given problem.

How will this course help me in the future?
The Mathematics (2 Unit) course provides the minimum basis for entry into university courses requiring mathematics, including courses in science, engineering, computing, economics and business studies. Students intending to do tertiary studies should check recommendations for specific courses. Students who have acquired a very high level of competence in the 5.3 course in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should also undertake the Mathematics Extension 1 and/or Extension 2 courses.

General Mathematics 1 and 2
2 Units in each of Preliminary and a choice of ATAR and non-ATAR HSC
Board Developed Course

Prerequisites: The course assumes that students have achieved the outcomes of Trigonometry and Further Algebra of the 5.1 Mathematics course for RoSA.

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

What will I be doing in this course?
General Mathematics focuses on mathematical skills and techniques that 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 Preliminary and HSC courses cover Financial Mathematics, Data Analysis, Measurement, Probability and Algebraic Modelling. There are also areas of Focus Study in each course. In the Preliminary year these are Mathematics and Communication. In the HSC year students may choose from HSC General Mathematics 1a (Content Endorsed non-ATAR Course which does not have a formal HSC examination) or HSC General Mathematics 2 (a Board Developed ATAR course with a formal HSC examination). The main difference between these two courses is the contribution and depth of study of the various focus areas. In the HSC General 1 course students cover the focus areas of Mathematics and Design, Household Finances, the Human Body and Personal Resource Useage in less depth than similar areas in the General 2 course. In the General 2 course the five strands are studied in greater depth than the General 1 course and encompass 2 areas of focus study, Mathematics and Health and Mathematics & Resources.

What should I be able to do at the end of this course?
• Deal successfully and confidently with situations involving mathematics
• Apply mathematical skills and techniques to interpret practical situations
• Communicate mathematically in written and/or verbal form
• Become aware of the usefulness of mathematics and appreciate the contribution of mathematics to our society.

How will this course help me in the future?
General Mathematics is designed to support vocational courses at TAFE NSW. It provides an appropriate mathematical background for students who wish to undertake university study in the areas of humanities and creative arts. However, this course does not prepare students for further studies in mathematics beyond the HSC and may not be considered suitable preparation for university study in science or business areas. Students should check recommendations for specific tertiary courses.

Mathematics Preliminary Extension 1
1 Unit in Preliminary

Mathematics HSC Extension 1
1 Unit in HSC

Mathematics HSC Extension 2
1 Unit in HSC
Board Developed Courses

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended options of the 5.1 Mathematics course for RoSA.

They must concurrently be studying Mathematics 2 Unit in Preliminary and HSC years.

HSC Extension 1 course is prerequisite for Extension 2 course

Exclusions: General Mathematics

What will I be doing in these courses?
The content of the Extension courses 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 who 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 Preliminary Extension 1 course covers: 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 course.

The HSC Extension 1 course covers:
- Methods of integration
- Primitive of \( \sin^2x \) and \( \cos^2x \)
- 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.

The HSC Extension 2 course is designed for students with a special interest in mathematics that have shown that they possess special aptitude for the subject. They must concurrently be studying Mathematics 2 Unit and HSC Extension 1.

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

The main topics covered are: Graphs; Complex Numbers; Conics; Integration; Volumes; Mechanics; Polynomials and harder mathematics Extension 1 topics.

What should I be able to do at the end of this course?
- Appreciate the intellectually challenging nature of mathematics and experience success in solving difficult problems.
- Approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude.
- Apply complex mathematics techniques to a wide variety of challenging problems.
- Have confidence in my ability to do mathematics and enjoy seeing mathematics in the world around me.
- Be aware of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

How will this course help me in the future?
The Extension 1 course is a recommended minimum basis for further studies in mathematics as a major discipline at university 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 that is excellent preparation for tertiary study in mathematics or science based courses. Students should check recommendations for specific courses.

Metal and Engineering
240 hours
4 Preliminary and/or HSC units in total
Certificate II in Engineering (MEM20105)
Board Developed Vocational Education and Training (VET) Course

Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

The Metal and Engineering curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.
- Students who are assessed as competent in all of the prescribed units of competency in Metal and Engineering (240 hours) will be eligible for the Certificate I in Engineering, and a Statement of Attainment towards the Certificate II in Engineering – or Certificate II.

What will I be doing in this course?
This course is for students who wish to work in the manufacturing, engineering and related service industries.

The course is based on units of competency developed by the manufacturing, engineering and related service industries to describe the competencies skills and knowledge needed by workers in these industries.

This course incorporates five foundation units plus units from the Fabrication stream. The foundation units of competency represent the basic skills, knowledge and attitudes required by all workers within the manufacturing, engineering and related service industries. They specifically address industry awareness, communicating with others, planning for work, quality principles and working safely. These foundation units of competency focus on developing and refining the skills required to work effectively within the industry, and need to be exhibited throughout the entire course.

The competencies from the Fabrication elective stream complement these competencies by providing a range of practical and technical skills and articulation into the Engineering Fabrication trade.
What else do I need to know about this course?

• Students must complete a minimum of 35 hours work placement each year in a metal and engineering workplace.

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

• There is an optional Higher School Certificate examination for Metal and Engineering (240 hour). The written exam consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

• The HSC exam mark for this course may be included in the ATAR (Category B).

