MERRYLANDS HIGH SCHOOL

THE HIGHER SCHOOL CERTIFICATE

An Information Package for Students and Parents

Preliminary Course 2013

HSC Course 2014

Please note:
This booklet contains information on the new HSC and the subjects offered by Merrylands High School. This information was correct at the time of printing.

This is followed by an alphabetical listing of subjects with a description of each.

Every attempt has been made to guarantee the accuracy of contents. We do however recommend that you confirm information at our Parent Information Evening on Tuesday 7 August at 6.00 pm in the school auditorium.

Additional information about courses and the new HSC is available on the Board of Studies website: http://www.boardofstudies.nsw.edu.au
# Table of Contents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELECTION PROCESS</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>SUBJECTS OFFERED BY MHS</strong></td>
<td>5</td>
</tr>
<tr>
<td>Aboriginal Studies</td>
<td>6</td>
</tr>
<tr>
<td>Ancient History</td>
<td>7</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
</tr>
<tr>
<td>Business Studies</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>11</td>
</tr>
<tr>
<td>Computing Applications</td>
<td>12</td>
</tr>
<tr>
<td>Dance</td>
<td>13</td>
</tr>
<tr>
<td>Drama</td>
<td>14</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>15</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>16-17</td>
</tr>
<tr>
<td>Economics</td>
<td>18</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>19</td>
</tr>
<tr>
<td>English – Advanced</td>
<td>20</td>
</tr>
<tr>
<td>English – Standard</td>
<td>21</td>
</tr>
<tr>
<td>English as a Second language (ESL)</td>
<td>22</td>
</tr>
<tr>
<td>English Studies – Content Endorsed Course</td>
<td>23-24</td>
</tr>
<tr>
<td>Exploring Early Childhood</td>
<td>25</td>
</tr>
<tr>
<td>Food Technology</td>
<td>26</td>
</tr>
<tr>
<td>French Beginners</td>
<td>27</td>
</tr>
<tr>
<td>French Continuers</td>
<td>28</td>
</tr>
<tr>
<td>Geography</td>
<td>29</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>30</td>
</tr>
<tr>
<td>Subject</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>31</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>32-33</td>
</tr>
<tr>
<td>Marine Studies</td>
<td>34</td>
</tr>
<tr>
<td>Mathematics</td>
<td>35</td>
</tr>
<tr>
<td>Mathematics - Extension 1</td>
<td>36</td>
</tr>
<tr>
<td>Mathematics – Extension 2</td>
<td>37</td>
</tr>
<tr>
<td>Mathematics – General 1</td>
<td>38</td>
</tr>
<tr>
<td>Mathematics – General 2</td>
<td>39</td>
</tr>
<tr>
<td>Modern History</td>
<td>40</td>
</tr>
<tr>
<td>Music 1</td>
<td>41</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education (PDHPE)</td>
<td>42</td>
</tr>
<tr>
<td>Physics</td>
<td>43-44</td>
</tr>
<tr>
<td>Senior Science</td>
<td>45</td>
</tr>
<tr>
<td>Sports, Lifestyle and Recreation Studies</td>
<td>46</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>47</td>
</tr>
<tr>
<td>SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS</td>
<td>48</td>
</tr>
<tr>
<td>Business Services</td>
<td>49</td>
</tr>
<tr>
<td>Construction</td>
<td>50</td>
</tr>
<tr>
<td>Hospitality</td>
<td>51</td>
</tr>
<tr>
<td>Metal and Engineering</td>
<td>52</td>
</tr>
<tr>
<td>Sport, Fitness and Recreation</td>
<td>53</td>
</tr>
</tbody>
</table>
SELECTION PROCESS

1. Students and parents attend Subject Selection Evening Tues. 7th August. Various speakers will outline options for subject choice. E-copy of Course Information available online.

2. Students will be given subject selection sheets at assembly on Friday 10th August.

3. Students will bring the forms to school on Monday 13th August. These forms should be completed as fully as possible. Each student will be interviewed by a teacher. Any other information and/or forms will then be handed out to students.

4. Students will be given first choices where possible, but classes will only be formed where numbers are sufficient to do so. Any student who fails to return the form, or is absent, runs the risk of not getting the subjects of choice.
INTRODUCTION

The Board of Studies has written a new handbook "Studying for the NSW HIGHER SCHOOL CERTIFICATE". This PDF copy should arrive at your DET email address. It contains full details of all regulations concerning the HSC.

In the meantime, all you need to know is that Year 11 students need to pick a minimum of 12 units which equals 6 subjects. Some students may study more, for example, those studying 3 units of Mathematics.

In year 12, students may elect to drop and/or change some units but they must study a minimum of 10 units.

When choosing subjects try to keep the following points in mind;

- Pick what you are good at.
- Don't pick a subject just because your friends decide to pick these subjects.
- Don't pick a subject just because it is taught by your favourite teacher.
- Try to pick patterns of subjects that complement each other: e.g. Maths/Science; Economics/Business; Engineering/Technology;

Some students may wish to study at University after the HSC; they will need an ATAR. To qualify for an ATAR they need to choose from lists 1 & 2 (see below) remembering that only one subject from list 2 will count. Some TAFE subjects will also count.

Students not requiring an ATAR are able to choose more widely from all three lists, as long as three subjects are from list 1.
SUBJECTS Offered By MHS

Merrylands High School offers on-site education in the following subjects which count towards the 2014 HSC.

List 1 - All subjects listed above count towards an ATAR (University Entrance)

- Aboriginal Studies
- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Dance
- Design and Technology
- Drama
- Economics
- Engineering Studies
- English
- Food Technology
- French
- Geography
- Information Processes and Technology
- Legal Studies
- Mathematics
- Modern History
- Music 1
- Personal Development Health and Physical Education
- Physics
- Senior Science
- Visual Arts

List 2 - The following list contains subjects from which only one will count towards an ATAR but more than one may be chosen. These subjects are known as VET subjects and require work placement in Years 11 & 12.

- Business Services
- Construction
- Hospitality
- Metal and Engineering
- Sport, Recreation and Fitness

List 3 - The following all count towards the HSC but NOT towards an ATAR.

- Computing Studies
- English Studies
- Exploring Early Childhood
- Marine Studies
- Sport, Lifestyle and Recreation Studies
- Most but not all TAFE subjects

Many other subjects are available at TAFE, from Distance Education or at Saturday School. These include Languages, Tourism, etc. You need to check lists carefully and select any which might interest you. Make sure you discuss any special interests with your interviewing teacher.
## Course: Aboriginal Studies

<table>
<thead>
<tr>
<th>Course No: 15000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
</tr>
</tbody>
</table>

### Exclusions: Nil

### Course Description

The Preliminary course focuses on Aboriginal peoples’ relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

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

### Main Topics Covered

#### Preliminary Course

- **Part I: Aboriginality and the Land (30%)**
  - Aboriginal peoples’ relationship to Country
  - Dispossession and dislocation of Aboriginal peoples from Country
  - Impact of British colonisation on Country
- **Part II: Heritage and Identity (25%)**
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study (25%)**
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study (20%)**
  - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

#### HSC Course

- **Part I – Social Justice and Human Rights Issues**
  - **Global Perspective (20%)**
    - Global understanding of human rights and social justice
  - **Comparative Study (30%)**
    - A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic (20%)**
  - **Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
  - **Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project (30%)**
  - Choice of project topic based on student interest.

