Asquith Girls High School
Senior Studies Booklet
2015-2016
About our school...........

Asquith Girls High School offers young women in the senior years:
- a positive learning environment where the achievement of excellence is central to the school’s operation
- a safe, caring and supportive community
- an experienced and talented teaching staff
- a comprehensive range of subjects allowing young women to participate in any post school field
- a school philosophy recognising that all young people can realise their potential
- an opportunity to be empowered, independent and responsible learners and leaders.

Asquith Girls High School prepares young women for the 21st century through the development of information literacy, creativity and individuality.

**Information Literacy**
We are committed to the development of students’ information and computing skills, including the use of the Internet.

Technology skills are integrated throughout many courses across the curriculum.

Other courses such as English teach viewing and media skills to enable young women to be discerning consumers in our increasingly visual society.

**Creativity**
We are committed to the development of each student’s creativity.

We do this by offering courses such as Textiles and Design, Art, Dance, Design and Technology, Music, Photography, and Entertainment at school.

We also promote courses at TAFE such as Design Elements and Photography.

**Individuality**
We are committed to reaching and developing each student’s individual potential to promote thoughtful and meaningful course choice.

We do this by providing effective consultation with you and your parents assisted by the
- Careers Adviser
- Deputy Principals
- Year Advisers
What does this mean for you?

Participation in our Year 11 Information Evening and careful reading and reference to this booklet will also support you as you undertake your senior studies.

This booklet is for you to keep as a reference now and throughout your Preliminary and HSC courses. Keep it at home and use it as a guide in understanding your courses and responsibilities as a senior student.

It is your responsibility to attend school regularly and participate in your chosen courses so that your potential is realised.

It is our responsibility to provide quality learning programs, reporting back to you and your parents on your progress and achievements.

This is an exciting new phase of your school life!

- Take the opportunity to reach out and explore the range of courses available, including courses offered outside the school.
- Assess your own skills and interests.
- Focus on your future career aspirations.
- Plan your course choices so that you can design the best way to achieve your goals.

Asquith Girls High has high expectations of its senior students in all their endeavours. As a senior student you will be encouraged in your enterprise and you will be rewarded in your efforts.

- You will have many opportunities.
- You can be involved in student leadership in its different forms.
- You will enjoy a closer and stronger relationship with staff.
- You will be part of a supportive classroom and school atmosphere.
- You will be given responsibilities and treated like an adult.

Engage in the various aspects of life in the senior school and be part of the proud tradition that makes Asquith Girls High a successful and excellent school.

We offer extracurricular activities in many areas. For example there is a school band, an annual performing arts event, opportunities to work with other students in regional programs and camps, science club, mock trials, chess club, sporting opportunities including knockout teams, social justice team and volunteer opportunities, as well as other interesting and varied experiences available to students.
ASQUITH GIRLS HIGH SCHOOL

SENIOR STUDIES – 2015

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STUDENTS AND PARENTS

Senior high school provides you with opportunities to take different pathways to your preferred future.

This booklet is designed as part of decision time to help you choose the appropriate pathway and the most suitable courses for Years 11 and 12.

The course choice decisions you make now will give you the opportunity to plan for your future.

To ensure that your decisions are appropriate, you are advised to:

- read carefully the information provided in this booklet.
- investigate the requirements for your possible career interests by obtaining information from the Careers Adviser.
- check with your teachers about your ability with relation to the specific courses you may be considering, and the workload that will be expected of you. Be realistic about your selections.
- try to make course selections which allow suitable options for your preferred future career path.
- consider part-time study for the Higher School Certificate. It may provide a most useful means of balancing study, present employment commitments and social life.
- be prepared to study some courses over one year instead of two.

As in the junior school, we will try to satisfy the choices of as many students as possible, but the final courses offered will depend on the number choosing each course.

