HOW TO USE THIS BOOKLET

This booklet has been produced by Hurlstone Agricultural High School to provide information for parents and students to make informed choices about the HSC and 2016 course selection.

This booklet includes materials provided to schools by the NSW Department of Education, the Board of Studies, Teaching and Educational Standards (BOSTES) and the Universities Admissions Centre (UAC). The information has been adapted to Hurlstone's needs and incorporates the thoughts of staff and parents about the course of study to be offered at Hurlstone.

NOTE: Some information that you may have read in the past, discussed with friends or read in older documents may have changed.

It is important that you read this document carefully and consider the rules for the 2017 HSC.

The support program which has been developed includes:

- This booklet
- The Careers Adviser
- The KLA Head Teachers and course coordinators
- An evening information forum, which will allow students and parents to meet with staff and ask questions about the 2017 HSC.
- The Deputy Principals Mr S. So, Ms C. Castle and Mr N. Wenban, the Head Teacher Teaching and Learning (Rel.) Ms R. Ross, and your Year Advisors, Mrs Hackett and Mrs Gutesa, who can answer a variety of questions on subject selection.

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What types of courses are available?

1. Board Developed Courses (BDC)

- These courses are developed by the Board of Studies, Teaching and Educational Standards (BOSTES) with a syllabus which contains:
  - Course aim, objectives, outcomes and content
  - Specific course and assessment requirements
  - Sample examination papers and marking guidelines
  - A performance scale

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

2. Board Endorsed Courses (BEC)

There are two types of Board Endorsed Courses:

- **Content Endorsed Courses (CECs):** syllabuses endorsed by the Board of Studies, Teaching and Educational Standards (BOSTES) to cater for special interests not covered in Board Developed Courses.

- **School Designed Courses:** special courses to meet student needs designed by schools. These courses must be approved by the Board of Studies, Teaching and Educational Standards (BOSTES).

Some Board Endorsed Courses are one-year courses. There is no external examination but all Board Endorsed Courses count towards the Higher School Certificate and appear on a student’s Record of Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.**

3. Vocational Education and Training (VET) Courses:

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

These courses are assessed on a competency basis. Competency based assessment means that a student is observed by a qualified assessor who decides whether or not that student has demonstrated the competency being assessed. Students either have demonstrated or not yet demonstrated the required competencies to be deemed to have met the AQF requirements for the VET course. This assessment process is why the Universities Admission Centre requires students to sit an HSC examination in these courses if they are to be used towards the ATAR.

Competency based assessment means that students do not attempt the conventional assessment tasks where they are graded, ranked and have marks sent to the Board of Studies, Teaching and Educational Standards (BOSTES). The whole ATAR component of a VET course comes from the HSC examination while the AQF component comes from the ongoing competency based assessment.

Another significant feature of VET courses and the competency-based assessment is Recognised Prior Learning (RPL). A student who has already demonstrated a competency in an appropriately recognised form can claim credit for it in the course, for example a student doing Primary Industries who already has a recognised Chemical User’s Certificate can gain an RPL for it and have it credited against the AQF certificate.

**NOTE:** Only one of these courses will count towards the ATAR. These courses have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school.

Students receive special documentation showing the competencies gained. Schools will deliver some of these courses, while TAFE or other providers will deliver others. Further information about VET courses appears in the section listing the HSC Courses available at Hurlstone in 2016-2017.
What are units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. In the HSC each 2 unit course has a value of 100 marks while 1 unit courses have a value of 50 marks.

2 Unit Courses
This is the basic structure for all courses. Each 2 unit course involves class time of approximately 4 hours per week (120 hours per year). It has a value of 100 marks.

Extension Courses
Extension study is available in some subjects, carrying an additional value of 1 unit. This requires students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music and some Language and VET courses.

English and Mathematics Extension courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. HSC extension courses, except for Extension 1 in English and Mathematics are offered in Year 12 only.

1 Unit Courses
1 unit equals approximately 2 hours of class time each week or 60 hours per year. It has a value of 50 marks.

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

What are the requirements for the award of the HSC?

If you wish to be awarded an HSC:

- A student must have sat for and made a serious attempt at the Higher School Certificate examinations.
- A student must study a minimum of 12 units in the Preliminary Course, usually Year 11, and a minimum of 10 units in the HSC Course, usually Year 12. Both the Preliminary Course and the HSC Course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects: a maximum of 6 units of courses in Science can contribute to Higher School Certificate eligibility
- If a student wishes to receive an ATAR, they must study a minimum of 10 Board Developed units in the HSC Course. The booklet, University Entry Requirements 2018 Year 10 Booklet, published by UAC, contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. This booklet can be found here: http://www.uac.edu.au/documents/publications/year10-booklet-18.pdf
- If a student does not wish to receive an ATAR, the rest of his or her courses may be made up from Board Endorsed Courses once the student has studied six units from Board Developed Courses.

Making your decision

The subject choice for the HSC is an extremely important one and students will often be presented with extensive options for achieving their final goal. It must be remembered that the HSC is a beginning and not an end. Students who maximise their opportunities by gaining success usually do so by adhering to the following strategies:

1. Gather as much information as possible from as wide a variety of sources as possible.
2. Always double check information that appears odd or conflicts with information from another source.
3. Be honest with yourself in terms of both your ability to understand a particular subject and your ability to apply yourself to a subject.
4. Consider advice carefully, especially take into account the experiences and knowledge of the person giving the advice. Be wary of people commenting outside their field of expertise.
5. Know the future direction you would like to head, even if you don’t know the job you would like to go into or the university course you would like to study try to determine the areas you would like to work in. 
   For example:
   • Do you like to work with people?
   • Do you find sitting at a desk boring?
   • Do you enjoy analysing complex mathematical problems?
   • Do you enjoy the challenge of a good debate?

What subject do you choose?

One in which:
a. You believe you will enjoy, and
b. You believe that you can do well at.

Submitting the selection sheet.

Students will enter their preferences for electives on the subject selection forms provided in roll call in Week 5. Parents will be required to sign the subject selection form. They must return the printed copy to Mr Craig, HT Administration, no later than Thursday Week 6.

The myth of choosing subjects because they automatically improve the ATAR.

Every time we survey senior students they indicate that the ATAR is the single most important thing that they want out of Hurlstone in their final years. We continuously analyse HSC preparation and results to determine factors that can affect student’s ATAR.

Choose Subjects that will hold your interest: There is no doubt that the best advice that the school can offer to students is to choose subjects that you enjoy studying and that will hold your interest for 6 to 8 hours per week for 18 months. The school’s research and that of Professor Cooney, the chair of the technical scaling committee, clearly demonstrates that this is the most important factor in determining how well a subject contributes to a student’s ATAR. It stands to reason that if a student enjoys a subject, his or her intrinsic motivation will remain high during the very difficult senior years and consequently that student will be able to work harder and longer at that subject.

Choosing a subject that “will scale well” may reduce your ATAR. An issue closely related to the point just raised, is the widely held misconception that certain subjects don’t “scale well for my ATAR” while others do. The calculation of an ATAR occurs after the marking of the HSC and is a reactive process. Scaling is determined by how well a course’s candidature across the state does and this changes each year. If the quality of the candidature changes, the scaled mean will also change, and this change will, in turn, determine how the marks are scaled. Do not choose courses on the basis of what you believe are the likely effects of scaling. Choice of which courses to study should be determined only by your interests, your demonstrated abilities and the value of courses for your future career plans.

Remember, English will count! A major subject concern for us is the neglect of some students of the importance of English. Students count their best 10 unit subject scores for their ATAR with the vital exception that, it is compulsory to count at least 2 units of English no matter what. This can be somewhat of a problem for students for whom the study of English does not come easily. Overall past HSC results compared favourably with other Hurlstone courses but research did identify a worrying number of students whose English ATAR really let them down but, under the rules, had to be included in their overall ATAR calculation.

Choose the appropriate course level. The discussion above speaks about choosing the right subject and being distracted away from subjects that are perceived as not scaling well. Doing very well at a subject is much better than struggling and performing satisfactorily at another, no matter how strong the perception is of the scaling with these subjects.

So, carefully consider:

1. English Extension 1 and Mathematics Extension 1 should only be undertaken
by those students who have a strong talent in either one of these areas. Without this strong talent, you will work hard, possibly compromise your performance in other subjects and inevitably drop the subject with no gain.

2. Mathematics or General Mathematics: If you do not have an interest in calculus based Mathematics or if Mathematics is not your favourite or strongest subject, and/or, you are not considering studying Mathematics as part of tertiary studies, then consider studying General Mathematics, a non–calculus based course.

3. English Advanced or English Standard. If you do not perform strongly at English, then consider studying the English Course better suited to you. Performing well at Standard is much better than performing satisfactorily at Advanced.

4. If you need help in ascertaining your ability to attempt the Advanced or Extension courses, ask your class teacher!

Choosing more than one subject with a “major work” or a similar practical task also requires thought. Major works are often due at the time of the HSC Trial Examinations and can dominate a student’s time to the extent that their pre-trial preparation suffers. It is believed that a student studying more than one subject with a major work risks jeopardising their preparation for other subjects. We advise students to think carefully about taking on more than one subject with a major task component in the HSC unless they are really confident about their task and time management skills.

Parents are encouraged to contact Mr So, Ms Castle or Mr Wenban if they wish to discuss subject selection issues.

Timetabling subjects in stage 6 (Preliminary & HSC)

Will all courses offered run?

The Department of Education allocates staff to schools according to a formula based on a ratio of the number of teachers to students. This means that while we make as wide an offering of subjects as possible certain subjects may not run or match every students preferred combinations of subjects. It is particularly important that students choose carefully but make sure that they have a second choice in any given subject combination does not become available.