### Particular Course Requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.
Course: HSC Ancient History

Course No: 15020

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

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

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

Main Topics Covered

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

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

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

The suggested components and weightings for the Preliminary course are set out below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
</tr>
<tr>
<td>Historical inquiry and research including mandatory historical investigation</td>
<td>20</td>
</tr>
<tr>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
</tr>
</tbody>
</table>

100
Course: Biology  
Course No: 15030

2 units for each of Preliminary and HSC Board Developed Course  
Exclusions: Senior Science (Preliminary only)

Course Description: Biology is the study of living organisms, life processes and interactions between organisms and their environment. The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent. The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Skills Module 8.1</td>
<td>Biology Skills Module 9.1</td>
</tr>
<tr>
<td>Core Modules</td>
<td>Core Modules</td>
</tr>
<tr>
<td>• A Local Ecosystem</td>
<td>• Maintaining a Balance</td>
</tr>
<tr>
<td>• Patterns in Nature</td>
<td>• Blueprint of Life</td>
</tr>
<tr>
<td>• Life on Earth</td>
<td>• The Search for Better Health</td>
</tr>
<tr>
<td>• Evolution of Australian Biota</td>
<td>One Option from the following modules:</td>
</tr>
</tbody>
</table>

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1. The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 45 indicative hours of practical experiences in the Preliminary course and a minimum of 35 indicative hours of practical experience in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External examination</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Section I - Core Part A Objective response questions | 20 | Knowledge and understanding of:  
• the history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology  
• cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution | 40 |
| Part B Short answer questions | 55 | Skills in  
• planning and conducting first-hand investigations  
• gathering and processing first-hand data  
• gathering and processing relevant information from secondary sources. | 30 |
| Section II - (Options) Candidates answer one question on the option they have studied | 25 | Skills in:  
• communicating information and understanding  
• developing scientific thinking and problem-solving techniques  
• working individually and in teams | 30 |

100  
100
Course: Business Studies

Course No: 15040

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

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

Topics Covered

Preliminary Course

Nature of business (20%) – the role and nature of business

Business management (40%) – the nature and responsibilities of management

Business planning (40%) – establishing and planning a small to medium enterprise

HSC Course

Operations (25%) – strategies for effective operations management

Marketing (25%) – development and implementation of successful marketing strategies

Finance (25%) – financial information in the planning and management of business

Human resources (25%) – human resource management and business performance

Note: This is a revised course for implementation with Year 11 from 2011.

External Assessment | Weighting | Internal Assessment | Weighting
--- | --- | --- | ---
A three hour exam |  |  | 
Multiple Choice | 20 | Multiple Choice and Short answer | 10
Short Answer | 40 | Research and Extended Response | 15
Business Report | 20 | Extended Response | 20
Extended Response | 20 | Business Report | 15
 |  | HSC Trial Exam | 40

100 | 100
## Course: Chemistry  
**Course No:** 15050

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

### Course Description
Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. The Preliminary course develops knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds. The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

### Main topics covered

| **Preliminary Course** | Chemistry Skills Module 8.1  
Core Modules: • The Chemical Earth • Metals • Water • Energy |
|---|---|
| **HSC Course** | Chemistry Skills Module 9.1  
Core Modules: • Production of Materials • The Acidic Environment • Chemical Monitoring and Management  
One Option from the following modules: • Industrial Chemistry • Shipwrecks, Corrosion and Conservation • The Biochemistry of Movement • The Chemistry of Art • Forensic Chemistry |

### Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1. Students will complete a minimum of 45 indicative hours of practical experiences across Preliminary course and a minimum of 35 indicative hours of practical experience in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

### Assessment: HSC course only

<table>
<thead>
<tr>
<th><strong>External Assessment</strong></th>
<th><strong>Weighting</strong></th>
<th><strong>Internal Assessment</strong></th>
<th><strong>Weighting</strong></th>
</tr>
</thead>
</table>
| Section I – Core  
Part A  
Objective response questions | 20 | Knowledge and understanding of:  
• the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry  
• atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry. | 40 |
| Part B  
Short answer questions | 55 | | |
| Section II – Options  
Candidates answer one question on the option they have studied | 25 | Skills in:  
• planning and conducting first-hand investigations  
• gathering and processing first-hand data  
• gathering and processing relevant information from secondary sources. | 30 |
| | | Skills in:  
• communicating information and understanding  
• developing scientific thinking and problem-solving techniques  
• working individually and in teams | 30 |

| 100 | 100 |
Course: Community and Family Studies

Course No: 15060

Exclusions: Nil

2 units for each of Preliminary and HSC Board Developed Course

Course Description

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

Main Topics Covered

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

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

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

Particular Course Requirements

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written paper</td>
<td>100</td>
<td>Core Options</td>
<td>75</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

| | | 100 | 100 |
Course: Computing Applications

Content Endorsed Course (Non ATAR)

Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

Course Description
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.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

Main Topics Covered
Computing Applications provides an extensive range of opportunities and contexts in which students can develop competencies considered essential for further education. The competencies are embedded into the twelve modules that are completed during the course.

Competencies:
- Collecting, analysing and organising information
- Communicating ideas and information
- Using technology
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems

Modules:
- Hardware and Software Skills
- Graphics I
- Graphics II
- Spreadsheets I
- Spreadsheets II
- Desktop Publishing I
- Desktop Publishing II
- Databases
- Communications I
- Communications II
- Multimedia I
- Multimedia II

Particular Course Requirements
Computing Applications has a role as a discrete subject for students who have had limited exposure to specific hardware and software applications throughout their K–10 schooling.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>No HSC Examination</td>
<td></td>
<td>Skills and understanding a Range of Application Software</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge, Understanding and Skills - Communications</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project A</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project B</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project C</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
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<td>100</td>
</tr>
</tbody>
</table>
Course: Dance

2 units for each of Preliminary and HSC Board Developed Course.

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

Course Description
Students undertake a study of Dance as an art form. All Performing Arts courses, including Dance, are not scaled down as is commonly the thought in the community. Students performing well in Dance can still obtain a high ATAR as is the case in any other subject.