• A materials fee applies to this course.

What should I be able to do at the end of the course?

• Be familiar with the metal and engineering industry and career structures within the industry

• Seek and attain suitable and rewarding employment in the metal and engineering industry

• Function competently and confidently at the entry level standard of an engineering work environment

• Have knowledge and skills required to perform a range of tasks in a variety of industry environments.

How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in areas such as metal fabrication and production as well as many other sections of the metal and engineering industry. This course enhances vocational pathways for students who are interested in pursuing engineering studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with significant advanced standing.

Modern History

2 Units in each of Preliminary and HSC and an optional 1 Unit HSC Extension

Board Developed Course

What will I be doing in this course?

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The Preliminary Course consists of:

• Part I: Case Studies - at least two with one from Europe, North America or Australia and one from Asia, the Pacific, Africa, the Middle East or Central/South America (50%)

• Part II: Historical Investigation (20%)

• Part III: Core Study that examines The World at the Beginning of the 20th Century (30%).

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th Century.

The HSC Course, focused on the 20th Century, consists of:

Part I: Core Study which examines World War 1 1914 - 1919 (25%)

• Part II: One National Study from USA, Japan, China, Russia/Soviet Union, Germany, India, Indonesia, Australia or South Africa (25%)

• Part III: One Personality in the 20th Century - choose from 27 personalities (25%)


The HSC History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part I of the course students investigate the question, “What is history?”, through readings compiled in a source book and through one case study. In Part II students design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Preliminary Course and be currently studying an HSC Course in either Modern or Ancient History to attempt the Extension and must have good research skills and an independent approach to learning to be successful.

What should I be able to do at the end of the course?

• Use historical terms and concepts

• Identify different interpretations of the past

• Discuss key individuals, significant events, groups and ideas in different nineteenth and twentieth century historical investigations
• Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world
• Use available information technology, such as the World Wide Web, to conduct research
• Analyse and evaluate information from a variety of sources
• Communicate clearly about historical events, both orally and in various written forms
• Present the findings of their research and investigations as a member of a group and as an individual.
• Appreciate the contribution of historical studies to an understanding of the modern world.

How will this course help me in the future?
Skills developed from a study of Modern History are useful in a range of courses studied at university and TAFE NSW as well as in the professional and commercial world. They are especially applicable to law, teaching, medicine, communications, social work and journalism. A high level of achievement in Modern History is a good indicator of success at tertiary level in a wide range of courses.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

Music 1
2 units in each of Preliminary and HSC
Board Developed Course
Prerequisites: Music mandatory course (or equivalent). Elective Music in year 10 is not required
Exclusions: Music 2

What will I be doing in this course?
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.

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

In the 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.

What should I be able to do at the end of the course?
• Perform at a high level of musicality and technique on their chosen instrument.
• Analyse and compare the different styles of contemporary and classical music.
• Compose a piece in a variety of contemporary styles.
• Demonstrate an understanding of the historic development of contemporary music.

How will this course help me in the future?
Music 1 provides many of the skills required in the diverse fields of the Music industry. Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

Music 2
2 Units in each of Preliminary and HSC and an optional 1 Unit HSC Extension
Board Developed Course
Prerequisites: Music Elective in year 10 (or equivalent) is required.
Exclusions: Music 1

What will I be doing in this course?
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.

Students study the Mandatory Topic, Music 1600–1900, in the Preliminary year, and the Mandatory Topic, Music of the Last 25 Years (Australian focus), in the HSC year.

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology 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.

All students will be required to develop a composition portfolio for the core composition.

The 1 Unit HSC Music Extension course is available in year 12 for students who have completed Preliminary Music 2 and are currently studying HSC Music 2. It builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study, which will be negotiated, between the teacher and student.
Students selecting Composition or Musicology as their area of specialisation in the Extension course 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.

What should I be able to do at the end of the course?
- Perform at a high level of musicality and technique on their chosen instrument
- Analyse the compositional techniques used in a variety of styles, in particular to Art Music Form
- Compose a work in one of the styles found in music of the last 25 years
- Demonstrate an understanding of the historic development music from the Baroque Period to Music of present day
- Discuss, with references to a variety of major composers, the development of music in a culture and historic context
- Transcribe and discuss academically, music heard and from scores.

How will this course help me in the future?
Music 2 provides skills required in the diverse fields of the Music industry. This course is designed for the academic music student who intends to progress into tertiary music courses at university with a strong foundation of knowledge, analytical and practical skills.

Personal Development, Health & Physical Education (PDHPE)
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
The Preliminary course examines a range of areas that underpin health and physical activity. This includes current thinking about health and physical activity, the management of personal health and basic body movement. Students have the opportunity to select two options from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Preliminary course the core topics are: Meanings of Health and Physical Activity, Better Health for Individuals, the Body in Motion.

The optional component includes two options each from: First Aid, Composition and Performance, Fitness Choices, Outdoor Recreation.

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

The HSC Course covers core topics: health priorities in Australia, factors affecting performance.

The optional component includes two options each from: Health of Young People, Sport and Physical Activity in Australian Society, Sports Medicine, Improving Performance, Equity and Health.