Offline Subjects

Offline means that the students and the teacher are timetabled outside normal school hours to run the course. The running of courses offline is able to occur because of the dedication of teaching staff.

Every effort is made to ensure all courses run within the scheduled times (8:40AM – 2:55PM). Based on the combinations of subjects chosen by the cohort, some courses may be scheduled either before or after school.

The amount of time spent in an offline course must equal as near as possible the indicative hours as set by the Board of Studies, Teaching and Educational Standards (BOSTES). If your child suggests that they wish to study a course offline it could mean starting as early as 7:30am or finishing as late as 5:00pm.

Remember that such courses can only proceed if there are staff members available to teach them!

Pathways

Students are required to complete 12 preliminary units and 10 HSC units for the award of an HSC. These subjects can be accumulated over 5 years if necessary. While this is not recommended for most students it is an option and students should not see it as an easy way out of working hard for their HSC. Unfortunately students who choose to do Pathways as an escape can often regret it later as there is no substitute for consistent, organised effort.

Other resources to help

1. Web Sites

There are several websites that will be of assistance to students when considering what courses to choose for the HSC. All sites have significant links to areas that may be of interest to you in considering the decisions about your education.

- Board of Studies, Teaching and Educational Standards (BOSTES): www.boardofstudies.nsw.edu.au
  This site covers all areas related to the HSC. It has information about rules for the award of an HSC, syllabus
documents, HSC examinations and BOSTES publications.

- **NSW Department of Education:**
  

  This site has information about the DEC and TAFE delivered courses. It also includes information about the Vocational Education Courses. It has links to other educational and government sites.

- **Universities Admission Centre:**
  
  [www.uac.edu.au](http://www.uac.edu.au)

  This site contains information about the ATAR and how it operates. It has significant links to all the universities in New South Wales. These sites will provide details about the individual universities and their requirements.
# Courses for selection Year 11, 2016

## BOARD DEVELOPED COURSES

<table>
<thead>
<tr>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>YR 11 Extension Courses (1 Unit)</th>
<th>YR 12 Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td></td>
<td>HSC History Extension (studied with Ancient OR Modern History but not both)</td>
</tr>
<tr>
<td>Biology ^2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry ^2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Technology</td>
<td></td>
<td></td>
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<tr>
<td>Drama</td>
<td></td>
<td></td>
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<tr>
<td>Earth and Environmental Science ^2</td>
<td></td>
<td></td>
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<tr>
<td>Economics</td>
<td></td>
<td></td>
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<tr>
<td>Engineering Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Standard #</td>
<td>Preliminary English Extension</td>
<td>HSC English Extension 1</td>
</tr>
<tr>
<td>English Advanced #</td>
<td></td>
<td>HSC English Extension 2</td>
</tr>
<tr>
<td>Food Technology</td>
<td></td>
<td></td>
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<tr>
<td>Geography</td>
<td></td>
<td></td>
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<tr>
<td>Industrial Technology (Multimedia)</td>
<td></td>
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<tr>
<td>Japanese Beginners</td>
<td></td>
<td>HSC Japanese Extension</td>
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<tr>
<td>Japanese Continuers</td>
<td></td>
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</tr>
<tr>
<td>Legal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths - General #</td>
<td>Preliminary Maths Extension</td>
<td>HSC Maths Extension 1</td>
</tr>
<tr>
<td>Maths - 2 Unit #</td>
<td></td>
<td>HSC Maths Extension 2</td>
</tr>
<tr>
<td>Modern History</td>
<td></td>
<td>HSC History Extension (studied with Ancient OR Modern History but not both)</td>
</tr>
<tr>
<td>Music 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD/Health/PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics ^2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Science ^1</td>
<td></td>
<td></td>
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<tr>
<td>Society and Culture</td>
<td></td>
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<tr>
<td>Visual Arts</td>
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<td></td>
</tr>
<tr>
<td><strong>Preliminary &amp;/or HSC Courses (1 Unit)</strong></td>
<td></td>
<td>English Fundamentals (must be studied in conjunction with English Standard)</td>
</tr>
</tbody>
</table>

1. You may select one course only from each of these subject groups.
2. Senior Science may NOT be taken as a Preliminary course with any of the other Science courses.
3. Students who have studied at least one of Biology, Chemistry, Earth and Environmental Science or Physics in the Preliminary course (Year 11) may change from that subject to Senior Science for the HSC course. A student having studied one or more of Preliminary Biology, Preliminary Chemistry or Preliminary Physics in Year 11 may drop a science or non-science subject and pick up Senior Science for the HSC course.
BOARD ENDORSED COURSES (These courses do not contribute to the ATAR)

<table>
<thead>
<tr>
<th>SUBJECTS #</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing Applications</td>
<td>1 unit course designed to develop students’ capacity to be critical, ethical, competent and confident users of information and communication.</td>
<td>Not available</td>
</tr>
<tr>
<td>Ceramics</td>
<td>1 unit course studying the art and technology of forming, firing and glazing clay to make a wide variety of products</td>
<td>Not available</td>
</tr>
<tr>
<td>Photography, Video and Digital Imaging</td>
<td>1 unit course designed to develop interest in and knowledge about photography through practical work</td>
<td>Not available</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation Studies</td>
<td>1 unit course designed to develop knowledge, skills and understandings of the role of sport, a healthy lifestyle and recreation in everyday life</td>
<td>Not available</td>
</tr>
<tr>
<td>Visual Design</td>
<td>1 unit course is designed to provide opportunities to form ideas and produce artworks in fields such as graphic design, jewellery, wearables and interiors.</td>
<td>Not available</td>
</tr>
</tbody>
</table>

VOCATIONAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Industries</td>
<td>2 UNITS – 120 hours requires 35 hours work placement in an agricultural, horticultural or veterinary nursing industry workplace</td>
<td>Primary Industry Extension (60 hours)</td>
</tr>
<tr>
<td></td>
<td>4 UNITS – 240 hours # requires 70 hours work placement in an agricultural, horticultural or veterinary nursing industry workplace</td>
<td>Primary Industry Extension (120 hours)</td>
</tr>
</tbody>
</table>

# This course will include a written examination in the HSC in addition to the other requirements of the course. Only one VET course may be counted towards the ATAR.

Glossary

There are several terms which need to be clarified when you read through this document:

Assessment

Internal assessment reflects the rank order of students after completion of set tasks within the school. Assessment tasks are designed to focus on specific course outcomes.

External assessment will use a variety of question types to assess student achievement and demonstration of course outcomes. Together the internal and external assessment marks determine the HSC mark.

Course

A course is a branch of study within a subject. There can be more than one level of study within a course.

Extension

Course builds on the content of the corresponding 2 Unit Course.

Pattern of Study

Candidates for the HSC must complete 12 units of Preliminary courses and 10 units of HSC courses. This must include 4 subjects.

Stage

The school curriculum had now been divided into 2 year blocks: Stage 4 – years 7 & 8, Stage 5 – years 9 & 10, Stage 6 – years 11 & 12.

Standards

Students are assessed against specified standards established for each course. These standards are based on the knowledge, skills and understanding expected to be learned by students as the result of studying the course, and the levels of achievement of knowledge, skills and understanding reported in 6 bands or performance scales.

Subject

A subject is the general name given to an area of study. There may be several different courses within a subject e.g. English.

ATAR

An Australian Tertiary Admission Rank (ATAR). A mark calculated by the University Admissions Centre to rank students and offer places in courses of tertiary study.
AGRICULTURE: 2 units for each of Preliminary and HSC
CONTACT: Mrs K. Johnston (Head Teacher)

Course Description
Agriculture challenges students academically as well as providing them with a range of practical skills and the awareness of technologies associated with agriculture. Agriculture provides opportunities for multiple pathways to employment and further education.

The Preliminary course studies the interactions between agricultural production, marketing and management, while considering the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.

The HSC course builds on the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment.

The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study

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

### HSC Course Topics

#### Core Topics 80%
- Plant/Animal Production (50%)
- Farm Product Study (30%)
- Elective (20%)

One elective (20% each) chosen from:
- Agri-Food, Fibre & Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

### Course Requirements
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

### Exclusions
NIL

### HSC Assessment

<table>
<thead>
<tr>
<th></th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A three hour written examination</td>
<td>Farm Enterprise/Product Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plant/Animal Production Enterprise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Elective (from 3 choices)</td>
</tr>
</tbody>
</table>

### Course Costs
No specific course costs.
ANCIENT HISTORY: 2 units for each of Preliminary and HSC
CONTACT: Mr J. Gippel (Head Teacher)

Course Description
Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses. The Preliminary course is structured for students to investigate:

- people, groups, events, institutions, societies and historical sites
- archaeological and written evidence and the methods used by historians and archaeologists in case studies, historical investigations and in the study of ancient societies

The Preliminary course provides a background for students’ more specialised HSC studies. In the HSC course, students use archaeological and written evidence to investigate a site study, a personality from the ancient world, an ancient society and an historical period.

Preliminary Course Topics
Part I: Investigating the Past: History, Archaeology and Science –20%
- An Introduction to Archaeology,
- Forensic Archaeology ~ specific case studies.

Case Studies ~ 20%
- Egyptology ~ Deir el-Medina in New Kingdom Egypt
- Roman Britain via Time Team
- Boudicca’s Revolt

Part II: Ancient Societies ~ 40%
- Early Roman Society
- Celtic Society in Europe.

Part III: Historical Investigations ~ student research on topic of own choice ~ 20%

HSC Course Topics
Part I: Site Study ~ 25%.
- Cities of Vesuvius – Pompeii and Herculaneum

Part II: Ancient Societies ~ 25%
- Spartan Society to the Battle of Leuctra in 323 BC.