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

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

MAIN TOPICS COVERED
Preliminary Course
• Performance
• Composition
• Appreciation
• Additional (20% to be allocated by the teacher to suit the specific circumstances/context of the class)

HSC Course
• Core – Performance, Composition, Appreciation
• Major Study: Performance or Composition or Appreciation or Dance and Technology

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

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

Assessment HSC course only:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Practical examinations: Performance</td>
<td>20%</td>
<td>Core Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Composition</td>
<td>20%</td>
<td>Core Composition</td>
<td>20%</td>
</tr>
<tr>
<td>Core Appreciation (A one hour written examination relating to two prescribed texts of study.)</td>
<td>20%</td>
<td>Core Appreciation</td>
<td>20%</td>
</tr>
<tr>
<td>Major Study: one of Appreciation</td>
<td>40%</td>
<td>Major Study</td>
<td>40%</td>
</tr>
<tr>
<td>Performance</td>
<td>20%</td>
<td>Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Composition</td>
<td>20%</td>
<td>Composition</td>
<td>20%</td>
</tr>
<tr>
<td>Dance &amp; Technology</td>
<td>20%</td>
<td>Dance &amp; Technology</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Drama

2 units for each of Preliminary and HSC Board Developed Course.  

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

Course Description
Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. All Performing Arts courses, including Drama, are not scaled down as is commonly thought in the community. Students performing well in Drama can still obtain a high ATAR as is the case in any other subject.

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

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

MAIN TOPICS COVERED

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

HSC Course
• Australian Drama and Theatre (Core Content)
• Studies in Drama and Theatre
• Development of Group Performance (Core Content)
• Development of Individual Project

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

Assessment HSC course only:

<table>
<thead>
<tr>
<th>Assessment HSC course only:</th>
<th>Weighting</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Assessment</td>
<td></td>
<td>Internal Assessment</td>
</tr>
<tr>
<td>Group Presentation (Core) - Individual Project -</td>
<td>30%</td>
<td>Australian Drama and Theatre</td>
</tr>
<tr>
<td>A one and a half hour written Examination comprising two compulsory sections: -</td>
<td>30%</td>
<td>Studies in Drama and Theatre</td>
</tr>
<tr>
<td>• Australian Drama and Theatre (Core)</td>
<td>40%</td>
<td>Development of Group Performance</td>
</tr>
<tr>
<td>• Studies in Drama and Theatre</td>
<td></td>
<td>Development of Individual Project</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>Total</td>
</tr>
</tbody>
</table>
Course: Design and Technology  
Course No: 15080

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

Course Description
The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered
Preliminary Course
Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course
Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements
In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of % 2 design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support , design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: A one and a half hour</td>
<td>40</td>
<td>Innovation and Emerging Technologies, including a compulsory</td>
<td>40</td>
</tr>
<tr>
<td>written exam Questions based on</td>
<td></td>
<td>case study of an innovation.</td>
<td></td>
</tr>
<tr>
<td>Innovation &amp; Emerging Technologies,</td>
<td></td>
<td>Designing and Producing (which may include aspects of the</td>
<td>60</td>
</tr>
<tr>
<td>Designing and Producing. These will</td>
<td></td>
<td>Major Design Project)</td>
<td></td>
</tr>
<tr>
<td>provide opportunities for students to</td>
<td></td>
<td>Project proposal</td>
<td></td>
</tr>
<tr>
<td>make reference to the Major Design</td>
<td></td>
<td>Folio</td>
<td></td>
</tr>
<tr>
<td>Project and the Case Study.</td>
<td></td>
<td>Product, system or environment</td>
<td></td>
</tr>
</tbody>
</table>

| Section II: Major Design Project     | 100       | 100                                                             |           |
| Project proposal                     |           |                                                                  |           |
| Folio                                |           |                                                                  |           |
| Product, system or environment       |           |                                                                  |           |
Course: Earth and Environmental Science

Course No: 15100

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

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

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

Main topics covered

Preliminary Course
Earth and Environmental Science Skills Module 8.1

Core Modules
- Planet Earth and Environment – A Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course
Earth and Environmental Science Skills Module 9.1

Core Modules
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

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

Particular Course Requirements

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

The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
<table>
<thead>
<tr>
<th>Assessment: HSC course only</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I - Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the history, nature, and practice</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>of Earth and Environmental</td>
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<tr>
<td></td>
<td></td>
<td>Science, applications and uses</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>of Earth and Environmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science and their implications</td>
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<tr>
<td></td>
<td></td>
<td>for society and the environment,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>and current issues, research</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>and developments in Earth and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>55</td>
<td>• the resources of the Earth, the</td>
<td></td>
</tr>
<tr>
<td>Short answer questions</td>
<td></td>
<td>abiotic features of the</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>environment, models to explain</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>structures and processes of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>change, Australian resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and biotic impacts on the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>environment</td>
<td></td>
</tr>
<tr>
<td><strong>Section II - Options</strong></td>
<td>25</td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td>Candidates answer one question</td>
<td></td>
<td>• planning and conducting first-hand</td>
<td></td>
</tr>
<tr>
<td>on the option they have studied</td>
<td></td>
<td>investigations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• gathering and processing first-hand</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• gathering and processing relevant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>information from secondary sources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• communicating information and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• developing scientific thinking and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>problem solving techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• working individually and in teams</td>
<td></td>
</tr>
</tbody>
</table>

| 100 | 100 |
## Course: Economics

<table>
<thead>
<tr>
<th>Course No: 15110</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Developed Course</td>
</tr>
<tr>
<td>Board</td>
</tr>
<tr>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

### Course Description

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

### Assessment: HSC Course Only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section I</strong></td>
<td>20</td>
<td>Research task presented in extended response format</td>
<td>20</td>
</tr>
<tr>
<td>There will be objective response questions to the value of 20 marks.</td>
<td>40</td>
<td>Stimulus-based in-class task</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section II</strong></td>
<td>20</td>
<td>A sight-unseen extended response written in-class</td>
<td>20</td>
</tr>
<tr>
<td>There will be four short-answer questions. Questions may be in parts. There will be approximately 12 items in total.</td>
<td>40</td>
<td>Trial HSC Examination</td>
<td>40</td>
</tr>
<tr>
<td><strong>Section III</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There will be two stimulus-based extended response questions. Candidates will be required to answer one question. The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section IV</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There will be two extended response questions. Candidates will be required to answer one question. The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course: Engineering Studies

Course No: 15120

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description
Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered

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

HSC Course
Students undertake the study and develop an engineering report for each of 5 modules:
- three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; and lifting devices
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements
Students develop an engineering report for each module studied.
At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination of 3 Hrs consisting of:</td>
<td></td>
<td>Scope of the profession</td>
<td>20</td>
</tr>
<tr>
<td>Section I – Application modules</td>
<td>10</td>
<td>Knowledge of engineering principles</td>
<td>40</td>
</tr>
<tr>
<td>There will be objective response questions to the value of 10 marks.</td>
<td>70</td>
<td>Communication skills</td>
<td>10</td>
</tr>
<tr>
<td>Section II – Application and focus modules</td>
<td></td>
<td>Understanding the impacts of engineering</td>
<td>10</td>
</tr>
<tr>
<td>There will be six questions.</td>
<td>20</td>
<td>Management and problem-solving</td>
<td>10</td>
</tr>
<tr>
<td>Section III – Engineering and the Engineering Report</td>
<td></td>
<td>The application of engineering methodology</td>
<td>10</td>
</tr>
<tr>
<td>There will be two questions, worth 10 marks each answer.</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: English (Advanced)  

Course No: 15140  

2 units for each of Preliminary and HSC  
Board Developed Course  

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

Course Description  
In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.  
In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms.  