Use the "Planning your pattern of study" sheet to plan your course choices before you submit them online. Ensure that you list your main and reserve course choices in order of priority for you as this information is taken into consideration when determining which courses will run. That is, the course that you want to study the most you list as your first priority, then second, and so on.

When you have completed the planning sheet you are to go online to web.edval.com.au to make your selections. Your web code will be emailed to you.

Some courses in the booklet may not eventually run because insufficient students chose that course.

Ms Elizabeth Amvrazis
Principal
**The Australian Tertiary Admissions Rank (ATAR)**

Tertiary institutions in Australia have found that a selection rank based on a student’s overall academic achievement is the best single predictor of success for most tertiary courses.

The ATAR allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to tertiary courses.

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**ATAR rules**

To be eligible for an ATAR:

A student must satisfactorily complete at least ten units from Board developed courses for which there are examinations including at least:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units or greater
- four subjects

**What courses are included in the calculation of the ATAR?**

The ATAR is based on an aggregate of scaled marks in ten units of ATAR courses comprising:

- the best two units of English
- the best eight units from the remaining units, which can include up to two units of a Category B course.

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**What options do you have at Asquith Girls?**

- **HSC with no ATAR**
  
  *(For students who are not looking for direct entry into University)*

- **HSC with ATAR**
  
  *(For students wishing to qualify for direct entry into University after Yr 12)*

- **HSC with VET**
  
  *(VET courses allow dual accreditation allowing students to have advanced standing in some TAFE courses) and also provide students with a qualification (or credential) suitable for employment*
WHY COURSE CHOICES ARE IMPORTANT?

- The courses you do at school can, and often will, determine the type of career you choose.
- Doing courses that you like and that interest you make life at school enjoyable.
- You are more likely to do well at a course if you enjoy it.

How to decide........

Ask yourself the following questions:

- What courses are available?
- What courses interest me?
- What courses am I good at?
- What courses do I need for further study?
- What do I know about new courses not studied in Year 10?

In most cases, the best courses to take are the ones you like the most.
If you select subjects you are interested in, you are more likely to do well.

Use the following as a guide when choosing courses:

- **ABILITY**: Choose courses that you are good at
- **INTEREST**: Choose courses you enjoy
- **MOTIVATION**: Choose courses you really want to study

How NOT to decide.....

- **Your friends are taking it**.
  Your friends may have different abilities, interests and motivations from yours.

- **Your favourite teacher is teaching it**.
  Teachers often change classes or even schools.

- **A "bad" teacher is teaching it**.
  Don't believe all you hear, teachers are often quite different from the rumours. Teachers often change classes.

- **You've heard it's a "bludge" course**.
  If someone tells you a course is a "bludge", chances are that he or she is "bludging" and will probably do poorly.

- **Boys/girls don't do that course**.
  There are no separate courses for boys and girls. If you are good at or interested in a course, then do it for yourself.

- **You need to do it even though you hate it**.
  If you need to do a course to get into a particular course at university or TAFE, consider carefully. It is likely that there will be a considerable amount of the subject (which you hate) in the University / TAFE course - you could be miserable and achieve little.
CURRICULUM PACKAGING

Curriculum packaging is a course selection strategy whereby students pick combinations of courses that will appeal to prospective employers or to maximise a student’s chances of enrolling in tertiary education.

Some examples are:

- Visual Arts with Design Elements or Photography, & Ancient History, possibly IT
- Business Studies or Economics with Retail or Business Services, and IT
- Food Technology with Hospitality, Business Studies, possibly Chemistry
- Physics and 2U Maths or higher
- Financial Services (Accounting) with Business Studies, IT, Economics & Maths
- Music or Drama with IT and Entertainment
- PDHPE with Biology and possibly Community and Family Studies (CAFS)
- Tourism with Hospitality, IT and possibly a language or Business Studies
- Biology, Human Service (Nursing), Community and Family Studies (CAFS)
Many parents ask:
   "How can we help?"
   "It is so different from my time in senior school".
   "There are so many choices".