Part III: Ancient Personality in the Context of their Time ~ 25%
- Agrippina the Younger. Sister of Caligula, wife of Claudius and mother of Nero.

Part IV: Historical Period 2 ~ 25%
- Fall of the Roman Republic: 78BC – 31BC.
  The period of Julius Caesar, Pompey the Great, Antony and Cleopatra.

Course Requirements
No specific requirements

Exclusions
NIL

HSC Assessment
External
A 3 hour written examination in four parts:
Part I Three Short Answer Responses
Part II: Five Short Answer Responses
Parts III: Two or Three Part Response
Part IV: An Extended Response

Internal
The four parts of the course are assessed through a range of tasks including:
- Research
- Source analysis
- Oral and written communication
- Examination

Course Costs
No specific course costs.
BIOLOGY: 2 units for each of Preliminary and HSC

CONTACT: Dr. R. Morante (Head Teacher)

Course Description
Biology explores the levels of organisational of life, from the molecular level through cellular to higher levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It develops students’ understanding of the interactions within and between organisms and between organisms and their environment.

The biology course leads to the development of and understanding, of the utilisation and manipulation of living things by the human species. Biology assists us to recognise out responsibility to conserve, protect, maintain and improve the quality of all environments.

The HSC course examines the processes and structures that plants and animals use to maintain internal equilibrium. The course looks at the inherited characteristics and their transmission from generation to generation.

The study of biology involves students working individually and with others in practical, field and interactive activities that are related to the theoretical concepts considered in the course. It is expected that students studying biology will apply investigative and problem-solving skills, effectively communicate biological information and understanding and appreciate the contribution that a study of biology makes to their understanding of the world.

NB see Senior Science for further important information relating to selection of all science subjects

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

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

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

Course Requirements
The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course

Exclusions
Senior Science (Preliminary)

HSC Assessment
<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td>- Core</td>
<td>First-hand Investigations</td>
</tr>
<tr>
<td>- Option</td>
<td>Scientific Thinking, Problem Solving and Communication</td>
</tr>
</tbody>
</table>

Course Costs
No specific course costs. There are compulsory fieldwork activities which will cost approximately $40
BUSINESS STUDIES: 2 units for each of Preliminary and HSC
CONTACT: Mr. J. Gippel (Head Teacher)

Course Description
Business Studies investigates the role, operation and management of businesses within our society. Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. Conceptually, it offers focus areas and perspectives ranging from the planning of a small business to the broad roles of management, finance, employment relations, marketing and the impact of the global business environment.

Business case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment. Students utilise business-related skills to investigate business establishment, operation to assess and evaluate business performance.

Through the incorporation of contemporary business theories and practices the course provides rigour and depth, this lays an excellent foundation for students either in further tertiary study or in future employment.

Preliminary Course Topics
- Nature of Business
- Business Management
- Business Planning

HSC Course Topics
- Operations
- Marketing
- Finance
- Human Resources

Course Requirements
In the Preliminary course there is a research project, in which students will develop a Business Plan for their own small business idea.

Exclusions
Nil

HSC Assessment
<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>Tests and internal exams</td>
</tr>
<tr>
<td></td>
<td>Case Studies, Interpretation, Application and Communication</td>
</tr>
<tr>
<td></td>
<td>Stimulus based skills</td>
</tr>
</tbody>
</table>

Course Costs
No specific course costs.
Chemistry focuses on investigating the physical and chemical properties of substances, chemical reaction and processes, and the interaction of energy and matter and attempts to explain and predict events at the atomic and molecular level. Chemistry is a study of the nature of materials including natural or made substances, their structures, changes and environmental importance.

The HSC course builds on the concepts of the Preliminary Course expanding on areas including the search for new sources of traditional materials, the design and production of new chemically related technologies and the ways in which environmental problems can be minimised or reversed. The options cover an interesting variety of topics exploring current research and the applications of chemistry to improved technology.

The history and philosophy of science as it relates to the development of understanding, utilisation and manipulation of chemical systems is important in developing current understanding Chemistry and its applications in the contexts of technology, society and the environment.

The study of Chemistry involves students working individually and with others in practical, field and interactive activities that are related to the theoretical concepts considered in the course. It is expected that students studying chemistry will apply investigative and problem-solving skills, effectively communicate information and understanding and appreciate the contribution that a study of chemistry make to their understanding of the world.

NB: see Senior Science for further important information relating to selection of all science subjects

### Preliminary Course Topics
- The Chemical Earth
- Metals
- Water
- Energy

### HSC Course Topics
#### Core Topics
- Resources and Materials
- The Acidic Environment
- Chemical Monitoring and Management

#### One Option from the following:
- Industrial Chemistry
- The Biochemistry of Movement
- The Chemistry of Art
- Shipwrecks and Salvage
- Forensic chemistry

### Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course

### Exclusions
Senior Science (Preliminary)

### HSC Assessment

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td>- Core</td>
<td>First-hand Investigations</td>
</tr>
<tr>
<td>- Option</td>
<td>Scientific Thinking, Problem Solving and Communication</td>
</tr>
</tbody>
</table>

### Course Costs
No specific course costs.
COMMUNITY and FAMILY STUDIES: 2 units for each of Preliminary and HSC
CONTACT: Mr B. Wilson (Head Teacher)

Course Description
Community and Family Studies (CAFS) is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students’ general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. CAFS develops students’ knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living. CAFS investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

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

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

Students select one of the following options worth 25%
- Family and Societal Interactions
Government and community structures that support and protect family members throughout the lifespan.
- Social Impact of Technology
The impact of evolving technologies on individuals and lifestyle.
- Individuals and Work
Contemporary issues confronting individuals as they manage roles within both family and work environments.

Course Requirements
There are no specific requirements.

Exclusions
Nil.

HSC Assessment
<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td>Examinations</td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>Independent Research Project</td>
</tr>
</tbody>
</table>

Course Costs
No specific course costs.
Design and Technology Stage 6 is designed to develop students’ confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

The Preliminary course involves a minimum of two design projects. Each project will place emphasis on the development of different skills and knowledge in designing and producing. Students must participate in hands-on, practical activities to achieve the outcomes of this course. Students should develop their knowledge of their activities within industrial and commercial settings which support design and technology and relate these processes to those used in their own designing and processing.

Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of forms.

The HSC course includes the development and realisation of the major project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing studied in the Preliminary course are synthesised and applied.

The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The wide range of skills and knowledge gained in the Preliminary course are utilised in their project. The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation students will be able to identify the factors underlying the success of an innovation; analyse ethical issues in relation to the innovation; and discuss the impact of innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.

Preliminary Course Topics
- Designing and Producing
- A minimum of two design projects

HSC Course Topics
- Innovation and Emerging Technologies
- Designing and Producing
- Project proposal and project management
- Project development and realisation
- Project evaluation
- A major design project

Course Requirements
There is no prerequisite study for this course. Students must complete all assessment tasks and projects.

Exclusions
Nil.

HSC Assessment

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1½ hour external examination</td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td>Research, investigation and reports</td>
</tr>
<tr>
<td></td>
<td>Skills assessment</td>
</tr>
<tr>
<td></td>
<td>Assessment tasks based on course content including project work</td>
</tr>
</tbody>
</table>

Course Costs
Students who select this subject must appreciate that payment of the course contribution is compulsory. The contribution for materials will be $60. Where students select to produce more complex projects separate costing and funding by the student may be necessary. The costs will be kept to minimum.
**DRAMA: 2 units for each of Preliminary and HSC**  
**CONTACT: Mrs J.Ross**

<table>
<thead>
<tr>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>Students in this subject learn how to make, perform and critically study Drama. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing and communicating social and cultural values. The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem. This syllabus provides opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest. It is designed for students who have completed the Drama Years 7–10 Elective course and for those who are studying Drama for the first time. The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development. The syllabus provides continuity with many tertiary and industry courses.</td>
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</table>

<table>
<thead>
<tr>
<th>Preliminary Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation, Play-building and Acting.</td>
</tr>
<tr>
<td>Elements of Production in Performance.</td>
</tr>
<tr>
<td>Theatrical Traditions and Performance Styles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Australian Drama and Theatre’ and ‘Studies in Drama and Theatre’. Students engage in theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</td>
</tr>
<tr>
<td>Group Performance. Students create a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</td>
</tr>
<tr>
<td>Individual Project. Students demonstrate their expertise in a particular area. They choose to create one project as a Critical Analysis or Design or Performance or Script or Video Drama.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Requirements</th>
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</thead>
<tbody>
<tr>
<td>No specific requirements</td>
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</table>

<table>
<thead>
<tr>
<th>HSC Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External</strong></td>
</tr>
<tr>
<td>Written examination</td>
</tr>
<tr>
<td>Group Performance</td>
</tr>
<tr>
<td>Individual Project</td>
</tr>
<tr>
<td><strong>Internal</strong></td>
</tr>
<tr>
<td>Making</td>
</tr>
<tr>
<td>Performing</td>
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<tr>
<td>Critically Studying</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Costs</th>
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<tbody>
<tr>
<td>$60 to cover the costs of consumable drama resources Students are also expected to attend one mandatory excursion to the theatre with costs varying depending on the performance but on past experience the total is estimated to cost $50 per performance for tickets and travel. There will also be optional enrichment excursions covering a wide variety of dramatic styles.</td>
</tr>
</tbody>
</table>
**Earth and Environmental Science in Stage 6 Science** is the study of the Earth and its processes. The course provides an understanding of systems and processes in both aquatic and terrestrial environments. It explores changes that have occurred during Earth’s history, including in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere, and the evolution of organisms since the origin of life on Earth.