Main Topics Covered  

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

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

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

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

Assessment: HSC course only  

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1(2 hours) Areas of Study (Common course content)</td>
<td>40</td>
<td>Area of Study (Common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Paper 2(2 Hours) Module A</td>
<td>60</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Module B</td>
<td>20</td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td>Module C</td>
<td>20</td>
<td>Module C</td>
<td>20</td>
</tr>
</tbody>
</table>

Assessment (Across the language modes):  
- Listening 15  
- Speaking 15  
- Reading 25  
- Writing 30  
- Viewing & representing 15  

Total 100
<table>
<thead>
<tr>
<th>Course: English (Standard)</th>
<th>Course No: 15130</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: English (Advanced); English (ESL), English (Extension)</td>
</tr>
</tbody>
</table>

**Course Description**

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

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

**Main Topics Covered**

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

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

**Particular Course Requirements**

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

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

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study (Common course content)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Paper 1 (2 hours)</strong></td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td><strong>Paper 2 (2 Hours)</strong></td>
<td>60</td>
<td><strong>Assessment</strong> (Across the language modes):</td>
<td>100</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing &amp; representing</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Course: English as a Second Language

Course No: 15150

2 units for each of Preliminary and HSC Board Developed Course

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

Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.

Course Description

In the Preliminary English (ESL) course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the HSC English (ESL) course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and multimedia and a wide range of additional related texts and textual forms. Through this close study of texts, students develop and apply skills in synthesis.

Main Topics Covered

Preliminary Course - The course has two sections:
- Language Study within Areas of Study, which is undertaken through a unit of work called an Area of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of an idea or process represented in texts. The Area of Study comprises 60% of the content.
- Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the content.

HSC Course - The course has two sections:
- Language Study within an Area of Study, where students reinforce and extend their language skills and apply skills in synthesis. This section consists of one prescribed Area of Study. The Area of Study comprises 50% of the content.
- Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The Modules comprise 50% of the content.

Particular Course Requirements

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

HSC English (ESL) Course requires the close study of:
- at least three types of prescribed text drawn from: prose fiction; drama; poetry; nonfiction; film or media or multimedia texts
- a wide range of additional related texts and textual forms.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An examination consisting of two written papers and a listening paper</td>
<td>45</td>
<td>Area of Study (Common course content)</td>
<td>50</td>
</tr>
<tr>
<td>Paper 1 (1 ½ hours) Areas of Study (Common course content)</td>
<td></td>
<td>Module A</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module B</td>
<td>25</td>
</tr>
<tr>
<td>Paper 2 (1 Hours)</td>
<td>20</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Module A</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Paper</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment (Across the language modes):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing &amp; representing</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Course: English (Content Endorsed Course)  

| Course No: |  
| --- | --- | 
| 2 unit Preliminary course of study | Exclusions: English (Standard); English (Advanced); English (Extension); English (ESL) | 

### Course Description

This course is intended to extend knowledge and understanding about, and skills in, accurate and appropriate use of language for current and future studies, career and citizenship. As well as involving more practical and functional applications of English, it will continue to include responding to and composing a wide range of texts.

### Main topics covered

#### Mandatory modules

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

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

#### Elective Modules:

(Elective modules may be studied in either the Preliminary course or the HSC course but it is expected that as students progress in English Studies there will be an increasing level of challenge.)

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

### Particular Course Requirements

**Preliminary and HSC**

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

**Preliminary course:** 120 indicative hours  
3–5 modules  
20–40 indicative hours per module

**HSC course:** 120 indicative hours  
3–5 modules  
20–40 indicative hours per module

In each of the Preliminary and HSC years students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.
Assessment: HSC Course only

Internal Assessment only. This course is non-examinable for the HSC. Unmoderated internal assessment mark recorded on the HSC Record of Achievement against a set of band descriptions. Results for this course are not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop skills in reading, listening and viewing and in writing, speaking and representing.</td>
<td>30</td>
</tr>
<tr>
<td>Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.</td>
<td>25</td>
</tr>
<tr>
<td>Students will develop skills in planning and working individually and collaboratively.</td>
<td>15</td>
</tr>
</tbody>
</table>

100

One task may be used to assess several components. The Board expects that three to five tasks for both the Preliminary and HSC course are sufficient to assess the course outcomes.
Course: Exploring Early Childhood

Course No:

2 units for each Preliminary and HSC Content Endorsed Course

Exclusions: Nil

Course Description

The Exploring Early Childhood course aims to give students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

Main Topics Covered

Core Topics
- Pregnancy and Childbirth
- Child Growth and Development
- Promoting Positive Behaviour

Modules (a range of these are explored)
- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children’s Services Industry
- Young Children and Media
- Young Children and the Law
- Children’s Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

Particular Course Requirements

In addition to the three core units, students select 8-10 modules to study over the Preliminary and HSC courses.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Formal Assessment for Exploring Early Childhood</td>
<td>Knowledge and Understanding Skills</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

100
Course: Food Technology

Course No: 15180

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. The study of marketplace trends and their implications are also incorporated. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Main Topics Covered

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

HSC Course
Core
- Involves the study of The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition. The study of contemporary issues relating to the marketplace are also included.

Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.

Assessment: HSC course only

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

Preliminary course
The suggested components and weightings for the Preliminary course are set out below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Responding Objective 3</td>
<td>30</td>
</tr>
<tr>
<td>Reading and Responding Objectives 1, 2 and 3</td>
<td>40</td>
</tr>
<tr>
<td>Writing in [Language] Objective 2</td>
<td>10</td>
</tr>
<tr>
<td>Speaking Objectives 1 and 4</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>100</th>
</tr>
</thead>
</table>

Course: French Beginners

Course No: 15670

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: French Continuers; French Extension

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE Manual.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, *the personal world* and *the French-speaking communities*, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students’ skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Main Topics Covered:

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

Particular Course Requirements: Nil

Main Topics Covered:

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

Particular Course Requirements: Nil
Course: French Continuers  

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

Prerequisites: School Certificate French or equivalent knowledge is assumed.
Exclusions: French Beginners

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

Prescribed Themes:
The individual.
Mandatory Topics:
Personal identity, Relationships, Health and leisure, Education and future aspirations.

Prescribed Themes:
The French-speaking communities
Mandatory Topics:
Lifestyle in France and abroad, The arts and entertainment, Youth and social issues.

Prescribed Themes:
The changing world
Mandatory Topics:
The world of work, Communication, French influence, Tourism and hospitality

Students’ language skills are developed through tasks such as:
Conversation, Responding to an aural stimulus, Responding to a variety of written material, Writing for a variety of purposes, Studying the culture of French-speaking communities through texts.