What should I be able to do at the end of the course?
- Understand personal and community health issues
- Have skills in analysis and in the development of personal health
- Be aware of the importance of self confidence, physical well being, self esteem, social and physical motor skills, decision making and developing socially positive attitudes and beliefs.

How will this course help me in the future?
Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues.

The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching or physical education teaching.

Physics
2 Units in each of Preliminary and HSC
Board Developed Course
Exclusion: Preliminary Senior Science

What will I be doing in this course?
Physics investigates natural phenomena and identifies patterns and applies them in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

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

The Preliminary course covers:
- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine.
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, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

The HSC course has core topics:
- Space
- Motors & Generators
- From Ideas to Implementation
- And one option from: Geophysics; Medical Physics; Astrophysics; From Quanta to Quarks; The Age of Silicon.

Practical experiences should occupy a minimum of 80 hours of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

The study of Physics requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these disciplines and a strong commitment to study.

What should I be able to do at the end of this course?
- Understand and critically appraise basic concepts of modern physics
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member.

How will this course help me in the future?
Physics, either studied alone or in combination with another science subject, is highly recommended preparation for many science based university courses. Students interested in medicine, aviation, engineering and the defence forces should consider selecting Physics.

Primary Industries
240 hours
4 Preliminary and/or HSC units in total
(RTE20103)

Board Developed Vocational Education and Training (VET) Course
Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course

The Primary Industries curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.
- Students who are assessed as competent in all of the units of competency in Primary Industries (Agriculture) (240 hours) will be eligible for a Statement of Attainment showing partial completion of a Certificate II in Agriculture.

What will I be doing in this course?
This course is for students who wish to work in primary industry, either as a long-term career or in part-time or temporary positions. It is based on units of competency that have been drawn up by people involved in the primary industry to describe the competencies, skills and knowledge needed by workers in this industry. Students concentrate on developing a range of skills required to work effectively in a modern primary industry environment. These include oral and written communication skills, the safe use of chemicals associated with primary industries and OH&S competencies.

What else do I need to know about this course?
- Students must complete a minimum of 35 hours work placement each year in a Primary Industry workplace.
- This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Competency based assessment determines the vocational qualification that a student will receive. A log book detailing students competencies achieved, will be issued.
- There is an optional Higher School Certificate examination for Primary Industries (240 hour). The written exams consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course.

What should I be able to do at the end of the course?
- Be familiar with the primary industry and career structures within the industry
- Seek and attain suitable and rewarding employment in an agricultural work place
- Function competently and confidently at the entry level standard of an agricultural work environment
- Have knowledge and skills required to perform a range of tasks in a variety of industry environments.
How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the workforce in farming, agriculture and associated industries. This course enhances vocational pathways for students who are interested in pursuing agriculture studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with significant advanced standing.

Retail Services 240 hours

4 Preliminary and/or HSC units in total

Certificate II in Retail (SIR20212)

Board Developed Vocational Education and Training (VET) Course

This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will develop a range of technical, vocational and interpersonal competencies valued within and beyond the workplace. Retail is a people business and success relies on quality goods, services and staff. The retail industry is the largest single industry providing employment within Australia and career options cover a range of roles including customer services, sales, visual merchandising, product management, marketing and support services and administration.

Students should select units of competency within the course structure which maximise their eligibility for Australian Qualification Framework (AQF) VET qualifications and an occupational outcome.

What else do I need to know about this course?

• Students must complete a minimum of 35 hours work placement each year in a retail workplace
• This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in a retail store. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Competency based assessment determines the vocational qualification that a student will receive
• There is an optional Higher School Certificate examination for Retail Operations (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification
• The HSC exam mark for this course may be included in the ATAR (Category B).

What should I be able to do at the end of the course?

• Be familiar with the retail industry and career structures within the industry
• Seek and attain suitable and rewarding employment in the retail industry
• Use technologies appropriate to the retail industry
• Appreciate the importance of commitment to quality in all aspects of service, production and organisation of work.
• Function competently and confidently at the entry-level standard of a retail work environment.

How will this course help me in the future?

The retail industry is a major area of employment in Australia and is open to school leavers. The competencies, skills and work experience students gain in this course equip them well for direct entry into the workforce. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university with significant advanced standing.

What will I be doing in this course?

Units of Competency

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<tr>
<th>Unit code</th>
<th>Unit title</th>
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<td>SIRXCCS201</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td>SIRXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SIRXCOM101</td>
<td>Communicate in the workplace to support team and customer outcomes</td>
</tr>
<tr>
<td>SIRXIND101</td>
<td>Work effectively in a customer service environment</td>
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<tr>
<td>SIRXRSK201</td>
<td>Minimise loss</td>
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<tr>
<td>SIRXSLS201</td>
<td>Sell products and services</td>
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<td>SIRXWHS101</td>
<td>Apply safe work practices</td>
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<td>SIRXMER201</td>
<td>Merchandise products</td>
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<tr>
<td>SIRXSLS002A</td>
<td>Advise on products and services</td>
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<th>Elective - 85 minimum HSC indicative hours</th>
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Senior Science
2 Units in each of Preliminary and HSC or in HSC following the completion of another Preliminary Science course
Board Developed Course

Exclusions: Preliminary courses in Biology, Chemistry, Earth & Environmental Science and Physics

What will I be doing in this course?
The Preliminary course incorporates study of the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and aspects of human anatomy. It discusses issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.