The study of planet Earth and its environments recognises that while humans are part of nature they continue to have a greater influence on the environment than any other species. This course is built on the premise that the natural environment is the host to all local environments and that, therefore, an understanding of the natural environment is fundamental to any analysis of more specific local environments.

The Earth and environmental science course would interest students who enjoy the multidisciplinary connections of all major strands of science as it draws on evidence from every science discipline to build a big picture understanding of our Earth and our interactions with it.

### Preliminary Course Topics
- Planet Earth and Its Environment – A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

### HSC Course Topics
#### Core Topics
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

#### One option
- Introduced Species and the Australian Environment
- Organic Geology – A Non-renewable Resource
- Mining and the Australian Environment
- Oceanography

The Preliminary course includes a field experience around the Local environment topic. Practical experiences occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

### Exclusions
Students can choose to study up to three of Biology, Physics, Chemistry and Earth and environmental science or Senior Science alone in Year 11. In Year 12 students may study up to three of the five science subjects at the HSC.

### HSC Assessment
<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hour written paper</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td>Core Option</td>
<td>First-hand Investigations</td>
</tr>
<tr>
<td></td>
<td>Scientific Thinking, Problem Solving and Communication</td>
</tr>
</tbody>
</table>

### Course Costs
No specific course costs. There are compulsory fieldwork activities which will cost approximately $40.
ECONOMICS: 2 units for each of Preliminary and HSC
CONTACT: Mr J. Gippel (Head Teacher)

Course Description
Economics provides an understanding for students about many aspects of the economy and its operation that frequently dominate the media and politics. Economics is distinctive because of the range of issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- Comprehend the background and implications of contemporary economic issues
- Discuss appropriate policies to solve economic problems and issues
- Understand what a change in interest rates, share value or the value of the Australian dollar means to individuals and the economy.
- Identify fluctuations in the global and Australian economies and their likely effects on the business.
- Understand reasons for changes in employment patterns
- Identify, using economic thinking, appropriate strategies to protect the natural environment.

Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies. The study of Economics Stage 6 allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suits their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.

Preliminary Course Topics
- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

HSC Course Topics
- The Global Economy
- Australia’s Place in the Global Economy
- Economic Issues
- Economic Policies and Management

Course Requirements
No specific requirements

Exclusions
NIL

HSC Assessment
External
- Three hour written exam
- Research, investigation and communication
- Stimulus based skills

Internal

Course Costs
No specific course costs.
ENGINEERING STUDIES: 2 units for each of Preliminary and HSC
CONTACT: Ms K. Browne (Head Teacher)

| Course Description | Engineering Studies aims to make practical sense of the principles of Physics, Chemistry and Drawing as they apply to the design and manufacture of everyday items, such as bicycles, bridges, lawnmowers and so on. It offers an understanding of engineering, architecture and applied science.

The Preliminary and HSC courses cover five specific areas: engineering mechanics; material science; graphics; applications; and engineering focus modules.

Students will critically analyse objects to answer questions such as: how is an object used and how has this affected its shape; how is an object made, and what is it made from, and why; how could the object be improved; and how can an object be drawn so that someone can make it. |

| Preliminary Course Topics | • Household Appliances
• Braking Systems
• Landscape Products
• Biomedical Engineering |

| HSC Course Topics | • Civil Structures
• Personal and Public Transport
• Aeronautical Engineering
• Telecommunications |

| Course Requirements | No specific requirements. |

| Exclusions | Nil |

| HSC Assessment | External | Internal |
| A three hour written examination | • Tests and internal exams
• Research, investigation and communication reports
• Stimulus based skills |

| Course Costs | $60 per student per year. This covers projects completed by students. |
**ENGLISH - STANDARD**: 2 units for each of Preliminary and HSC

**CONTACT**: Ms A. Young (Head Teacher)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Preliminary English (Standard) explores the ways events, experiences, ideas and processes are represented in and through texts.</th>
<th>HSC English (Standard) reflects on and demonstrates the effectiveness of texts for different audiences and purposes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Course Topics</td>
<td>Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.</td>
<td>Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.</td>
</tr>
<tr>
<td>HSC Course Topics</td>
<td>The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. The area of study for both Standard and Advanced English is ‘Discovery’</td>
<td>Students in Standard English study the following three modules and electives – Module A: ‘Experience Through Language’. Elective 2: Distinctively Visual Module B: Close study of text Module C: Texts and Society. Elective 1: Exploring Visual Interactions</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>In the Preliminary English (Standard) course students are required to:</td>
<td>HSC English (Standard) course requires:</td>
</tr>
<tr>
<td></td>
<td>- study Australian and other texts - explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts. - undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts - integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate - engage in the integrated study of language and text</td>
<td>- the close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction, film, media or multimedia. - a wide range of additional related texts and textual forms.</td>
</tr>
<tr>
<td>Exclusions</td>
<td>English Advanced; English as a Second Language; Extension English</td>
<td></td>
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<tr>
<td>HSC Assessment</td>
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<tr>
<td></td>
<td><strong>External</strong></td>
<td><strong>Internal</strong></td>
</tr>
<tr>
<td></td>
<td>A written examination paper</td>
<td>Area of Study (Common content)</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 1 (2 hours)</strong></td>
<td>Module A, Module B</td>
</tr>
<tr>
<td></td>
<td>Area of Study (Common content) ‘Discovery’</td>
<td>Module C</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2 (2 Hours)</strong></td>
<td>Language modes:</td>
</tr>
<tr>
<td></td>
<td>Module A: Experience Through Language</td>
<td>- Listening</td>
</tr>
<tr>
<td></td>
<td>Module B: Close Study of Text</td>
<td>- Speaking</td>
</tr>
<tr>
<td></td>
<td>Module C: Texts and Society</td>
<td>- Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Viewing &amp; representing</td>
</tr>
<tr>
<td>Course Costs</td>
<td>No specific course costs. Film and theatre visits have an estimated cost of between $50 and $100.</td>
<td></td>
</tr>
</tbody>
</table>
Course Description

Preliminary English (Advanced) explores the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

HSC English (Advanced) analyses and evaluates texts and the ways they are valued in their contexts.

Preliminary Course Topics

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

HSC Course Topics

- The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis. The Area of Study for both Standard and Advanced English is ‘Discovery’
- Students in Advanced English study the following three modules and electives – Module A: Comparative Study of Texts and Context. Elective 2: Intertextual Perspectives
  Module B: Critical Study of Texts
- Module C: Representation and Text. Elective 1: Representing People and Politics.

Course Requirements

Preliminary English (Advanced) course requires:
- study of Australian and other texts
- exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts.
- wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
- engagement in the integrated study of language and text

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

Exclusions

English Standard; Fundamentals of English; ESL

HSC Assessment

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper</td>
<td>Area of Study (Common content)</td>
</tr>
<tr>
<td><strong>Paper 1 (2 hours)</strong></td>
<td>Module A, Module B</td>
</tr>
<tr>
<td>Area of Study (Common content) ‘Discovery’</td>
<td>Module C</td>
</tr>
<tr>
<td><strong>Paper 2 (2 Hours)</strong></td>
<td>Language modes:</td>
</tr>
<tr>
<td>Module A: Comparative Study of Texts and Context</td>
<td>- Listening</td>
</tr>
<tr>
<td>Module B: Critical Study of Text</td>
<td>- Speaking</td>
</tr>
<tr>
<td>Module C: Representation and Text</td>
<td>- Reading</td>
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<td></td>
<td>- Writing</td>
</tr>
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<td></td>
<td>- Viewing &amp; representing</td>
</tr>
</tbody>
</table>

Course Costs

No specific course costs. Film and theatre visits have an estimated cost of between $50 and $100.
ENGLISH EXTENSION: Preliminary, HSC Extension 1, & 2
CONTACT: Ms A. Young (Head Teacher)

Course Description
Prerequisites:
(a) English (Advanced) course
(b) Preliminary Extension is prerequisite for Extension 1.
(c) Extension 1 is prerequisite for Extension 2.
• Preliminary English Extension 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.
• HSC English Extension 1 students explore ideas of value and consider how cultural values and systems of valuation arise.
• HSC English Extension 2, students develop a sustained composition and document their reflection on this process.

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

HSC Course Topics
HSC Extension Course 1 Students must complete one elective chosen from one of the three modules offered: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

HSC Extension Course 2 students complete a Major Work.

Course Requirements
To be advised.

Exclusions
English (Standard) Course; Fundamentals of English

HSC Assessment
Extension 1
A written examination of 2 hours duration

Extension 2
Submission of Major work
Including a 1000 – 1500 word (maximum) reflection statement

Viva Voce: Addressing the proposal for the Major Work
Report: The impact of independent investigation on the development of the Major Work
Draft: A draft version of the Major Work including a reflection on progress

Course Costs
No specific course costs
**Course Description**

This is a skills-based course which aims to support students in their study of the English (Standard) course and the English language demands of other subjects at Stage 6.

This course can be studied over two years as 1 unit in year 11 and 1 unit in year 12. Students who have historically found the study of English difficult, who are studying English (Standard) but want to get an ATAR may find this course of assistance.

**Preliminary OR HSC Topics**

This course may be delivered flexibly across the Preliminary and HSC years.

Students undertake:

- Module A – Approaches to Area of Study in English
- and up to four additional Modules chosen from:
  - Module B: Oral Communication Skills
  - Module C: Writing for Study
  - Module D: Research Skills
  - Module E: Workplace Communication

The skills covered in this course include essay writing, comprehension, synthesis, evaluation, literacy, etc.

**Course Requirements**

All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.