Particular Course Requirements: Nil

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Responding Objective 3</td>
<td>30</td>
</tr>
<tr>
<td>Reading and Responding Objectives 1, 2 and 3</td>
<td>40</td>
</tr>
<tr>
<td>Writing in [Language] Objective 2</td>
<td>10</td>
</tr>
<tr>
<td>Speaking Objectives 1 and 4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
### Course: Geography

**Course No:** 15190

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

#### Course Description

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

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

#### Preliminary Course

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

#### HSC Course

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

#### Key concepts incorporated across all topics:

- change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

#### Particular Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

#### Assessment: HSC Course Only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour exam</td>
<td></td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>15</td>
<td>Geographical Research</td>
<td>20</td>
</tr>
<tr>
<td>Short Answers</td>
<td>25</td>
<td>Interpretation and Synthesis of Geographical stimulus</td>
<td>30</td>
</tr>
<tr>
<td>Extended Responses</td>
<td>60</td>
<td>Geographical Writing</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Industrial Technology

<table>
<thead>
<tr>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

2 units for each of Preliminary and HSC Board Developed Course

**Course Description**

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the Timber Products and Furniture Technologies.

**Main Topics Covered**

**Preliminary Course**

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

- **Industry Study** – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- **Design** – elements and principles, types of design, quality, influences affecting design (10%)
- **Management and Communication** – development of practical projects; research, analysis and evaluation; skills in managing a project and presenting a management folio; computer based technologies (20%)
- **Production** – display a range of skills through the construction of a number of projects (40%)
- **Industry Related Manufacturing Technology** – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

**HSC Course**

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- **Industry Study** (15%)
- **Major Project** (60%)
  - **Design, Management and Communication**
  - **Production**
- **Industry Related Manufacturing Technology** (25%)

**Particular Course Requirements**

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

### Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Examination of one and a half hours consisting of:</strong></td>
<td>Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area</td>
<td>40</td>
</tr>
<tr>
<td>Section I – Industry Related Manufacturing Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There will be objective response questions</td>
<td>Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project</td>
<td>60</td>
</tr>
<tr>
<td>Section II – Industry Related Manufacturing Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There will be short-answer questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III – Industry Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There will be one structured extended response question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Project</td>
<td>The Major Project will consist of an individual product of one or more related items and an accompanying management folio.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
## Course: Information Processes and Technology

<table>
<thead>
<tr>
<th>Course No:</th>
<th>15210</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Computing Applications CEC</td>
</tr>
</tbody>
</table>

### Course Description

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

### Main Topics Covered

#### Preliminary Course
- Introduction to Information Skills and Processes (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

#### HSC Course
- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Transport Systems; Automated Manufacturing Systems; Multimedia Systems.

### Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

### Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hour examination based on the three core topics and the two option strands studied.</td>
<td>20</td>
<td>Project Management</td>
<td>20</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>20</td>
<td>Information Systems and Databases</td>
<td>20</td>
</tr>
<tr>
<td>Short Answer</td>
<td>40</td>
<td>Communication Systems</td>
<td>20</td>
</tr>
<tr>
<td>Two Option Strands</td>
<td>40</td>
<td>Option Strand One</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option Strand Two</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

| | | | 100 |
Course: Legal Studies

Course No: 15220

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual’s rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Preliminary Course

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

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

HSC Course

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

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

Particular Course Requirements

No special requirements

Assessment: HSC Course Only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assm’t</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – Core: Crime and Human Rights</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>There will be objective response questions to the value of 20 marks. • Questions to the value of 15 marks will be drawn from Crime. • Questions to the value of 5 marks will be drawn from Human Rights.</td>
<td>Research and structured response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II – Core: Crime and Human Rights</td>
<td></td>
<td>Oral presentation</td>
<td></td>
</tr>
<tr>
<td>This section will consist of two parts.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A – Human Rights (15 marks)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There will be short-answer questions to the value of 15 marks. • The questions may be in parts. • There will be approximately four items in total.

**Part B – Crime (15 marks)**

There will be one extended response question to the value of 15 marks. • The expected length of response will be around four pages of an examination writing booklet (approximately 600 words).

**Section III – Options**

There will be seven extended response questions, one for each option. • Each question will be worth 25 marks. • Each question will have two alternatives. • Candidates will be required to answer two alternatives, each on a different option. • The expected length of each response will be around eight pages of an examination writing booklet (approximately 1000 words).

<table>
<thead>
<tr>
<th></th>
<th>Extended response</th>
<th>Trial HSC examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Course: Marine Studies**

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Course No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions: Nil</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:** The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty-first century. Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students acquire skills to solve real life problems.

**Main topics covered**

Through the study of Marine Studies students will develop:
- knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and leisure pursuits
- knowledge, understanding and skills of safe practice in the marine context.

The course provides the opportunity to specialise in areas of expertise or interest through core and optional modules. Marine Studies is comprised of a 30 hour Core. Schools can select from the optional modules and an optional interest project that respond to student needs and interests.

### Core modules
- Marine safety and first aid
- The marine environment
- Life in the sea
- Humans in water
- Marine and maritime employment

### Optional modules
- Resuscitation certificate
- First aid certificate
- Dangerous marine creatures
- Estuarine studies
- Coastal studies
- Coral reef ecology
- Oceanography
- Local area study
- Sea birds of our coast
- Commercial and recreational fishing
- Aquaculture
- Marine resource management
- Marine aquarium
- Anatomy and physiology of marine organisms
- Seafood handling and processing
- Skin diving and diving science
- Marine engineering
- Marine archaeology
- Boating and seamanship
- Marine craft construction and repair
- Pilotage and navigation
- Marine communication
- Wind powered craft
- Personal interest project

### Assessment

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>No external exam</td>
<td>Modules</td>
<td>15 to 25 each</td>
<td></td>
</tr>
</tbody>
</table>
# Course: Mathematics

**Course No:** 15240

2 units for each of Preliminary and HSC  
Board Developed Course

## Prerequisites:
For students who intend to study the Mathematics course, it is recommended that they study the topics *Real Numbers, Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.

## Course Description
The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce.

The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

## Main Topics Covered

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

### HSC Course
- 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

## External Assessment

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

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

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

## Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes.

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

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.
Course: Mathematics Extension 1

Course No: 15250

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

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.

Course Description
The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.

The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered

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

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

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

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

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

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

School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
## Course: Mathematics Extension 2

**Course No:** 15260

1 unit for the HSC
Board Developed Course

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

### Course Description

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus.

These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

### Main Topics Covered

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

### External Assessment

Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 course and is of three hours duration.

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

### Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes.

Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities.