Below are just a few suggestions

- Be interested, supportive, encouraging and positive towards your daughter and her needs.
- Help promote realistic aspirations and goals with them.
- Do not apply too much pressure on her to achieve. It can be counter-productive.
- Look for and praise areas where she does well. Make this an ongoing attitude.
- Help her explore career areas which interest her (especially if they don't interest you)
- Encourage her to be responsible for her actions.
- Try not to impose your wishes on her. Understand that her needs and desires may not be the same as your own.
- Encourage her to think broadly.
- Seek professional advice on what would suit her particular needs, interests and abilities.
- In course choices be guided by your daughter's interests and abilities.
- Treat each daughter as an individual.
WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

BOARD DEVELOPED COURSES

These courses are developed by the Board of Studies. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

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

BOARD ENDORSED COURSES

There are two main types of Board Endorsed Courses. They are Content Endorsed Courses and School Designed Courses.

Content Endorsed Courses (CEC) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC Vocational Education and Training (VET) courses delivered by TAFE are Content Endorsed Courses.

Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed Courses do not count in the calculation of the ATAR.
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation in the workforce as part of the Australian Qualifications Framework (AQF).

The national qualification is recognised across Australia and enables students to build on qualifications as they move between the various education and training sectors and employment.

Features of these courses are:-

- A specific workplace component (generally 35 hours work placement per year)
- Special documentation showing the workplace competencies achieved
- An optional exam that can be used for calculation towards the ATAR (maximum of 2 units)

Further information about VET Framework courses appears in the Board Development Courses – Vocational Education and Training section listing the HSC courses available.

**Up to 2 units of courses can be counted for an ATAR**

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LIFE SKILLS COURSES
AS PART OF A SPECIAL PROGRAM OF STUDY

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate from 2001.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

The Board expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

**Life Skills courses do not count towards an ATAR.**
WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 unit.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per cycle of 2 weeks (120 hours per year) = 100 marks

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

This is the basic structure for all courses. It has a value of 100 marks.

EXTENSION COURSE

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

Extension study is available in a number of courses. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit or 2 units. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and some VET. Undergraduate university courses may also be available in some subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

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

- you must have sat for and made a serious attempt at the Higher School Certificate examinations.

- you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

  2 UNITS of English (any level) plus 4 units from Board Developed Courses

  at least three courses of 2 units value or greater

  at least four subjects

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- The Board of Studies publication, Studying for the New South Wales Higher School Certificate. An Information Booklet for Year 10 Students, contains all the HSC rules and requirements you will need to know.

- If you wish to receive the Australian Tertiary Admissions Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, University Entry Requirements 2016 Year 10 Booklet, published by UAC, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. This book is available from the library or Careers Room.

- If you do not wish to receive a ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

SPORT

Sport is compulsory for completion of the Preliminary Certificate. This is done through a log book system through the PDHPE faculty. Students need to complete 60 hours over the course of Year 11.

Satisfactory attendance and participation in sport is a compulsory requirement of NSW Department of Education for the awarding of the Preliminary Certificate.

CROSSROADS

Crossroads is a 25 hour Stage 6 course that is mandatory for all school students in Year 11 and/or Year 12. Crossroads aims to support senior students as they address issues related to identity, independence and the changing responsibilities they face. Students will have the opportunity to develop knowledge, understandings and skills to enable them to make informed decisions about issues that are pertinent to them. The course content is divided into two focus areas: Working at Relationships and Drug Issues.
ASSESSMENT AND REPORTING

- The HSC reports provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each course. A standards referenced approach to assessment and reporting is being implemented. Your achievement will be assessed and reported against known standards of performance as well as showing position in the course.

- The new syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

- Your HSC mark for 2 unit courses is reported on a scale of 0 to 100. If you achieve the minimum standard expected in a course you will receive a mark of 50. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 corresponds to the highest level of achievement (band 6)

- School-based assessment tasks contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

- The other 50% comes from the HSC examination.