**Exclusions**

English (Advanced) course; English extension

**Course Costs**

No specific course costs.
For the purposes of the *Food Technology Stage 6 Syllabus*, food technology refers to knowledge and activities that relate to meeting food needs and wants. The provision and consumption of food are significant activities of human endeavour, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Preliminary and HSC courses. Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

### Preliminary Course Topics
- Food Availability and Selection
- Food Quality
- Nutrition

### HSC Course Topics
#### Core Topics
- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

### Course Requirements
The *Food Technology Stage 6 Syllabus* includes a Preliminary course of 120 hours (indicative time) and an HSC course of 120 hours (indicative time). It is a mandatory requirement that students undertake practical activities.

### Exclusions
HSC Students must complete preliminary course to satisfactory standard to be eligible for HSC studies in this area.

### HSC Assessment

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
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</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td>- Knowledge and Understanding</td>
</tr>
<tr>
<td>- Core</td>
<td>- Researching, Analysing and Communicating</td>
</tr>
<tr>
<td></td>
<td>- Skills in experimenting with Food</td>
</tr>
<tr>
<td></td>
<td>- Designing implementing and evaluating solutions</td>
</tr>
</tbody>
</table>

### Course Costs
There are compulsory practical activities which will cost approximately $60.
GEOGRAPHY: 2 units for each of Preliminary and HSC
CONTACT: Mr J. Gippel

Course Description
Geography is the study of the earth and its people. Geographers investigate the environment including the biophysical interactions within it and the variety of cultural, social, political and economic activities.

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students’ knowledge and understanding about the spatial and ecological dimensions of the environment. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on the academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers’ contribution to understanding our environment, and demonstrates the relevance of geographical study.

Preliminary Course Topics
Core Topics
- Biophysical Interactions: biophysical processes and environmental issues as an understanding of sustainable management
- Global Challenges: social, cultural, political, environmental and economic challenges occurring at global scale
- The Senior Geography Project: the nature of inquiry and its application through research to a geographical problem or issue

HSC Course Topics
Core Topics
- Ecosystems at Risk: ecosystem functioning and the need for careful management
- Urban Places: the challenges of sustainable living in cities and urban change
- People and Resource Use: the environmental and social impacts of economic activity.

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

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

Exclusions
NIL

HSC Assessment

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td>Fieldwork Geographical research Interpretation and synthesis of geographical stimulus Geographical explanations, discussion, expositions and reports</td>
</tr>
</tbody>
</table>

Course Costs
No specific course costs. Compulsory fieldwork will incur some costs estimated at $30.
The HSC History Extension Course provides students with the opportunity to gain greater knowledge and understanding of the way history is written. Students do this by reviewing the kinds of history that have been written and the context in which the history is constructed over time in order to reflect on some of the problems associated the writing of history.

**Part I - What is history (60% Course time.)**

Students use historical debates from one case study and a source book of historical readings to investigate the question "What is history?" through key questions:
- Who are historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

Case study (one of the following will be selected):
- The Nature of the Presidency of J.F.K.
- The Origins of Rome
- The Historicity of Jesus
- Elizabeth I

Students will also study a number of historians from ancient times to the present day.

**Part II - History Project (40% Course time.)**

Students learn historical skills through:
- Developing a proposal for an historical investigation
- Locating, selecting, analysing, synthesising and evaluating information from a range of historical sources.
- Presenting research findings through a well-structured historical text.
- Appropriate referencing.
- Preparing a bibliography
- Reviewing key sources
- Reflecting on process and product
- Applying their historical skills by designing and conducting their own historical investigation.

**Pre-requisite**

Preliminary Ancient History and/or Preliminary Modern History

**Course Requirements**

No specific requirements except students are accepted in History Extension following a good performance in either Preliminary Ancient History or Preliminary Modern History.

**Exclusions**

NIL

**HSC Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is History?</td>
<td>Written examination (2 questions worth 25 marks each)</td>
<td>Examinations</td>
</tr>
<tr>
<td>Part 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History Project</td>
<td>History Project (Comprising of a proposal, essay, bibliography &amp; process log)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Costs**

No specific course costs.
Much of Australia’s economic, social and cultural development can be related to the capacity of our industries to develop and use technology in the manufacture of goods and services. The effective and responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful for many students.

Industrial Technology has been developed to incorporate content related to current and developing technologies. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Rapid technological change, particularly in the computer-based technologies, is influencing the nature of our industrial enterprises and the work that is undertaken in these enterprises. As a result, our industrial enterprises are becoming more globally competitive.

Industrial Technology Multimedia seeks to raise students’ awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

The Preliminary course consists of project work and an industry study that provide a broad range of skills and knowledge related to this focus area and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The HSC course consists of the development of a Major Project and industry study. More specifically, this involves the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to this focus area of study.

**Course Topics**

- A. Industry Study
- B. Design, Management and Communication
- C. Production
- D. Industry Related Manufacturing Technology

**Course Requirements**

- Students must complete the Preliminary course successfully before attempting the HSC course.
- Students must complete all assessment tasks and projects.

**Assessment**

- **External**
  - 1½ hour external examination

- **Internal**
  - Tests
  - Research, investigation and reports
  - Skills assessment
  - Assessment tasks based on course content including project work

**Course Costs**

$10.00 per year.
The Preliminary Course focuses on the topics “Family Life and Home” and “Neighbourhoods and Communities”. Student’s skills will be developed through listening, speaking, reading and writing tasks. Students will learn the necessary vocabulary and grammar to communicate in Japanese on a variety of topics and will also gain an insight into Japanese culture.

The HSC Course focuses on the topics “Education and Work”, “Friends, Recreation and Pastimes”, “Holidays, Travel and Tourism” and “Future Plans and Aspirations”. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills.

**Preliminary Course Topics**

**TOPIC 1: FAMILY LIFE AND HOME**
1. Greetings
2. Introducing Yourself and Family
3. Describing Your Family Members
4. Birthdays
5. Telling the Time
6. Daily Routines
7. Likes and Dislikes
8. Health and Sickness

**TOPIC 2: NEIGHBOURHOODS AND COMMUNITIES**
1. Your House and a Japanese House
2. Neighbourhoods
3. Asking and Giving Directions
4. At a Shop
5. At a Restaurant

**HSC Course Topics**

**TOPIC 3: EDUCATION AND WORK**
1. Your School and Japanese Schools
2. Your Day at School, Classroom Expressions
3. Further Education, Part-time Jobs and Professions

**TOPIC 4: FRIENDS, RECREATION AND PASTIMES**

**TOPIC 5: HOLIDAYS, TRAVEL AND TOURISM**
1. Transport
2. Accommodation, Sightseeing, Weather

**TOPIC 6: FUTURE PLANS AND ASPIRATIONS**

There is no prerequisite study to the 2 unit HSC course.

Students MUST NOT have studied Japanese in Years 9 or 10 (if they have only studied in Year 7 and 8 there is no issue).

**HSC Assessment**

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two hour and 40 minute written exam (includes listening, reading and writing)</td>
<td>Assessment tasks based on HSC course content including reading, writing, listening and speaking</td>
</tr>
<tr>
<td>A five minute oral exam consisting of a general conversation on the student’s personal world</td>
<td></td>
</tr>
</tbody>
</table>

**Course Costs**

All students will be required to purchase two workbooks for approximately $35.00 each. There will be an excursion to the Japanese Language Centre.
JAPANESE 2U CONTINUERS COURSE: 2 units Preliminary and HSC

CONTACT: Mrs. M. Hewett

Course Description
The Preliminary Course focuses on the theme “The Individual” and includes the topics of personal world and daily life. Students’ skills will be developed through listening, speaking, reading and writing tasks. Students will learn the necessary vocabulary and grammar to communicate fluently in Japanese on a variety of topics and will also gain an insight into Japanese culture.

The HSC Course focuses on three prescribed themes and associated topics. “The Individual” is studied in greater detail. The other two themes are “The Japanese-Speaking Communities” and “The Changing World”. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills.

Preliminary Course Topics
1. Myself, My family
2. Home and Friends
3. Daily routine
4. Neighbourhood
5. School life

HSC Course Topics
6. Shopping and eating out
7. Leisure
8. Traditions and culture
9. Planning a trip
10. Traveling in Japan
11. Future plans and work
12. Issues

Course Requirements
Completion of the 2 unit Preliminary course is a prerequisite study to the 2 unit HSC course

Exclusions
Students MUST have studied Japanese in Years 9 or 10.

HSC Assessment
<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written exam (includes listening, reading and writing)</td>
<td>Assessment tasks based on HSC course content including reading, writing, listening and speaking</td>
</tr>
<tr>
<td>A ten minute oral exam consisting of a general conversation on the student’s personal world</td>
<td></td>
</tr>
</tbody>
</table>

Course Costs
All students will be required to purchase two workbooks for approximately $30.00 each. There will also be optional excursions and a trip to Japan.
The Korean Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Korean at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Korean language, either spoken or written.

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Korean and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in Korean in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the Korean-speaking communities.

- Family life, home and neighbourhood
- People, places and communities
- Education and Work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

There is no pre-requisite study to the 2 unit HSC course

Students MUST NOT have studies Korean in Years 9 or 10 (if they have only studied in Year 7 and 8 there is no issue).

- A 2 hour and 40 minute written exam (includes listening, reading and writing)
- A 5 minute oral exam consisting of a general conversation on the student’s personal world

Assessment tasks based on HSC course content including reading, writing, listening and speaking

Students will be required to purchase a workbook for approximately $35. There will also be optional excursions to the Korean Cultural Office and Korean Restaurant.
**LEGAL STUDIES: 2 units for each of Preliminary and HSC**

**CONTACT: Mrs Y. Vercoe**

### Course Description

The Preliminary course develops students’ knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, the specific nature of the Australian constitution, and the role of the individual in the legal arena. This is achieved by investigating, analysing and synthesising legal information, and investigating legal issues from varying perspectives.