The Preliminary Course covers: Water for Living; Plants; Humans at Work; The Local Environment. In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology or Chemistry or Earth and Environmental Science or Physics.

The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies and information systems.

The HSC course has core topics: Lifestyle Chemistry; Medical Technology; Bionics; Information Systems; and one option from: Preservatives and Additives; Polymers; Pharmaceuticals; Space Science; Disasters.

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 RoSA in Science. In the HSC study pattern, students who have completed the Preliminary course in Biology, Chemistry, Earth and Environmental Science or Physics, may replace it with the HSC course in Senior Science. These students may also study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics to a maximum of six science units.

Practical experiences should occupy a minimum of 30% of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of the course?
• Understand and critically appraise basic concepts of science
• Apply experimental skills in observation, manipulation, measurement and experimental design
• Use computers and data-loggers to access information
• Use terminology and reporting styles appropriately to communicate information
• Work effectively as an individual and as a team member
• Solve problems relating to key scientific concepts.

How will this course help me in the future?
This course provides an essential background to enable students to understand and appreciate the impact of Science on society. The course is useful in planning for a wide range of careers including infants and primary teaching and ecology studies. Senior Science is not considered suitable preparation for further study at university in science, engineering or applied science, but may provide useful background for the study of social and behavioural sciences and some health sciences such as nursing.

Society and Culture
2 Units in each Preliminary and HSC
Board Developed Course

What will I be doing in this course?
Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interactions 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.

A requirement of the course is that the research findings are presented for external assessment in year 12, in the Personal Interest Project (PIP), 30% of HSC.

The Preliminary course covers:
• The Social and Cultural World - the interaction between aspects of society and cultures
• Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings
• Intercultural Communication – how people in different cultures interact and communicate.

The HSC course covers a core:
• Social and Cultural Continuity and Change – research and study of the nature, continuity and change of a selected country.
• The Personal Interest Project – an individual research project.

And depth studies, two to be chosen from:
• Popular Culture – the interconnection between individuals and popular culture.
• Belief Systems – the 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.
What should I be able to do at the end of the course?

• Demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environments.

• Understand and utilise a range of research methodologies (interviews, questionnaires, surveys etc) to understand their social research.

How will this course help me in the future?

Society and Culture prepares students for immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. The course is relevant for students now and in their future. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, social sciences, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE NSW course.

Software Design and Development

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

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 Preliminary course covers:

• Concepts and Issues in the Design and Development of Software: social and ethical issues; hardware and software; and software development approaches

• Introduction to Software Development: defining the problem and planning software solutions; building software solutions; checking software solutions; and modifying software solutions

• Developing Software Solutions.

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.

The HSC course covers:

• Development and Impact of Software Solutions: social and ethical issues; and 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; and maintenance of software solutions

• Developing a Solution Package either: Evolution of programming language or the software developer’s view of the hardware.

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

This course is suited to students who have an interest in programming that is already expressing itself in the amount of time spent at the computer and some ability to solve problems through analysis and design. Students in this course must have access to a computer and the internet for extended periods of time outside classroom periods.

What should I be able to do at the end of this course?

• Design, build, check and modify software solutions using industry standard tools and methods

• Effectively find, evaluate and use web based resources needed for professional development as a software engineer

• Be aware of all relevant issues effecting software engineers.

How will this course help me in the future?

This course provides excellent employment opportunities, both during and after the HSC. It is a thorough introduction to further studies both at TAFE NSW and university. In addition, the design and analysis skills you develop in this course have immediate application in many areas of life and further study.

Spanish Beginners

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusions: Spanish Continuers.

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

No knowledge of Spanish is required. Students who select this course must be beginners.

What will I be doing in this course?

In the Preliminary course, students develop their knowledge and understanding of Spanish across a range of topics, which will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Spanish skills and may cover new topics or more detailed treatment of topics previously studied.
Main topics covered:
• Encounters, meetings and presentations
• At the airport, train station etc
• Discussion of home and daily routine
• Making arrangements and telephoning
• Shopping
• Eating at home and in restaurants
• Leisure activities and ticket purchases
• Discussion of school activities
• Health and accidents
• Holidays and travel
• Discussion of weather, time, dates, days, seasons and numbers.

What should I be able to do at the end of this course?
• Communicate with native speakers of Spanish and travel in Spanish-speaking countries
• Exchange information, opinions and experiences in Spanish
• Express ideas through the production of original texts in Spanish
• Analyse, process and respond to texts that are in Spanish
• Understand and appreciate Spanish culture and society
• Apply Spanish language skills in work, further study and leisure activities
• Continue the study of Spanish at Tertiary level.

How will this course help me in the future?
The study of Spanish provides students with knowledge, understanding and the skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Many courses, ranging from Applied Science through Business and Administration, Communication and Humanities, the Creative and Performing Arts, Design, Education, Psychology, Social and Community Services, Engineering, Health Sciences, Sport and Recreation, Information Technology, Tourism and Hospitality can all be enhanced with International Studies. This provides the opportunity to spend a year at an in-country study in Spanish and can result in a double degree. The ability to move between countries, cultures and languages has increased due to globalisation, ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world and become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Australia is also a popular destination for Spanish-speaking tourists. A knowledge of Spanish provides students with opportunities to continue learning and for future employment both domestically and internationally in areas including commerce, tourism, hospitality and diplomacy. Learning a language also helps to improve literacy skills in English.