- On satisfactory completion of your HSC you will receive a package from the Board of Studies containing:

  * The HSC Testamur  
    *(if all requirements are met)*

  * The Record of Achievement  
    *(summarised results awarded in each course)*

  * Course Reports for each Board Developed Course  
    *(showing your internal assessment mark, your external examination mark and the averaged HSC mark on a performance scale)*

  * VET credentials
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Where the school is unable to run any one of the above Board Developed Courses, students can apply for special permission to study the course through Distance Education or Open High School (Beginners and Continuers Languages only). Note, students must have a valid reason for applying to study through Distance Education and the Open High School as quotas exist on the number of students that are approved to study through these two options. Approval is generally not given for courses run at our own school. Fees are also payable.

Students may also study community languages as background speakers through Saturday School. These schools are at Birrong, Chatswood and Strathfield. Numbers are limited for these courses so students are advised to apply as early as possible.

Application forms for Distance Education, Open High School and Saturday School are available through Head Teacher Administration.

**SUMMARY OF CONTENT ENDORSED COURSES * OFFERED**

<table>
<thead>
<tr>
<th>Course</th>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics 1</td>
<td>2 unit</td>
<td>AND 2 unit</td>
</tr>
<tr>
<td>Exploring Early Childhood</td>
<td>2 unit</td>
<td>AND 2 unit</td>
</tr>
<tr>
<td>Marine Studies</td>
<td>2 unit</td>
<td>AND 2 unit</td>
</tr>
<tr>
<td>Sport, Lifestyle &amp; Recreation Studies</td>
<td>2 unit</td>
<td>AND 2 unit</td>
</tr>
<tr>
<td>Visual Design</td>
<td>2 unit</td>
<td>AND 2 unit</td>
</tr>
</tbody>
</table>

* Content Endorsed Courses do not count in the calculation of the ATAR
**BOARD DEVELOPED COURSES**

**VOCATIONAL EDUCATION AND TRAINING (VET)**

**VET Curriculum Frameworks – Board Developed Courses**

The Board has developed curriculum frameworks for seven industries, based on national training packages. Within each framework there are a number of courses. One designated 240-hour (2 units) course in each framework will contribute towards the ATAR. You must undertake 70 hours of work placement to complete these courses successfully.

Of the seven frameworks, Asquith Girls High offers courses in:

Business Services
Entertainment
Hospitality

The courses below will include a written examination in the Higher School Certificate in addition to the other requirements of the course. Only these VET Framework Courses can be used to contribute to the ATAR.

**NOTE:** Only one VET Framework course (2 Units) can be included in the ATAR Calculation.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>Business Services 2 Unit (240 hours)</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td>Entertainment 2 Unit (240 hours)</td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>Hospitality Operations 2 Unit (240 hours)</td>
<td>Hospitality Extension (60 hours) - subject to confirmation.</td>
</tr>
</tbody>
</table>

Note, students can apply, on enrolment to a VET course, for exemptions in recognition of any prior learning experiences or qualifications.
TAFE VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Many students choose to include TAFE courses as part of their study pattern in their senior studies. TAFE courses usually take place on Tuesday afternoons.

Some courses studied at TAFE are FRAMEWORK courses (i.e. they are part of industry recognized courses which are included in the Australian Qualifications Framework). Framework courses can contribute to the Australian Tertiary Admission Rank. (NOTE: only one framework course can be included in the 10 units of study used to calculate a student’s ATAR)

TAFE Framework courses available to AGHS students are:

- Construction (Carpentry) – Hornsby TAFE
- Tourism and Events – Hornsby TAFE
- Financial Services (Accounting) – Hornsby TAFE
- Allied Health and Health Assistance (Nursing) – St Leonards TAFE
- Automotive (Mechanical) – Hornsby TAFE
- Automotive (Installation of sound system) – Hornsby TAFE
- Hospitality Food & Beverage – Ryde TAFE
- Human Services (Health Service Assistant) – St Leonards TAFE
- Electro Technology - Hornsby/Meadowbank TAFE
- Information & Digital Technology – Hornsby TAFE
- Retail Services – Meadowbank TAFE
- Horticulture – Ryde TAFE

All other TAFE courses are Content Endorsed Courses

At HORNSBY TAFE the following Content Endorsed Courses are offered in 2015. (2015 course availability is subject to demand)

- CAD (Computer Assisted Design) Architectural focus
- Design - Foundation Studies
- Digital and Interactive Games Development
- Furniture Making
- Photography

At MEADOWBANK TAFE the following Content Endorsed Courses are offered in 2014. (2015 Course availability is subject to demand)

- Beauty – Retail Make-up and skin care
- Boating Services
- Children's Services
- Computer Aided Drafting
- Hairdressing
- Plumbing
- Property Services
- Sport and Recreation – Fitness instructions
- Community Services – Welfare

At RYDE TAFE
- Floristry
- Baking (Retail)

At ST LEONARDS TAFE
- Screen & Media (Film & Television)

CENTRAL COAST Students can contact Mr Sekula in the Careers Office for further information
Course Description

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

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation.

Main Topics Covered

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

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

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

**Particular Course Requirements:**
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.
Course: Business Studies
Board Developed Course

2 units for each of Preliminary and HSC
Exclusions: Nil

Course Description

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of businesses are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop skills in research, analysis and problem solving. While all sections of the course are explained using case studies familiar to students there is a theoretical basis to the course.

Main topics Covered:

Preliminary Course
Nature of Business
Business Management
Business Planning

HSC Course
Operations
Marketing
Finance
Human Resources

Students for whom this course is suited

This course will interest students who want to learn about businesses, how they are structured and their role in society and the economy. It provides some background knowledge for those considering owning or managing their own business, but does not teach many practical skills besides constructing and interpreting financial statements.

Career Opportunities

This course will be useful for those contemplating tertiary study in business and accounting, for those working in, or planning to manage or run a business.

Particular Course Requirements:
In the Preliminary course there is a research project; investigating the operation of a small business or planning the establishment of a small business. Students need to be confident with arithmetical operations e.g. in balance sheets.
Course Description

Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

Students investigate natural and made substances, their structures, changes and environmental importance; they learn about the history and philosophy of science as it relates to Chemistry; students work individually and with others in practical, field and interactive media experiences related to chemistry; they undertake experiments and decide between competing theories.

The course builds on the foundations laid in Stage 5 Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

Main Topics Covered

**Preliminary Course**
- The Chemical Earth
- Metals
- Water
- Energy

**HSC Course**

**Core Topics**
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

**One Option from the following:**
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

**Particular Course Requirements:**
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.
**Course: Community & Family Studies**

**Board Developed Course**

2 units for each of Preliminary and HSC Exclusions: Nil

**Course Description**

Community & Family Studies is designed to develop in each student an understanding of the diverse nature of families and communities in Australian society, with a view to enabling students to plan and manage resources effectively to support the needs of individuals, groups and families in our communities. It is a course that offers excellent background for students wishing to pursue careers in social work, childcare, youth work, NURSING and community support services.

**Main Topics Covered**

- **Preliminary Course**
  - Resource Management
  - Individuals and Groups
  - Families and Communities

- **HSC Course**
  - Research Methodology
  - Groups in Context
  - Parenting and Caring

- **HSC Option Modules**
  - Family and Societal Interactions
  - Social Impact of Technology
  - Individuals and Work

**Particular Course Requirements:**

As part of the HSC, students are required to complete an Independent Research Project. 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.