Excursions to the Downing Centre, Campbelltown Court and the Police Justice Museum reinforce various legal issues. Extensive use of the media further illustrates the topical and controversial aspects of law.

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

<table>
<thead>
<tr>
<th>Preliminary Course Topics</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Legal System</td>
<td>40%</td>
</tr>
<tr>
<td>The Individual and the Law</td>
<td>30%</td>
</tr>
<tr>
<td>The Law in Practice</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course Topics</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Rights</td>
<td>20%</td>
</tr>
<tr>
<td>Core Study: Crime</td>
<td>30%</td>
</tr>
<tr>
<td>Additional Focus Studies</td>
<td>50%</td>
</tr>
</tbody>
</table>

Two chosen from consumers, families, global environments, Indigenous people, shelter, technological change, workplace, world order.

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

### Course Requirements

No specific requirements

### Exclusions

NIL

### HSC Assessment

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td>Core and focus studies through:</td>
</tr>
<tr>
<td>- Core Crime &amp; Human Rights</td>
<td>- Investigation and research</td>
</tr>
<tr>
<td>- Focus Studies (2)</td>
<td>- Discussion, expositions and reports</td>
</tr>
<tr>
<td></td>
<td>- Oral and written communication</td>
</tr>
</tbody>
</table>

### Course Costs

No specific course costs.
MATHEMATICS GENERAL: 2 units Preliminary  
CONTACT: Mr J. Dillon (Head Teacher)

Course Description

The opportunities for creative thinking, communication and contextualised problem-solving within the Preliminary Mathematics General course, the HSC Mathematics General 2 course and the HSC Mathematics General 1 course assist students in finding solutions for the broad range of problems encountered in life beyond secondary schooling.

The purpose of the courses is to provide an appropriate mathematical background for students who wish to enter occupations that require the use of a variety of mathematical and statistical techniques.

As well as introducing some new mathematical content, the various Focus Studies within the course give students the opportunity to apply, and develop further, the knowledge, skills and understanding initially developed in the various Strands: Financial Mathematics, Data and Statistics, Measurement, Probability, and Algebra and Modelling.

Through the Focus Studies, students develop the capacity to integrate their knowledge, skills and understanding across the Strands in contemporary contexts chosen for their ongoing relevance to the students’ everyday lives and likely vocational pathways.

The Preliminary Mathematics General course contains the five Strands as well as two Focus Studies: Mathematics and Communication, and Mathematics and Driving.

It is structured to provide appropriate pathways to both the HSC Mathematics General 2 course and the HSC Mathematics General 1 course.

Preliminary Course Topics

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling
- Focus Studies:
  1. Mathematics and Communication
  2. Mathematics and Driving

Course Requirements

No specific requirements

Exclusions

Students may not study any other Stage 6 Mathematics course in conjunction with this course.

Course Costs

No specific course costs.
The HSC Mathematics General 1 course has been written to meet the needs of students who have demonstrated competence in the Preliminary Mathematics General course.

The four Focus Studies within the course – Mathematics and Design, Mathematics and Household Finance, Mathematics and the Human Body, and Mathematics and Personal Resource Usage – have been designed for two-thirds of the course time.

The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses, and for vocational pathways, in the workforce or in further training.

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling
- Focus Studies
  1. Mathematics and Design
  2. Mathematics and Household Finance
  3. Mathematics and the Human Body
  4. Mathematics and Personal Resource Usage

No specific requirements

Students may not study any other Stage 6 Mathematics course in conjunction with this course.

There is no external examination for students studying Mathematics General 1.

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>50%</td>
</tr>
<tr>
<td>Skills</td>
<td>50%</td>
</tr>
</tbody>
</table>

No specific course costs.
MATHEMATICS GENERAL 2: 2 units HSC
CONTACT: Mr J. Dillon (Head Teacher)

Course Description
The HSC Mathematics General 2 course has been written on the assumption that students have demonstrated a high level of competence in the Preliminary Mathematics General course.

The two Focus Studies within the course – Mathematics and Health, and Mathematics and Resources – have been designed for one-third of the course time.

The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The course also provides a strong foundation for vocational pathways, in the workforce and in further training, and for university courses in the humanities, nursing and paramedical sciences.

HSC Course Topics
- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling
- Focus Studies
  (1) Mathematics and Health
  (2) Mathematics and Resources

Course Requirements
No specific requirements

Exclusions
Students may not study any other Stage 6 Mathematics course in conjunction with this course.

HSC Assessment

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single written examination paper of 2.5 hours’ duration.</td>
<td>Knowledge and understanding 50%</td>
</tr>
<tr>
<td>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>Skills 50%</td>
</tr>
</tbody>
</table>

Course Costs
No specific course costs.
**MATHEMATICS: 2 units Preliminary and HSC**

**CONTACT: Mr J. Dillon (Head Teacher)**

### Course Description

The course is intended to give students, who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world.

It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Preliminary/HSC Extension 1 course or the HSC Extension 2 course.

### Preliminary Course Topics
- 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

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

### Course Requirements

No specific requirements

### Exclusions

NIL

### HSC Assessment

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single written examination paper of 3 hours' duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>Knowledge and understanding 50% Skills 50%</td>
</tr>
</tbody>
</table>

### Course Costs

No specific course costs.
**MATHEMATICS Extension 1 Preliminary and HSC**

**CONTACT: Mr J. Dillon (Head Teacher)**

**Course Description**

The content of this course, which includes the whole of the Mathematics Stage 6 course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and 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 course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences.

Although the Preliminary/HSC Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the HSC Extension 2 course.

**Preliminary Course Topics**

- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios

**HSC Course Topics**

- Methods of integration
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)
- Equation \( \frac{dP}{dx} = k(N - P) \)
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions

**Course Requirements**

No specific requirements

**Exclusions**

NIL

**HSC Assessment**

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of 3 hours’ duration for the Mathematics course. The other paper is based on the HSC Extension 1 course and is of 2 hours’ duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>Knowledge and understanding 50% Skills 50%</td>
</tr>
</tbody>
</table>

**Course Costs**

No specific course costs
**MATHEMATICS EXTENSION 2 (HSC ONLY)**

**CONTACT:** Mr J. Dillon (Head Teacher)

### Course Description

**Additional unit to the HSC Extension 1 course**

**Prerequisites:** The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

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.

### HSC Course Topics

The course content includes the entire Stage 6 Mathematics course, the entire Extension 1 Mathematics course and, in addition, contains:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- More difficult applications of the Extension 1 Course

### Course Requirements

No specific requirements

### Exclusions

NIL

### HSC Assessment

<table>
<thead>
<tr>
<th></th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers.</td>
<td>Knowledge and understanding 50%</td>
<td></td>
</tr>
<tr>
<td>One paper is identical to the paper of 2 hours’ duration for the HSC Extension 1 course.</td>
<td>Skills 50%</td>
<td></td>
</tr>
<tr>
<td>The other paper is based on the HSC Extension 2 course and is of 3 hours’ duration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course Costs

No specific course costs.
MODERN HISTORY: 2 units for each of Preliminary and HSC
CONTACT: Ms R. West or Mr H. Yates

**Course Description**
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 HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 3 major studies.

**Preliminary Course Topics**
- **Part I: Case Studies ~ 50%**
  
  The topics will be chosen from:
  - Bismarck and the Unification of the German States
  - Meiji Restoration in Japan
  - Fall of the Romanovs
  - U.S. Civil War

- **Part II: Historical Investigation ~ 20%: TBA**

- **Part III: Core Study ~ 30%: The World at the Beginning of the 20th Century.**

**HSC Course Topics**
- **Part I: Core Study ~ 25%: World War I, 1914 –1919**

- **Part II: National Study ~ 25%: TBA**

- **Part III: Personalities in the 20th Century ~ 25%: TBA**


**Course Requirements**
No specific requirements

**Exclusions**
Nil

**HSC Assessment**
<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination in four parts</td>
<td>Total</td>
</tr>
<tr>
<td>Section I ~ Source based short answers</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Section II ~ Extended Response</td>
<td>Research</td>
</tr>
<tr>
<td>Section III ~ Extended Response with two parts.</td>
<td>Source Analysis</td>
</tr>
<tr>
<td>Section IV ~ Extended Response</td>
<td>Examination/test items</td>
</tr>
</tbody>
</table>

**Course Costs**
No specific course costs
**MUSIC 1: 2 units for each of Preliminary and HSC**

**CONTACT: Mr R. Craig**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary/HSC Course Topics</td>
<td>Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>In addition to core studies in performance, composition, musicology and aural, students select <strong>THREE electives</strong> 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, Teaching and Educational Standards (BOSTES) to validate authorship of the submitted work</td>
</tr>
<tr>
<td>Exclusions</td>
<td>Music 2 and Music Extension</td>
</tr>
<tr>
<td>HSC Assessment</td>
<td><strong>External</strong></td>
</tr>
<tr>
<td>Core Performance (one piece)</td>
<td></td>
</tr>
<tr>
<td>A 45 minute – 1 hour aural exam</td>
<td></td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
</tr>
<tr>
<td>• Performance (one piece)</td>
<td></td>
</tr>
<tr>
<td>• composition (and submitted composition, portfolio)</td>
<td></td>
</tr>
<tr>
<td>• musicology (one viva voce)</td>
<td></td>
</tr>
<tr>
<td>Course Costs</td>
<td>$10 for purchase of faculty workbook</td>
</tr>
</tbody>
</table>
**PD/HEALTH/PE: 2 units for each of Preliminary and HSC**

**CONTACT: Mr B. Wilson (Head Teacher)**

**Course Description**

PD/Health/PE stands for Personal Development, Health, and Physical Education.