Textiles and Design
2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?
The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work.

The Preliminary course covers:
• Design
• Properties and Performance of Textiles
• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI).

The HSC course builds upon the Preliminary course and involves the study of the historical design development, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The course integrates the development of a Major Textiles Project that allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

The HSC course covers:
• Design
• Properties and Performance of Textiles
• The Australian Textiles, Clothing, Footwear and Allied Industries
• Major Textiles Project.

What should I be able to do at the end of the course?
• Know about and understand the functional and aesthetic requirements of textiles for a range of applications
• Have practical skills in design and manipulation of textiles through the use of appropriate technologies
• Apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items
• Have skills in experimentation
• Know about and understand the Australian Textiles, Clothing, Footwear and Allied Industries
• Appreciate the significance of textiles in society.

How will this course help me in the future?
The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

This course requires a fee, plus resources purchased for individual tasks.
Visual Arts
2 Units in 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.

What will I be doing in this course?
Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in art making, art criticism and art history. Their learning opportunities focus on:

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

The HSC course provides for deeper and more complex investigations. It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies, (4–10 hours each), and deeper and more complex investigations in art making, art criticism and art history. The learning opportunities focus on:

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

What should I be able to do at the end of the course?

- Present a body of artwork that shows creativity and strength in its ideas and representation of subject matter
- Use art materials with confidence, sensitivity and technical competence
- Initiate an art making process that is sustained and reflective
- Identify an individual approach to art making
- Write about artworks, artists and art styles in art history from different perspectives
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in art.

How will this course help me in the future?

In Visual Arts students will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages them to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way. The course encourages tolerance and empathy for different values and beliefs as students participation in Visual Arts will also strengthen their problem-solving and thinking skills especially in the area of visual communication.

This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.
3.2 Board Developed Life Skills Courses

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process.

They are not examined externally, and do not contribute to a ATAR.
Citizenship and Society Life Skills
2 units for each of Preliminary and HSC
Board Developed Life Skills Course

What will I be doing in this course?
The Stage 6 Citizenship and Society Life Skills course focuses on the development of the knowledge and understanding, skills, values and attitudes that will enable students to participate as individuals in all aspects of Australian society.

The course emphasises practical experiences of a range of roles and responsibilities in everyday activities. Students can develop their skills in travelling around the local community and gain an understanding of the importance of balancing work and training with planned holidays. The course focuses on personal roles, rights and responsibilities in relation to the law, and emphasises what it means to be a citizen of Australia and to participate in democratic processes. Students will have the opportunity to develop their knowledge and understanding of social, cultural and environmental features of Australia, as well as the opportunity to engage with the wide range of significant people, issues and events that have influenced Australia’s development. The course will also examine key events, issues and challenges facing Australia and the world today and how they may be addressed.

The structure of the Citizenship and Society Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study of selected modules or may study all six modules.

The main topics are:
• Participation as an Individual in Adult and Community Life
• Social, Cultural and Environmental Features of Australia
• Travel and Holidays
• Citizenship and the Law
• Significant People, Events and Issues in Australia’s History
• Significant People, Events and Issues for Australia and the World today.

The completion of a transition-planning process for each student is a condition of access to the Citizenship and Society Life Skills course.

Creative Arts Life Skills
2 units for each of Preliminary and HSC
Board Developed Life Skills Course

What will I be doing in this course?
The Stage 6 Creative Arts Life Skills course focuses on the development of an awareness and understanding of the visual arts, music, drama and dance that offer creative opportunities for self expression and personal choice, communication and the sharing of cultural views.

Music provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Movement and Dance provides opportunities for students to experience and respond to different movements and dance styles. Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-schooling environments. Learning opportunities in Painting, Drawing, Photography and Printmaking provide opportunities for students to investigate different concepts and ideas of interest that can be represented in drawings, paintings and photographs. Ceramics, 3D Forms and Fibre provide opportunities for students to investigate different concepts and ideas of interest that can be represented in clay objects and forms, sculptures, models, constructions and fibre.

Electronic media expands the range of experiences students may have in making artworks in two and three dimensions. These technologies encourage students to explore concepts and ideas from different sources in imaginative and creative ways.

Study in the Stage 6 Creative Arts Life Skills course should contribute to students’ appreciation of the arts, their quality and enjoyment of life and assist them to prepare for various post-schooling opportunities.

The structure of the Creative Arts Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The main topics are:
• Music
• Movement and Dance
• Drama and Theatre
• Visual Arts – Painting, Drawing, Photography and Printmaking
• Visual Arts – Ceramics, 3D Forms and Fibre
• Visual Arts – Electronic Media.

The completion of a transition-planning process for each student is a condition of access to the Creative Arts Life Skills course.

English Life Skills
2 units for each of Preliminary and HSC
Board Developed Life Skills Course

What will I be doing in this course?
The Stage 6 English Life Skills course focuses on the development of effective communication and literacy, which will enhance the participation of students in all aspects of post-school life.