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**Course: Dance**

**Board Developed Course**

2 units for each of Preliminary and HSC Exclusions: Nil

**Course Description**

Students undertake a study of dance as an art form. There is an equal emphasis on the components of performance, composition and appreciation of dance. Students studying dance bring with them a wide range of prior dance experience.

Components to be completed

- Performance
- Composition
- Appreciation
- Additional (to be allocated by the teacher to suit the specific circumstances/context of the class)

**HSC Course**

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

- Core (Performance Composition Appreciation)
- Major Study Performance or Composition or Appreciation or Dance and Technology.
Course Description

Students study design processes, design theory and factors affecting design in relation to design projects. In the Preliminary course students study designing and producing which includes the completion of at least two design projects.

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

Main Topics Covered

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

HSC Course
Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation. The final HSC mark has two components: 60% major design project and portfolio, 40% written examination.

Particular Course Requirements:
The HSC Course focuses on the synthesis of design and production. This culminates in the development and realisation of a major design project and the presentation of a case study.
Course Description

Students study the practices of making, performing and critically studying in Drama. Students engage with these components through collaborative and individual experiences.

Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involves 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 of between 3 and 6 students involves creating a piece of original theatre (8 to 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

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation, Playbuilding, Acting</td>
<td>Australian Drama and Theatre (Core content)</td>
</tr>
<tr>
<td>Elements of Production in Performance</td>
<td>Studies in Drama and Theatre</td>
</tr>
<tr>
<td>Theatrical Traditions and Performance Styles</td>
<td>Group Performance (Core content)</td>
</tr>
<tr>
<td></td>
<td>Individual Project</td>
</tr>
</tbody>
</table>

Particular Course Requirements:

A published list must be used as the basis for preparing the Group Performance. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project, Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every 3-4 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.
Course Description

The Preliminary course incorporates the study of the formation of Earth and the evolution of its atmosphere, cryosphere, hydrosphere and lithosphere; the physical and chemical features of the environment; Australia as an island continent with a wide range of climates; the use of water as a chemical essential for life on Earth and its importance in the maintenance of Australian biomes; and the interplay of forces internal and external to the Earth.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time and pressures on the Australian environment and the indicators of environmental ill-health.

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planet Earth and Environment – A Five Thousand Million Year Journey</td>
<td>Core Topics</td>
</tr>
<tr>
<td>The Local Environment</td>
<td>Tectonic impacts</td>
</tr>
<tr>
<td>Water Issues</td>
<td>Environments through Time</td>
</tr>
<tr>
<td>Dynamic Earth</td>
<td>Caring for the Country</td>
</tr>
<tr>
<td></td>
<td>One Option from the following</td>
</tr>
<tr>
<td></td>
<td>Introduced Species and the Australian Environment</td>
</tr>
<tr>
<td></td>
<td>Organic Geology - a Non-Renewable Resource</td>
</tr>
<tr>
<td></td>
<td>Oceanography</td>
</tr>
<tr>
<td></td>
<td>Mining and the Australian Environment</td>
</tr>
</tbody>
</table>

Particular Course Requirements:
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. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.
Course Description

Economics provides an opportunity to develop an understanding for students of many aspects of the Australian economy and its operation. 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, communication and mathematical skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context.

Main Topics Covered

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

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

Students for whom this course is suited

Economics is most suited to those students with an enquiring mind, seeking answers to issues in the economy. The emphasis on analytical and problem solving skills taught in this course provides students with a valuable foundation to pursue tertiary education.

Career Opportunities

- Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

- If selected as a specialisation at university, economics can lead to careers in: share, finance or commodities markets; business; economic forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs or economic policy development.
Please note: English is the only compulsory subject for the HSC

Course Description

In the Preliminary English Standard course students explore the ways that events, experiences, ideas and processes are represented in and through texts.

In the HSC English Standard course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered

Preliminary Course

The course has two sections:
• Content common to both 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.
• Modules in which students explore and examine texts, and analyse aspects of meaning.