A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.
**Course: General Mathematics 1**

<table>
<thead>
<tr>
<th>Preliminary Mathematics General</th>
<th>Course No: 11235 and 30120</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC Mathematics General 1</td>
<td></td>
</tr>
<tr>
<td>2 units Preliminary (Board Developed Course)</td>
<td>2 units HSC (Content Endorsed Course)</td>
</tr>
</tbody>
</table>

**Prerequisites:** The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* (2002) up to, and including, the content and outcomes of Stage 5.1.

**Exclusions:** Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 1 course.

**Course Description**

The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands. The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Note: As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only, and not formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Mathematics General Course</th>
<th>HSC Mathematics General 1 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strand: Financial Mathematics</td>
<td>• Strand: Financial Mathematics</td>
</tr>
<tr>
<td>• Strand: Data and Statistics</td>
<td>• Strand: Data and Statistics</td>
</tr>
<tr>
<td>• Strand: Measurement</td>
<td>• Strand: Measurement</td>
</tr>
<tr>
<td>• Strand: Probability</td>
<td>• Strand: Probability</td>
</tr>
<tr>
<td>• Strand: Algebra and Modelling</td>
<td>• Strand: Algebra and Modelling</td>
</tr>
<tr>
<td>• Focus Study: Mathematics and Communication</td>
<td>Focus Study: Mathematics and Design</td>
</tr>
<tr>
<td>• Focus Study: Mathematics and Driving</td>
<td>• Focus Study: Mathematics and Household Finance</td>
</tr>
<tr>
<td></td>
<td>• Focus Study: Mathematics and the Human Body</td>
</tr>
<tr>
<td></td>
<td>• Focus Study: Mathematics and Personal Resource Usage</td>
</tr>
</tbody>
</table>
### Course: General Mathematics 2

<table>
<thead>
<tr>
<th>Preliminary Mathematics General</th>
<th>HSC Mathematics General 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units Preliminary (Board Developed Course)</td>
<td>2 units HSC (Board Developed Course)</td>
</tr>
</tbody>
</table>

**Course No:** 11235 and 15235

**Prerequisites:** The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus (2002)* up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they study at least some of the Stage 5.2 content of the *Mathematics Years 7–10 Syllabus (2002)*, particularly the *Patterns and Algebra* topics and *Trigonometry*, if not all of the content.

**Exclusions:** Students may **not** study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 2 course.

**Course Description**

The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 1 pathway. The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

### Main Topics Covered

**Preliminary Mathematics General Course**
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

**HSC Mathematics General 2 Course**
- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources

### Assessment

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single HSC examination of two and one half hours duration.</td>
<td>100</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
<td>100</td>
</tr>
<tr>
<td>No more than 30% of the examination will be based on the Preliminary course. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance.</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Course: Modern History

Course No: 15270

Exclusions: Nil

Course Description
The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.

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

Main Topics Covered

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

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

Particular Course Requirements
In the Preliminary course, **one Case Study** must be from Europe, North America or Australia (see list A on p.18 of the syllabus).
**One Case Study** must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).
The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>100</td>
<td>Knowledge and understanding of content</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Source based skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Music 1

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

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

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

Particular Course Requirements

HSC course
In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.
Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment components and weightings

Preliminary course
The suggested components and weightings for the Preliminary course are set out below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>25</td>
</tr>
<tr>
<td>Composition</td>
<td>25</td>
</tr>
<tr>
<td>Musicology</td>
<td>25</td>
</tr>
<tr>
<td>Aural</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

HSC course (internal assessment)
The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Core</td>
<td>10</td>
</tr>
<tr>
<td>Composition Core</td>
<td>10</td>
</tr>
<tr>
<td>Musicology Core</td>
<td>10</td>
</tr>
<tr>
<td>Aural Core</td>
<td>25</td>
</tr>
<tr>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

HSC course (external assessment)
The external assessment components and weightings for the HSC course are set out below. Students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Core</td>
<td>20</td>
</tr>
<tr>
<td>Elective 1 (Topic 1)</td>
<td>20</td>
</tr>
<tr>
<td>Elective 1 (Topic 2)</td>
<td>20</td>
</tr>
<tr>
<td>Elective 1 (Topic 3)</td>
<td>20</td>
</tr>
<tr>
<td>Aural Skills</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

The external HSC mark total is 110 and will be converted to a final mark out of 100.
Course: Personal Development, Health and Physical Education

Course No: 15320

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course
Core Topics (60%)
- Better Health for Individuals (30%)
- The Body in Motion (30%)

Optional Component (40%)
Students select two of the following options:
- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC Course
Core Topics (60%)
- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Optional Component (40%)
Students select two of the following options:
- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

Particular Course Requirements

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written paper</td>
<td>100</td>
<td>Core</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Options</td>
<td>40</td>
</tr>
</tbody>
</table>

100

100
**Course: Physics**

<table>
<thead>
<tr>
<th>Course No:</th>
<th>15330</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Senior Science (Preliminary only)</td>
</tr>
</tbody>
</table>

**Course Description**

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

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

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

**Main topics covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics Skills Module 8.1</td>
<td>Physics Skills Module 9.1</td>
</tr>
</tbody>
</table>

**Core Modules**

- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

**Core Modules**

- Space
- Motors and Generators
- From Ideas to Implementation

**One Option from the following modules:**

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

**Particular Course Requirements**

Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1. Students will complete a minimum of 45 indicative hours of practical experiences in the Preliminary course and a minimum of 35 indicative hours of practical experiences in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
<table>
<thead>
<tr>
<th>Assessment: HSC course only</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – Core</strong></td>
<td></td>
<td>Knowledge and understanding of:</td>
<td>40</td>
</tr>
<tr>
<td>Part A Objective response questions</td>
<td>20</td>
<td>• the history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics</td>
<td></td>
</tr>
<tr>
<td>Part B Short answer questions</td>
<td>55</td>
<td>• kinematics and dynamics, energy, waves, fields and matter</td>
<td></td>
</tr>
<tr>
<td><strong>Section II – Options</strong></td>
<td></td>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td>Candidates answer one question on the option they have studied</td>
<td>25</td>
<td>• planning and conducting first-hand investigations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• gathering and processing first-hand data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• gathering and processing relevant information from secondary sources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills in:</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• communicating information and understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• developing scientific thinking and problem solving techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• working individually and in teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Senior Science
Course No: 15340

2 units for each of Preliminary and HSC Board Developed Course

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

Course Description
The Preliminary course incorporates the study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It examines issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems. The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas. The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environment Science or Physics to a maximum of six units. Students who are undertaking the Senior Science HSC course must have satisfactorily completed the Preliminary course in Senior Science or Biology or Chemistry or Earth and Environmental Science or Physics.