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations.
This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in and understanding about viewing a wide range of visual material.

Study in the Stage 6 English Life Skills course should enable students to access information, engage in a range of recreational and leisure activities and to undertake further education, training and employment.

The structure of the English Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The main topics are:
- Communication
- Speaking
- Listening
- Reading
- Writing
- Viewing.

The completion of a transition-planning process for each student is a condition of access to the English Life Skills course.

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### Mathematics Life Skills

**2 units for each of Preliminary and HSC**

**Board Developed Life Skills Course**

**What will I be doing in this course?**

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.

The completion of a transition-planning process for each student is a condition of access to the Mathematics Life Skills course.

The main topics are:
- Numeration
- Operations
- Time
- Space
- Money
- Measurement.

The completion of a transition-planning process for each student is a condition of access to the Mathematics Life Skills course.

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### Personal Development, Health and Physical Education Life Skills

**2 units for each of Preliminary and HSC**

**Board Developed Life Skills Course**

**What will I be doing in this course?**

The Stage 6 Personal Development, Health and Physical Education Life Skills course focuses on the development of the values and attitudes, knowledge, understanding and skills that will enable students to lead safe, healthy, active and productive lives.

The course emphasises effective management of a range of personal health issues that are critical to daily life. Students can develop a broad understanding of the importance of health practices that will enable them to lead healthy lifestyles. They will have the opportunity to participate in activities that will enhance their ability to engage appropriately in a range of interpersonal relationships. Students’ effective participation in a range of post school environments will be supported by the development of skills in a range of safe living practices. The course will assist students to engage in a range of leisure activities that will enhance their post-school life as well as providing students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

The structure of the Personal Development, Health and Physical Education Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The main topics are:
- Growth and Development
- Developing and Maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Safe Living
- Leisure
- Outdoor Recreation.

The completion of a transition-planning process for each student is a condition of access to the Personal Development, Health and Physical Education Life Skills course.
Science Life Skills
2 units for each of Preliminary and HSC
Board Developed Life Skills Course

What will I be doing in this course?
The Stage 6 Science Life Skills course focuses on the development of knowledge and understanding of the relationship between people and the natural environment. The course also emphasises the development of skills and responsible attitudes that enable students to use and manage the earth’s resources in everyday living situations.

The course examines the factors that influence the earth’s environment and its relationship with the sun and other bodies in the universe with an emphasis on the importance of climate and weather and the need to maintain a balance in nature. Students can develop skills in identifying the essential differences between living and non-living things, with opportunities to develop greater knowledge and understanding of the nature, range and habitats of a wide variety of living things. The course explores the nature, type and importance of resources, and students will have opportunities to examine the effective and responsible use and management of resources in the environment. Students will have the opportunity to identify and value the many ways plants are used in the environment and will have an opportunity to develop skills in planning, and participating in the management of a garden. Students can also develop skills in animal care and management. Students will have opportunities to examine the sources, types and nature of energy used in daily environments.

The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The main topics covered are:
• The Earth and Its Surroundings
• Living Things
• Managing Resources in the Local Environment
• Horticulture
• Animal Care
• Obtaining and Using Energy.

The completion of a transition-planning process for each student is a condition of access to the Science Life Skills course.

Technology and Applied Studies
Life Skills
2 units for each of Preliminary and HSC
Board Developed Life Skills Course

What will I be doing in this course?
The Stage 6 Technological and Applied Studies Life Skills course focuses on the development of the knowledge, skills and confidence required for students to become informed, responsible individuals and to facilitate and maximise their participation in a technological world.

This course provides students with opportunities to develop skills in accessing technology to facilitate their greater participation and independence in post-school environments. Students can extend their knowledge and understanding of, and skills in menu planning for a variety of occasions and in the purchase and preparation of food using a range of resources. Students will have the opportunity to work with a range of materials, tools and machinery to complete specific projects. They will be provided with experiences that will increase their knowledge and understanding of essential features of home management, care and organisation. The course provides students with opportunities to develop their skills in the care and maintenance of clothing. Students can also enhance their capacity to use a range of appliances, machinery and equipment they will encounter in post-school environments.

The structure of Technological and Applied Studies Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The main topics are:
• Accessing Technology
• Food Purchasing and Preparation
• Working with Materials, Equipment and Machinery
• Home Management, Care and Organisation
• Clothing Care
• General Maintenance of Appliances, Machinery and Equipment.

The completion of a transition-planning process for each student is a condition of access to the Technological and Applied Studies Life Skills course.
Work and Community Life Skills
2 units for each of Preliminary and HSC
Board Developed Life Skills Course

What will I be doing in this course?
The Stage 6 Work and Community Life Skills course focuses on the skills, knowledge, understanding, values and attitudes that students need for employment, participation and independence in the community.

The course emphasises the development of student’s understanding of the nature, patterns, variety and implications of paid and volunteer work. Students can develop a personal portfolio and will have the opportunity to clarify their expectations of workplace and community-based environments on the basis of actual experiences. They will be provided with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The course focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices. Opportunities will be provided for students to develop skills through graduated experiences and participation in the workplace and community-based learning environments that have been determined through the individual transition-planning process.

The structure of the Work and Community Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may engage in study in selected modules or may study all six modules.