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 study three Modules.

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, non-fiction, film, media and/or multimedia texts.
• undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
• integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
• engage in the integrated study of language and text

HSC English Standard course requires:
• the close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; non-fiction, film, media or multimedia.
• a wide range of additional related texts and textual forms.
Please note: English is the only compulsory subject for the HSC

Course Description

In the Preliminary English Advanced course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the HSC English Advanced course students analyse and evaluate texts, and the ways they are valued in their contexts.

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.
- Modules in which students explore examine and analyse texts and analyse aspects of shaping meaning along with the ways in which texts and contexts shape and are shaped by different attitudes and values.

HSC Course

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

Particular Course Requirements:

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

HSC English Advanced course requires:
- the close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; non-fiction or media or multimedia texts.
- a wide range of additional related texts and textual forms.
COURSES: PRELIMINARY ENGLISH EXTENSION
HSC ENGLISH EXTENSION 1
HSC ENGLISH EXTENSION 2

1 unit of study for each Preliminary and HSC
Exclusions: English Standard
English as a Second Language
English Studies

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

Course Description

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

Main Topics Covered

Preliminary Extension Course

The course has one mandatory section: Module; Texts, Culture, Value

The Preliminary English Extension course requires students to examine a key text from the past and its
manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate
different examples of such appropriations in a range of contexts and media.

The HSC English Extension Course 1

Requires the study of prescribed texts.

The course has one section. Students must complete one elective chosen from one of the three
modules offered for study: Module A; Genre, Module B; Texts and Ways of Thinking; Module C:
Language and Values

The HSC English Extension Course 2

Requires completion of a Major Work proposal, a statement of reflection and the Major Work for
submission.

Only available in Year 12, Extension 1 is a prerequisite for this course
Please note: English is the only compulsory subject for the HSC

Course Description

In the Preliminary English ESL course students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.

In the HSC English ESL course students reinforce and extend their language skills, and develop and apply skills in synthesis.

Main Topics Covered

Preliminary Course

The course has two sections:
- Language Study 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 a concept represented in texts.
- Modules where students develop and use their English language skills in their examination and analysis of literature.

HSC Course

The course has two sections:
- The Area of Study where students reinforce and extend their language skills. This section consists of one prescribed Area of Study. The Area of Study comprises 50% of the Content.
- Modules that 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:

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

HSC English ESL course requires:
- the close study of at least three types of text drawn from the categories of: prose fiction; drama; poetry; non-fiction; film or media or multimedia texts
- a wide range of additional related texts and textual forms.
COURSE: ENGLISH STUDIES

2 Units Preliminary & HSC course of study
Exclusions: English Standard
English Advanced
English Extension
English as a Second Language

Please note: English is the only compulsory subject for the HSC

Course Entry Guidelines

This course is designed to meet the specific needs of the students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.

Students considering choosing the course should be advised that:
- *English Studies* is a Stage 6 Content Endorsed Course with no external HSC examination.
- Satisfactory completion of *Preliminary English Studies* will count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.
- Students who complete the course are not eligible for the calculation of an Australian Tertiary Admissions rank (ATAR).

Course Description

In the *English Studies* course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Main Topics Covered

**Preliminary Course** (120 indicative hours):
- The module ‘Achieving through English – English and the worlds of education, careers and community’ is mandatory in the Preliminary course
- Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module

**HSC Course** (120 indicative hours):
- The module – ‘We are Australians – English in citizenship, community and cultural identity’ is mandatory in the HSC course
- Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module

The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

Schools may develop and offer one 20 hour module of their own design for the Preliminary year.