Main topics covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Science Skills Module 8.1</td>
<td>Senior Science Skills Module 9.1</td>
</tr>
<tr>
<td>Core Modules</td>
<td>Core Modules</td>
</tr>
<tr>
<td>• Water for Living</td>
<td>• Lifestyle Chemistry</td>
</tr>
<tr>
<td>• Plants</td>
<td>• Medical Technology – Bionics</td>
</tr>
<tr>
<td>• Humans at Work</td>
<td>• Information Systems</td>
</tr>
<tr>
<td>• The Local Environment</td>
<td>One Option from the following modules:</td>
</tr>
<tr>
<td></td>
<td>• Polymers</td>
</tr>
<tr>
<td></td>
<td>• Preservatives and Additives</td>
</tr>
<tr>
<td></td>
<td>• Pharmaceuticals</td>
</tr>
<tr>
<td></td>
<td>• Disasters</td>
</tr>
<tr>
<td></td>
<td>• Space Science</td>
</tr>
</tbody>
</table>

Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1. Students will complete a minimum of 45 indicative hours of practical experiences in the Preliminary course and a minimum of 35 indicative hours of practical experiences in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External examination</th>
<th>Mark</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section – Core</td>
<td></td>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
<td>• the history, nature, and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science</td>
<td></td>
</tr>
<tr>
<td>Objective response questions</td>
<td>20</td>
<td>• the resources of the earth, internal and external environments, chemical changes, organs and systems of the body and energy.</td>
<td>40</td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td>Short answer questions</td>
<td>55</td>
<td>• planning and conducting first-hand investigations</td>
<td>30</td>
</tr>
<tr>
<td>Section II - Options</td>
<td></td>
<td>• gathering and processing first-hand data</td>
<td></td>
</tr>
<tr>
<td>Candidates answer one question on the option they have studied</td>
<td>25</td>
<td>• gathering and processing relevant information from secondary sources</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicating information and understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing scientific thinking and problem solving techniques</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Working individually and in teams</td>
<td></td>
</tr>
</tbody>
</table>

100
100
Course: Sport, Lifestyle and Recreation Studies

Content Endorsed Course

Course No:

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

Course Description

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

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

Main Topics Covered

Through the course students will develop:

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

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

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Formal Assessment for SLR</td>
<td>Modules</td>
<td>15 – 25 each</td>
<td>100</td>
</tr>
</tbody>
</table>
### Course: Visual Arts

<table>
<thead>
<tr>
<th>Course No: 15400</th>
</tr>
</thead>
</table>

2 units for each of Preliminary and HSC

#### Board Developed Course

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

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

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

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

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

#### Particular Course Requirements

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

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

Students may also elect to undertake the commencement of the apprenticeship or the completion of a traineeship while at school. School-based apprentices work part-time and undertake the first stage of their formal or off-the-job traineeship training by the end of their HSC year.

Both the on-the-job and off-the-job training undertaken by school-based apprentices/trainees can contribute to their HSC. Providing that they have successfully completed both lots of training during their senior high school years, school-based apprentices will commence full-time employment as a second year apprentice from January after the HSC.
HSC COURSE DESCRIPTIONS 2014

Course: Business Services (240 indicative hours) - 4 Preliminary and/or HSC units in total
Board Developed Course - Category B status for Australian Tertiary Admission Rank (ATAR)

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

<table>
<thead>
<tr>
<th>Units of Competencies</th>
<th>Compulsory</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM201A</td>
<td>Communicate in the workplace</td>
<td>BSBW203A Work effectively with others</td>
</tr>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
<td>BSBW204A Use business technology</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
<td>BSBINM202A Handle mail</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>BSBITU102A Develop keyboard skills</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>BSBITU201A Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>BSBCMN214A Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBW202A</td>
<td>Organise and complete daily work activities</td>
<td>BSBITU203A Communicate electronically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBADM311A Maintain Business resources</td>
</tr>
</tbody>
</table>

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

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

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

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

Examples of occupations in the business services industry:

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

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

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

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

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

A school-based traineeship is available in this course, for more information: [http://www.sbatinnsw.info/](http://www.sbatinnsw.info/)
## HSC COURSE DESCRIPTIONS 2014

### Course: Construction (240 indicative hours)

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>Category B status for Australian Tertiary Admission Rank (ATAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 Preliminary and/or HSC units in total</td>
</tr>
</tbody>
</table>

This course comes from the CPC08 Training Package that will be delivered from 2010. The Industry Curriculum Framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

### Units of Competencies

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS2001A Apply OHS requirement, policies and procedures in the construction industry</td>
<td>CPCCA2001A Handle carpentry materials</td>
</tr>
<tr>
<td>CPCCM1002A Work effectively in the General Construction Industry</td>
<td>CPCCA2002A Use carpentry tools and equipment</td>
</tr>
<tr>
<td>CPCCM1003A Plan and organise work</td>
<td>CPCCA2003A Erect and dismantle formwork for footings and slabs on the ground</td>
</tr>
<tr>
<td>CPCCM1004A Conduct workplace communication</td>
<td>CPCCSP2003A Prepare surfaces for plastering</td>
</tr>
<tr>
<td>CPCCM1005A Carry out measurements and calculations</td>
<td>CPCCM2006A Apply basic levelling procedures</td>
</tr>
<tr>
<td>CPCCM2001A Read and interpret plans and specifications</td>
<td>CPCCM2004A Handle construction materials</td>
</tr>
<tr>
<td>CPOHS1001A Work safely in the Construction Industry</td>
<td></td>
</tr>
<tr>
<td>CPCCA2002A Use construction tools and equipment</td>
<td></td>
</tr>
</tbody>
</table>

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

### Qualifications

Students who are assessed as competent in the 8 core and 7 elective units of competently will be eligible for a **Certificate II in Construction Pathways CPC20208**. Students who gain achievement in some of the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways. Successful completion of the unit, CPCCOHS1001A, will lead to the award of a **Construction Induction Card from WorkCover NSW,** which allows the student access to construction sites across Australia for work purposes. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

### Pathways to Industry

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

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

### Examples of occupations in the construction industry:

- building
- bricklaying
- carpentry
- concrete
- consulting
- engineering
- glazing
- joinery
- measuring materials and sites
- managing personnel and sites
- construction
- safety
- structural
- roofing
- shop fitting
- steel reinforcing

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement.

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

Students who achieve competency in CPCOHS1001A – **Work Safely in the Construction Industry**, will be issued with a **WorkCover NSW Construction Induction Card** (The Whitecard). This is a requirement before commencing workplacement.

### Competency-Based Assessment

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

### Appeals

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

### External Assessment (optional HSC examination)

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

### Course Costs

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

### Refund Arrangements on a pro-rata basis

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Page 50
## Course: Hospitality (240 indicative hours) Multi-skilling

**Board Developed Course**

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

### Units of Competency

**Compulsory**

- SITHIND001A Develop and update hospitality industry knowledge
- SITXCOM001A Work with colleagues and customers
- SITXCOM002A Work in socially diverse environment
- SITXENV001A Participate in environmentally sustainable work practices
- SITXOHS001B Follow health, safety and security procedures
- SITXOHS002A Follow workplace hygiene procedures

**Food and Beverage Stream**

- SITHACS006A Clean premises and equipment
- SITHFAB003A Serve food and beverage to customers
- SITHFAB010B Prepare and serve non-alcoholic beverages
- SITXFSA001A Implement food safety procedures

**Elective**

- SITHCCC001A Organise and prepare food
- SITHCCC007A Prepare sandwiches
- SITHFAB012A Prepare and serve espresso coffee
- SITXCOM004A Communicate on the telephone
- SITHIND002A Apply hospitality skills in the workplace

### Qualifications

Students who are assessed as competency in all of the above units of competency will be eligible for the Certificate II in Hospitality (SIT20207). Students who gain achievement in some of the above units will be eligible for a Statement of Attainment showing partial completion of Certificate II in Hospitality (SIT20207).