The main topics covered are:

- Understanding the World of Work
- Planning for Participation in Workplace and Community-Based Learning
- Developing a Portfolio in Preparation for Employment
- Introduction to the Workplace or Community-Based Learning Environments
- Dealing with Workplace and Community-Based Learning Environment Issues
- Participating in Workplace Learning and Community Based Learning Experiences.

The completion of a transition-planning process for each student is a condition of access to the Work and Community Life Skills course.
3.3 Board Endorsed

Board Endorsed Courses have syllabuses endorsed or approved by the Board of Studies to cater for areas of special interest. All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external exam and assessment is school based.

There are several Board Endorsed Courses delivered by schools and many delivered by TAFE NSW (known as TVET). Additional TVET subjects may be available and some subjects listed are subject to Board approval.

See the TVET Coordinator at your school and refer to the TAFE Prospectus for course details.
The course covers mandatory core modules:
- Core A: Pregnancy and Childbirth
- Core B: Child Growth Development
- Core C: Promoting Positive Behaviour.

As well as a selection of optional modules:
- Learning Experiences for Young Children
- Play and Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children’s Services Industry
- Young Children and Media
- Young Children and the Law
- Children’s Literature
- Food and Nutrition
- Child Health and Safety
- Young Children and the Law
- Children’s Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs.

What will I be doing in this course?
Computing and related information is a ‘hands-on’ skills based course aimed at developing the student’s abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas.

What should I be able to do at the end of this course?
Students will develop their knowledge and understanding of the role of computing in completing tasks and become confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

What else do I need to know about this course?
It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

How will this course help me in the future?
Computing Applications will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further study a or vocational training in the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

Exploring Early Childhood
120 or 240 hours
2 Units in each of Preliminary and HSC
Board Endorsed Course
School Delivery

What will I be doing in this course?
This course involves the study of childhood development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual students, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for the future interactions with children, be these as parent, friend, carer or educator.
What will I be doing in this course?
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 with students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice.

Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century.

The subject content in this course addresses traditional aspects of the field of wet photography and offers students opportunities to explore more contemporary developments in this field and in the fields of video and digital imaging (still and moving). (The term ‘wet photography’ is used to distinguish more conventional practices in photography which involve the manipulation of photographic papers and chemicals. This is sometimes also referred to as analogue photography in contrast to digital imaging and practices). Photography, Video and Digital Imaging offers opportunities to consider how the use of particular technologies associated with wet and digital applications either limit, or open up possibilities for, the artist, photographer, video artist, filmmaker and designer.

Critical and historical investigations of the work (the photograph and/or digital image), the artist/photographer/filmmaker/designer, and the audience and world are considered within different frameworks of meaning and value. New digital technologies have had a significant effect on the materiality of art (including the photograph) and the ways in which the world is interpreted. Rather than have a material form, the image might exist in environments of virtual space and virtual reality. Digital technologies have also extended the ways in which audiences may encounter exhibitions as virtual exhibitions and have opened up possibilities for new audiences as they engage and interact with works in real time and non-linear time.

What will I be able to do at the end of this course?
- Present a body of photographic and digital pieces that show creativity and strength in its ideas and representation of subject matter.
- Use photographic, video and digital materials with confidence, sensitivity and technical accomplishment.
- Initiate a photographic making process that is sustained and reflective.
- Identify an individual approach to photographic and digital image making.
- Write about photographic, video and digital artworks, artists and styles in history from different perspectives.
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in photographic and digital artworks.

How will this course help me in the future?
In Photography, Video and Digital Imaging students will develop skills and qualities that are relevant to many situations in the workplace and in further study. Similar to Visual Arts, this course encourages students to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. They will develop the confidence to express their individuality and acquire the skills to express these in a creative manner. Many of the activities within the course also rely on students development problem solving and thinking skills in the area of visual communication.

The study of Photography, Video and Digital Imaging will support students in developing a commitment to and capacity for lifelong learning in one or more of these fields. This may lead to further post-school study at university of TAFE, or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as areas of personal interest.

Skills for Life
2 Units in Preliminary and/or HSC

Board Endorsed Course
School Delivery

This course is a content endorsed course which means the Board of Studies has given approval to deliver a course specifically designed for the needs of students who do not require a ATAR.

What will I be doing in this course?
The course covers a range of topics including:
- Accommodation
- Budgeting and Personal Finance
- Leisure and Travel
- Self Esteem
- Government and Voting
- Study Skills
- Home Maintenance
- Buying and Driving a Car.
What should I be able to do at the end of this course?

Students will have an enhanced understanding of:
- Independent and informed decision making
- Interpersonal skills as they relate to relationships with families, friends, employers and community leaders
- The skills needed to improve day to day living
- The concepts of citizenship and community participation
- The importance of financial literacy as it applies to everyday living.

How will this course help me in the future?

Skills for Living will give students improved abilities to make informed and practical decisions about life after school. Improved life outcomes are a likely consequence produced by the study of this course.

**Sport (Coaching)**

120 and 240 hours

2 Units in each of Preliminary and HSC

Board Endorsed Vocational Educational and Training (VET) Course

School Delivery

AQF VET Qualification: Statement of Attainment towards Certificate II in Sport (Coaching) (120 hour course)
Certificate II in Sport (Coaching) (240 hour course)
Minimum Work Placement: 35 hours (120 hour course); 70 hours (240 hour course)

The sport coaching industry is characterised by paid employment and volunteer work. Work placement opportunities for these courses may be sourced from both these areas.