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

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

**Preliminary Course Topics**

<table>
<thead>
<tr>
<th>Core Topics (60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Better Health for Individuals</td>
</tr>
<tr>
<td>• The Body in Motion</td>
</tr>
</tbody>
</table>

**Optional Components (40%)**

Students to select two options each from

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

**HSC Course Topics**

<table>
<thead>
<tr>
<th>Core Topics (60%)</th>
<th>Optional Component (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Health Priorities in Australia</td>
<td>Students to select two options each from</td>
</tr>
<tr>
<td>• Factors Affecting Performance</td>
<td>• The Health of Young People</td>
</tr>
<tr>
<td></td>
<td>• Sport and Physical Activity in Australian Society</td>
</tr>
<tr>
<td></td>
<td>• Sports Medicine</td>
</tr>
<tr>
<td></td>
<td>• Improving Performance</td>
</tr>
<tr>
<td></td>
<td>• Equity and Health</td>
</tr>
</tbody>
</table>

**Course Requirements**

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

**Exclusions**

NIL

**HSC Assessment**

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hour written paper</td>
<td>Examinations, assignments and practical tasks</td>
</tr>
</tbody>
</table>

**Course Costs**

No specific course costs. Outdoor Recreation involves a camp costing approximately $150; First Aid involves a St John’s Ambulance course at the fee charged by them at the time (approx. $90). PD/H/PE workbook costs approximately $65.
**PHYSICS: 2 units for each of Preliminary and HSC**  
**CONTACT: Dr R. Morante (Head Teacher)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Physics is the study of the material world. It focuses on investigating natural phenomena and identifying patterns, applying models, principles and laws to explain their behaviour. The Preliminary course develops 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 the earth. The HSC course builds upon 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.</th>
</tr>
</thead>
</table>
| Preliminary Course Topics | • Moving About  
• The World Communicates  
• Electrical Energy in the Home  
• The Cosmic Engine |
| HSC Course Topics | **Core Topics**  
• Space  
• Motors & Generators  
• From Ideas to Implementation  
**One Option from the following:**  
• Medical Physics  
• Astrophysics  
• From Quantum to Quarks  
• Geophysics  
• The Age of Silicon |
| Course Requirements | Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time. |
| Exclusions | Senior Science (Preliminary) |

<table>
<thead>
<tr>
<th>HSC Assessment</th>
<th><strong>External</strong></th>
<th><strong>Internal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hour written paper Core Option</td>
<td>Knowledge and Understanding First-hand Investigations Scientific Thinking, Problem Solving and Communication</td>
<td></td>
</tr>
<tr>
<td>Course Costs</td>
<td>No specific course costs.</td>
<td></td>
</tr>
</tbody>
</table>
SENIOR SCIENCE: 2 units for each of Preliminary and HSC
CONTACT: Dr R. Morante (Head Teacher)

Course Description
The Preliminary course incorporates the collection, storage and conservation of water resources, the structure and function of plants with an emphasis on Australian native plants and the study of some 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 HSC course examines the range and importance of biological molecules found in humans and other organisms and the physical and chemical properties of chemicals used by people on and in their bodies.

The Senior Science course caters for students requiring a broad cover across all disciplines of science, encouraging them to become scientifically literate citizens. The course emphasises skill development.

Preliminary Course Topics
- Water for Living
- Humans at Work
- Plants
- The Local Environment

HSC Course Topics
Core Topics
- Lifestyle Chemistry
- Medical Technology - Bionics
- Information Systems

One option
- Polymers
- Preservatives and Additives
- Space Science
- Disasters
- Pharmaceuticals

Course Requirements
The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

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

HSC Assessment
<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hour written paper</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td>Core Option</td>
<td>First-hand Investigations</td>
</tr>
<tr>
<td></td>
<td>Scientific Thinking, Problem Solving and Communication</td>
</tr>
</tbody>
</table>

Course Costs
No specific course costs. There are compulsory fieldwork activities which will cost approximately $40

Exclusions
Senior Science may not be taken as a Preliminary course with any of the other Science courses.
SOCIETY AND CULTURE: 2 units for each of Preliminary and HSC
CONTACT: Mr H. Yates

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</th>
</tr>
</thead>
</table>
| Preliminary Course Topics | • The Social and Cultural World (20%)
• Personal and Social Identity (40%)
• Intercultural Communication (40%) |
| HSC Course Topics | Core
• Social and Cultural Continuity and Change (30%)
• The Personal Interest Project (30%)

**Depth Studies (40%)**

TWO To be chosen from:

• Popular Culture
• Belief Systems
• Equality and Difference
• Work and Leisure

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Nil</th>
</tr>
</thead>
</table>
| HSC Assessment | **External Assessment**
Two hour written examination
Personal Interest Project

**Internal Assessment**

Knowledge and understanding of course content
Application and evaluation of social and cultural research methodologies
Communication of information, ideas and issues in appropriate forms

| Course Costs | Nil |
### Course Description

Studies of Religion promotes an understanding and critical awareness of the nature and significance of religion, and the influence of belief systems and religious traditions on individuals and society. The course acknowledges religion as a distinctive answer to the human need for meaning in life.

The course acknowledges that there are many ways of studying religion. It investigates the significance and role of religion in society. The course enables students who live in a multi-faith and multi-cultural society to progress from a broad understanding of religious traditions to specific studies within these traditions.

### Preliminary Course Topics

- Nature of Religion and Beliefs
- Religious Tradition Study I
- Religious Tradition Study II
  *(The two studies are chosen from Buddhism, Christianity, Hinduism, Islam & Judaism)*

### HSC Course Topics

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study I
- Religious Tradition Depth Study II
  *(The two studies are chosen from Buddhism, Christianity, Hinduism, Islam & Judaism)*

And are the same as those studied in the Preliminary Course.

### Course Requirements

No specific requirements.

### Exclusions

Nil

### HSC Assessment

<table>
<thead>
<tr>
<th></th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½ hour written examination</td>
<td>Tests and internal exams</td>
<td>Research project</td>
</tr>
</tbody>
</table>

### Course Costs

No specific course costs.
TEXTILES AND DESIGN: 2 units for each of Preliminary and HSC
CONTACT: Ms K. Browne (Head Teacher)

**Course Description**

The Textiles and Design Stage 6 Syllabus provides a curriculum structure that reflects the important role that textiles play in society. Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of necessary functions in the textiles industry and other industries.

This syllabus investigates the science and technology of textiles through a study of properties and performance, allowing students to make informed consumer choices in the textiles area. Technological and practical skills are developed and enhanced through the use of textile-related technologies, including those that are computer-based. The concept of design elements and principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles.

This course investigates textiles in society and promotes a greater understanding of the significance of different cultures and their specific use of textile materials.

Through the area of study relating to the Australian Textile, Clothing, Footwear and Allied Industries, the course offers students the opportunity to explore advances in technology, current issues facing the industry and employment opportunities.

Textiles and Design develops a body of knowledge, skills and values that contribute to the overall education of students and which can provide opportunities for small business and leisure activities useful throughout life. It develops student creativity and project management skills that promote self-esteem and satisfaction. Students develop an understanding that textiles in industry, small business and in leisure activities has an emphasis on project work and students emulate this through the designing, planning and manufacturing of a Major Textiles Project.

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**Preliminary Course Topics**

- Design
- Properties and Performance of Textiles
- Australian Textile Clothing Footwear and Allied Industries
- Preliminary Textile Project 1, Preliminary Textile Project 2

**HSC Course Topics**

- Design
- Properties and Performance of Textiles
- Australian Textile Clothing Footwear and Allied Industries
- Major Textiles Project

**Course Requirements**

The *Textiles and Design Stage 6 Syllabus* includes a Preliminary course of 120 hours (indicative time) and an HSC course of 120 hours (indicative time).

It is a mandatory requirement that students undertake practical activities.

Students will demonstrate the development of manipulative, graphical, communication, research, decision-making, management and manufacturing skills.

**Exclusions**

HSC Students must complete preliminary course to satisfactory standard to be eligible for HSC studies in this area.

**HSC Assessment**

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12 hour written examination 50% Major Textiles Project 50%</td>
<td>1. knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications 2. practical skills in design and manipulation of textiles through the use of appropriate technologies 3. the ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items 4. skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses 5. knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries 6. an appreciation of the significance of textiles in society.</td>
</tr>
</tbody>
</table>

| Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s: apparel furnishings costume textile arts non-apparel | ☐ apparel ☐ furnishings ☐ costume ☐ textile arts ☐ non-apparel |

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**Course Costs**

There are compulsory practical activities which will cost approximately $60.
**VISUAL ARTS: 2 units for each of Preliminary and HSC**

**CONTACT: Mrs J. Ross (Head Teacher)**

**Course Description**

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students are exposed to diverse media and techniques in the Preliminary course, where they are progressively encouraged to specialise and become more autonomous. This culminates in the production of a "body of work" that reflects the student's knowledge and understanding of their world and the art world. Students critically investigate artists, artworks, critics and historians from Australia as well as those from other cultures, traditions and times. The Preliminary course is broad, studying art in a chronological fashion. The HSC course provides for deeper, increasingly more independent investigations of the art world.

**Preliminary Course Topics**

- The Areas of Content, Practice, Frames and The Conceptual Framework structure that inform all practical and theoretical investigations.
- Students learn and apply a variety of artmaking techniques using a range of media. They develop artworks that are technically resolved and conceptually strong based on predetermined themes.
- The history of art, including art movements, artists and artworks
- Critical investigations of a range of artworks.