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

### Pathways to Industry

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

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

### Examples of occupations in the hospitality industry:

- breakfast cook
- barista
- trainee chef
- café assistant
- short order cook
- fast food cook

### Mandatory Course Requirements

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

### Competency – Based Assessment

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

### Appeals

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

### External Assessment (optional HSC examination)

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

### Course costs

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

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Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.
### HSC COURSE DESCRIPTIONS 2014

**Course: Metal and Engineering (240 indicative hours)**

- **Board Developed Course**
- **4 Preliminary and/or HSC units in total**
- **Category B status for Australian Tertiary Admission Rank (ATAR)**

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

#### Units of Competencies Compulsory

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM10001A</td>
<td>Manufacturing, Engineering and related services in industries induction</td>
</tr>
<tr>
<td>MEM10002A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEM10003A</td>
<td>Interpret Technical Drawings</td>
</tr>
<tr>
<td>MEM10004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM10005A</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM10006A</td>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEM10007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
<tr>
<td>MEM10008A</td>
<td>Perform tasks to industry standard. Students must demonstrate to a qualified assessor that they can effectively carry out the tasks.</td>
</tr>
<tr>
<td>MEM10009A</td>
<td>Perform quality procedures</td>
</tr>
</tbody>
</table>

Possible Electives (teacher to confirm units to be delivered)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM05001A</td>
<td>Carry out mechanical cutting</td>
</tr>
<tr>
<td>MEM05002A</td>
<td>Perform routine Oxy Acetylene welding</td>
</tr>
<tr>
<td>MEM05003A</td>
<td>Perform routine manual arc welding</td>
</tr>
<tr>
<td>MEM05004A</td>
<td>Perform gas metal arc welding</td>
</tr>
<tr>
<td>MEM05005A</td>
<td>Mark off/out (general engineering)</td>
</tr>
<tr>
<td>MEM05006A</td>
<td>Select welding processes</td>
</tr>
<tr>
<td>MEM05007A</td>
<td>Perform soft soldering</td>
</tr>
<tr>
<td>MEM05008A</td>
<td>Use comparison and basic measuring devices</td>
</tr>
<tr>
<td>MEM05009A</td>
<td>Undertake manual handling</td>
</tr>
<tr>
<td>MEM05010A</td>
<td>Use workshop machines for basic operations</td>
</tr>
</tbody>
</table>

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

#### Qualifications

Students who are assessed as competent for units of competency equivalent to 240 indicative hours and 30 points (unit weights set by industry) will be eligible for a Certificate II in Engineering MEM 20105.

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

#### Pathways to Industry

Working in the metal and engineering industry involves:

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

Examples of occupations in the metal and engineering industry.

- fitter
- engineer (automotive, fabrications, production, plastics, marine, mechanical)
- refrigeration and air conditioning mechanic
- structural steel and welding supervisor
- toolmaker
- maintenance fitter
- manager/owner of a small business
- locksmith
- machinist
- plumber

#### Mandatory Course Requirements

Students must complete a minimum of 76 hours work placement.

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

#### Competency- Based Assessment

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

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

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

#### Course costs

Refund Arrangements on a pro – rata basis

#### Exclusions

- Industrial Technology – Metals and Engineering Industries
- Works developed for assessment are not to be used either in full or in part for assessment in any other subject

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

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Page 52
HSC COURSE DESCRIPTIONS 2014

Course: Sport, Fitness and Recreation (240 indicative hours) 4 Preliminary and/or HSC units in total
Board Endorsed Course

This course is accredited for the HSC students and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Units of Competencies
Teacher to inform students of UOCs to be delivered

<table>
<thead>
<tr>
<th>Compulsory (90 hrs)</th>
<th>Electives (150 hrs) At least one set of group electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202A</td>
<td>The teacher will advise the final electives to be delivered. Listed are possible electives.</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>SISSATH201A Teach the fundamental skills of athletics</td>
</tr>
<tr>
<td>SISSCGP201A</td>
<td>SISSBSB201A Teach fundamental basketball skills</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>SISSBSB202A Teach fundamental basketball tactics and game strategy</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>SISXOH5101A Follow occupational and health and safety policies</td>
</tr>
<tr>
<td></td>
<td>SISGYN201A Teach fundamental gymnastic skills</td>
</tr>
<tr>
<td></td>
<td>SISSNTB204A Teach foundation netball skills</td>
</tr>
<tr>
<td></td>
<td>SISSRGL204A Teach the skills of Rugby League for modified games</td>
</tr>
<tr>
<td></td>
<td>SISSSSR201A Teach the basic skills of surf life saving</td>
</tr>
<tr>
<td></td>
<td>SISSSSR202A Officiate beginner level surf life saving competitions</td>
</tr>
<tr>
<td></td>
<td>SISSCGP202A Reflect on professional coaching role and practice</td>
</tr>
<tr>
<td></td>
<td>SISSCGP303A Coach junior players to develop fundamental perceptual motor skills</td>
</tr>
<tr>
<td></td>
<td>SISSRGU204A Officiate junior level Rugby Union</td>
</tr>
<tr>
<td></td>
<td>SISSRGU205A Officiate local or district level Rugby Union</td>
</tr>
<tr>
<td></td>
<td>SISSSPT201A Implement sports injury prevention</td>
</tr>
<tr>
<td></td>
<td>SISSXFAC202A Maintain sport and recreation facilities</td>
</tr>
<tr>
<td></td>
<td>ICAU2006B Operate computing packages</td>
</tr>
<tr>
<td></td>
<td>ICPMM263C Access and use the Internet</td>
</tr>
</tbody>
</table>

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

Qualifications
Students who are assessed as competent in the above units will eligible for Certificate II in Sport (Coaching) (SIS20510)
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au

Pathways to Industry
Skills gained in this industry transfer to other occupations. Working in the sport industry involves

- following occupation and safety policies
- providing first aid
- coaching and administration of sport
- preparation for sports sessions
- application of sports and competition rules
- developing and teaching
- creating client relationships
- dealing with client feedback
- organising and completing daily tasks
- developing a knowledge of the industry
- basic sports skills

Examples of occupations in the sport industry:
- Facilities manager
- Sports trainer or coach
- Participant
- Development officer
- Sports Official
- Athletic support worker
- Administration officer

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

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

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

Course Costs
Refund Arrangements on a pro-rata basis

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