**Exclusions:** Nil

This Sport (Coaching) curriculum framework includes courses that are accredited for the HSC providing students with the opportunity to obtain nationally recognised vocational qualifications.

The purpose of this course is to provide students with the opportunity and skills to enable the individual to commence a career in a wide range of sports coaching and physical training.

**What will I be doing in this course?**

- Learning about the rules, strategies, statistics and competitions of a variety of sports.
- Developing skills to coach, referee and organise different teams, games and sporting events.
- Working with people in real life sporting teams and organisations to develop effective competencies for a career.

**What else to I need to know about this course?**

- The four main sports components of this course include Rugby League, Football (Soccer), Surf Life Saving and Basketball.
- This is a school based VET course taught by a teacher with qualifications and expertise in Rugby League. This will be the major sport addressed in the course.
- Opportunities to gain skills and experiences in other sports are also part of the course.

What should I be able to do at the end of this course?

- Gain Level 1 Rugby League Coaching qualifications
- Referee to a high standard, a variety of sports, including the ones students are really interested in
- Organise and run sporting competitions and events that involve many people and teams.

How will this course help me in the future?

- Formal qualifications will allow students to coach junior and senior sporting teams in a sport that they like
- Allow students can quickly upgrade their qualifications to eventually coach professional teams
- Move into professional sports organisation and team management courses at TAFE or University.

**Sport Lifestyle & Recreation Studies (SLR)**

1 or 2 Units in Preliminary and/or HSC

Board Endorsed Course

School Delivery

Exclusions: Students studying SLR must not study modules which duplicate PDHPE modules.

**What will I be doing in this course?**

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

The course 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; and Healthy Lifestyle.

**What will I be able to do at the end of this course?**

- Understand and appreciate the factors that influence health and participation in physical activity
- Understand the principles that impact on quality of performance
- Analyse and implement strategies to promote health, activity and enhanced performance
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What will I be able to do at the end of this course?

• Identify the relationship between a healthy lifestyle and diet and exercise
• Be aware of anatomy and physiology
• Create and refine my own performance of movement skills and safe sporting practices.

How will this course help me in the future?

Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health, physiotherapy.

Visual Design

2 Units in each of Preliminary and HSC
Board Endorsed Course
School Delivery
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

What will I be doing in this course?

This course provides students with opportunities to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

It enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills.

Students will complete 6 - 12 Modules of work selected from:
• Publications and Information
• Illustration and Cartooning
• Interactive and Multimedia
• Clothing and Image
• Jewellery and Accessories
• Textiles
• Packaging
• Furniture
• Industrial
• Structures and Environments
• Stage Sets and Props
• Interiors
• Individual/Collaborative Design Project.

A mandatory module in Occupational Health and Safety will also be completed.

What will I be able to do at the end of this course?

• Have knowledge, skills and understanding through the making of works in design that demonstrate conceptual and technical accomplishment
• Have knowledge, skills and understanding that reflect increasingly accomplished critical and historical investigations of design

How will this course help me in the future?

The study of Visual Design will support students to make design decisions related to their own lives. This may lead to further post-school study at TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

Work Studies

2 Units in each of Preliminary and/or HSC
Board Endorsed Course
School Delivery
Exclusions: Nil

What will I be doing in this course?

This course provides students with opportunities to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

It enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills.

Students will complete 6 - 12 Modules of work selected from:
• Publications and Information
• Illustration and Cartooning
• Interactive and Multimedia
• Clothing and Image
• Jewellery and Accessories
• Textiles
• Packaging
• Furniture
• Industrial
• Structures and Environments
• Stage Sets and Props
• Interiors
• Individual/Collaborative Design Project.

A mandatory module in Occupational Health and Safety will also be completed.

What will I be able to do at the end of this course?

• 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.

What should I be able to do at the end of this course?

• Be familiar with the skills and competencies needed to search for and gain meaningful employment
• Understand the general requirements asked of employees in the workplace
• Understand occupational health and safety issues in the workplace
• Develop a range of interpersonal skills.

How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the workforce.
Industry-Based Learning 240 hours
2 Units in each of Preliminary and HSC

Board Endorsed Course - which is only available for students who are:
• school based apprentices or trainees in an approved industry area; and
• entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

What will I be doing in this course?
• The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship.
• The course provides greater flexibility for school-based apprentices and trainees within the HSC.
• It will assist students to meet the time commitments of the HSC and the traineeship or apprenticeship.
• During the minimum 100 days of paid part-time work students will have the opportunity to develop competencies towards their apprenticeship or traineeship as well as develop knowledge, understanding, skills, values and attitudes related to enterprise, work and employability.

Course completion requirements
For a student to be considered to have satisfactorily completed this course there must be sufficient evidence that the student has:
• Followed the course endorsed by the Board
• Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
• Achieved some or all of the course outcomes
• Met the on-the-job attendance requirements contained within the approved school-based apprenticeship or traineeship training plan.
Special thanks to Northern Beaches Secondary College for its contribution to this Senior Studies Guide