**HSC Course Topics**

- The Areas of Content, Practice, Frames and The Conceptual Framework structure and inform all practical and theoretical investigations.
- An autonomous “Body of Work” is produced that exhibits conceptual strength and meaning in its exploration of a chosen theme and technical resolution.
- Students construct thematic historical narratives from intensive case studies of art history and criticism. These have included in the past, “Art and Technology”, “Abstraction and Spirituality”, “Representations of Gender”, “Art and Censorship”, “The Audience of Art” and “Myth Making in the Australian Landscape”.
- Critical investigations of a range of artworks.

**Course Requirements**

**Preliminary Course**

- Artworks in at least 2 forms and use of a Visual Arts process diary
- A broad investigation of ideas in art criticism and art history

**HSC Course**

- The development of a body of work and the documentation of the process in a Visual Arts process diary
- A minimum of 5 Case Studies (4–10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history

**Exclusions**

Content Endorsed Courses and Board Developed Visual Arts course:
- Ceramics - Visual Arts HSC Ceramics Body of Work
- Photography – Visual Arts HSC Photography Body of Work
- Visual Design – Visual Arts HSC Body of Work

**HSC Assessment**

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½ hour written examination paper</td>
<td>Development of a body of work</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>Art Criticism and history</td>
</tr>
<tr>
<td></td>
<td>research tasks &amp; examinations</td>
</tr>
</tbody>
</table>

**Course Costs**

$60 for each of the Preliminary and HSC courses to cover the costs of consumables. Where the costs associated with a Body of Work exceed the allocated amount, students are required to meet these costs.
1. CERAMICS: 1 unit Preliminary Course Only
CONTACT: Mrs J. Ross (Head Teacher)

Course Description
Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and technological uses are being discovered and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

Preliminary Course Topics
The course in ceramics will allow students to develop:
- an understanding of ceramic processes and practices and the ways in which these can be used in making a wide range of products
- a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies
- a knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms
- the skills required to give form to their ideas and feelings in ceramic products

Students will utilise a variety of building techniques including:
- hand building (coil, slab, pinch techniques)
- wheel throwing
- slip casting.

Assessment
This course is assessed by an ongoing assessment program, including examinations & practical submissions. (Making 70%, Critical and Historical Study 30%)

Exclusions
Works developed in this course are NOT to be used either in full, or in part, for assessment in any other subject.

Course Costs
$60 course cost to cover consumables

2. PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING: 1 unit Preliminary Course Only
CONTACT: Mrs J. Ross (Head Teacher)

Course Description
Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer enhanced images transmitted through space; we take x-ray photographs of our interiors to a doctor for interpretation; we use photocopiers and fax machines as standard office equipment.

The course in photography will allow students to:
- increase visual awareness of the environment and the way photographic representations can be created from this to communicate ideas
- develop an understanding of the methods photographers use to build meaning
- develop skills through the acquisition of photographic techniques using analogue SLR and/or digital cameras; along with darkroom and Photoshop processing of images
- gain an understanding of careers involving photography

The course will explore a range of photographic practices & products from both practical & theoretical perspectives.

Assessment
This course is assessed by an ongoing assessment program, including examinations & practical submissions. (Making 70%, Critical and Historical Study 30%)

Exclusions
Works developed in this course are NOT to be used either in full, or in part, for assessment in any other subject.

Course Costs
$60 course cost to cover consumables
### 3. SPORT, LIFESTYLES & RECREATION: 1 unit Preliminary Course Only

**CONTACT:** Mr B.Wilson (Head Teacher)

| Course Description | Students will learn about the importance of a healthy lifestyle and recognise the need to be active, responsible and informed decision makers.
|                   | This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.
|                   | This course involves a large practical component through which students develop skills in a wide variety of sports and athletic pursuits.

**Preliminary Course Topics**

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation
- promote an understanding of the requirements for healthy living
- develop a deeper understanding of the interaction between society, sport, recreation and fitness
- identify how sport influences and affects various groups and sections of our society
- provide students with a greater understanding of their physical and sporting potential

**Assessment**

Assessment will be an ongoing process in the form of class tests and assignments associated with the units of work.

**Exclusions**

Students studying Board Developed PDHPE must not study CEC modules that duplicate PDHPE modules.

**Course Costs**

Costs associated with coaching/lifesaving certificates.

### 4. VISUAL DESIGN: 1 unit Preliminary Course Only

**CONTACT:** Mrs J. Ross (Head Teacher)

| Course Description | Designed images and objects such as ceramics, jewellery, clothing, furniture, posters, publications and built environments are closely related to the works produced by artists. These can communicate ideas about our world and ourselves; use visual conventions to define and build social identity; and may have aesthetic and spiritual dimensions. They also employ the same materials and technologies.
|                   | In this course students may form ideas and produce artworks and objects in a range of fields that can include: graphic design, jewellery, wearables, product design and interior/exterior design.

**Preliminary Course Topics**

Students may complete studies in:

- Wearable Design (body ornamentation, including non-traditional jewellery and clothing)
- Product Design (packaging and furniture design)
- Interior/Exterior Design (architecture, stage sets and interior design)
- Graphic Design (illustration, cartooning and commercial publications)

**Assessment**

This course is assessed by an ongoing assessment program, including examinations & practical submissions. (Making 70%, Critical and Historical Study 30%)

**Exclusions**

Works developed in this course are NOT to be used either in full, or in part, for assessment in any other subject.

**Course Costs**

$45 course cost to cover consumables
5. COMPUTING APPLICATIONS: 1 unit Preliminary Course only
CONTACT: Ms K. Browne (Head Teacher)

Course Description
The aim of Computing Applications Stage 6 is to develop students’ capacity to be critical, ethical, competent and confident users of information and communication technologies in order to participate in a range of work, study and other life situations.

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

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. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be 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.

Course Topics
A selection of the modules listed below:
• Hardware and Software Skills
• Graphics I
• Graphics II
• Spreadsheets I
• Spreadsheets II
• Desktop Publishing I
• Desktop Publishing II
• Databases
• Communication I
• Communications II
• Multimedia I
• Multimedia II

Course Requirements
• There is no prerequisite study for this course.
• There is NO external examination in this subject.
• Students must complete all assessment tasks.
• There is NOT a large theory component in this course.

Exclusions
You CANNOT do IPT or VET IT with this course.

Assessment
<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is NO external examination</td>
<td>• Tests</td>
</tr>
<tr>
<td></td>
<td>• Research, investigation and reports</td>
</tr>
<tr>
<td></td>
<td>• Skills assessment</td>
</tr>
<tr>
<td></td>
<td>• Assessment tasks based on course content including project work</td>
</tr>
</tbody>
</table>

Course Costs
$10 per student per year.
1. PRIMARY INDUSTRIES: 2 Unit (240 hour) studied in both the Preliminary and HSC years  
CONTACT: Mrs K. Johnston (Head Teacher)

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

This course provides students with general skills and knowledge as part of their preparation for entry-level employment in a primary industries environment. It is based on units of competency which have been developed for primary industries to describe the competencies, skills and knowledge needed by workers in these industries.

Pathways to industry
Working in the primary industries involves:
- Dealing with and caring for animals
- Breeding and growing livestock (dairy, beef, sheep, goats, pigs, chickens) crops and grains
- Maintaining and using equipment such as tractors, harvesters, bailers and ploughs
- Overseeing and managing farming operations
- Developing and producing new products and technologies

Examples of occupations in primary industries:
Animal attending, dairy farming, livestock rearing and breeding, poultry production, rural conservation and land management, beef production, farm management, nursery management, horticulture, crop production, horse care, pest and disease control, sheep and wool production, shearing.

Course Topics
In addition to the units of competency included in the Primary Industries (120 hours) course that concentrate on developing a range of skills required to work effectively and safely in a modern primary industry environment (OH&S, positive environmental work practices, basic first aid and verbal and non-verbal communication), students may select units of competency leading to a general Conservation and Land Management, Rural Operations, Agriculture, Horticulture or Production Horticulture qualification; or they may specialise by selecting units to achieve and Agriculture qualification specialising in Beef Production, Goat Production, Pig Production, Sheep and Wool Production or Grain Production. These depend on teacher qualifications.

Course requirements
Students must complete a minimum of 70 hours work placement (min. 35 hours in Yr 11, and min. 35 hours in Yr 12). Students who do not meet these requirements will be ‘N’ determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

Assessment
This is a competency based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. Competency-based assessment determines the vocational qualification that a student will receive.

External Assessment (optional HSC examination)
The HSC examination for Primary Industries (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Qualifications
Depending on the units selected students who are assessed as competent in all of the units of competency in Primary Industries (240 indicative hours) will be eligible for Certificate II Agriculture AHC20110 or Certificate II Horticulture AHC20410 or Certificate II Rural Operations AHC21210 or Certificate II Production Horticulture AHC20310 or Agriculture specialising in Beef Production, Goat Production, Pig Production, Sheep and Wool Production or Grain Production depending on teacher qualifications. Students who are assessed as competent in some units or competency will be eligible for a Statement of Attainment showing partial completion of Certificate II Agriculture AHC20110 or Certificate II Horticulture RTF20103 or Certificate II Rural Operations AHC21210 or Certificate II Production Horticulture AHC20310.

Course Costs
The course has options that require students to travel to a work place and every effort will be made to keep costs to a minimum. In addition there will be material costs and certification costs that a set by outside agencies and these will be notified as the circumstances arise.

Exclusions
Students may not undertake the same or equivalent unit of competency in more than one VET course.