Particular Course Requirements:
In each of the Preliminary and HSC courses 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 modules undertaken during the year
Course Description

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

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Availability and Selection</td>
<td>The Australian Food Industry</td>
</tr>
<tr>
<td>Food Quality</td>
<td>Food Manufacture</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Food Product Development</td>
</tr>
<tr>
<td></td>
<td>Contemporary Nutrition Issues</td>
</tr>
</tbody>
</table>

Food is a fact of life! A good diet is central to overall good health, but do you know the best foods to include in your meals, and those best avoided? We look at the facts, to help you make realistic, informed choices. This course provides students with a broad knowledge of the important role food plays in our lives.

- The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Important issues around food equity in the world and where our food comes from are investigated.
- Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. Students carry out experimental work with foods to better understand their properties and how to prepare them.
- The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. Contemporary nutrition issues are raised, investigated and debated. Students evaluate the nutritional requirements. They plan, prepare and present foods and meals to meet a range of needs and assess the nutritional value of meals/diets for individuals and groups.
- The structure of the Australian food industry is outlined and the operations of organisations investigated. Production and processing practices are examined and their impact evaluated.
- The activities that support food product development are identified and the process applied in the development of a food product.

This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.
### Course Description

**Prerequisites:** 200–300 hours study of the language or equivalent (usually Years 9 & 10). The Preliminary and HSC courses have as their organisational focus themes and associated topics. The 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. The student 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

**Themes:**
- The individual
- The French-speaking communities
- The changing world

Students' language skills are developed through tasks such as:
- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written materials
- Writing for a variety of purposes
- Studying French culture through texts

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### Course Description

In the Preliminary course, the topics studied provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. The prescribed topics are studied from two interdependent perspectives: the personal world and the French-speaking communities; integrating the use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will extend and refine their communication skills in French in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC course.

#### Topics Covered

- **The Personal World**
- **The French-Speaking Communities**
  - Family life, home and neighbourhood
  - People, places and communities
  - Education and work
  - Friends, recreation and pastimes
  - Holidays, Travel and tourism
  - Future plans and aspirations

**Note:** Prior knowledge of French is needed for this course.
Course Description

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

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

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biophysical studies</td>
<td>Ecosystems at Risk</td>
</tr>
<tr>
<td>Global challenges</td>
<td>Urban Places</td>
</tr>
<tr>
<td>The Senior Geography Project</td>
<td>People and Economic Activity</td>
</tr>
</tbody>
</table>

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

Background Knowledge

Students will use the knowledge and skills developed in 7-10 Geography.

Students for whom this course is suited

Students who have performed well in Geography at Stage 5, and who have a natural curiosity about how and why the world’s people and their environments are so varied, will enjoy this course.

Benefits of studying Geography:

- It provides knowledge of this earth, its spatial and ecological dimensions, and helps people to plan and make decisions about how to interact with local, national and global environments.
- It provides intellectual challenge to reach a deeper understanding of global environment issues, and act as informed citizens in a changing world.
- Students will develop a range of skills such as: effective communication; complex analysis; evaluation; conducting research in the field; planning and organising; using technology and teamwork.

Career Opportunities

A background in Geography is extremely useful in a variety of careers such as: teaching; environmental law; local government; real estate; surveying; architecture; landscaping; natural resource and parks management; planning, and the wide range of careers linked to environmental planning and assessment to name a few.

Particular Course Requirements:

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

The German Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of German at senior secondary level.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies Assessment, Certification and Examination Manual.)

In the Preliminary course, the topics studied provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture. The prescribed topics are studied from two interdependent perspectives: the personal world and the German-speaking communities; integrating the use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will extend and refine their communication skills in German in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC course.

Topics Covered:

- The Personal World
- The German-Speaking Communities

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

The study of Ancient History enables students to acquire knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the ancient world.

The Preliminary Course is structured to provide students with opportunities to investigate past people, groups, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. The course provides a background for the students’ more specialised HSC studies.

In the HSC course, students use archaeological and written evidence to investigate a core topic, Cities of Vesuvius – Pompeii and Herculaneum, as well as one ancient society, one personality and one historical period.

Course Structure

Preliminary Course
Part I: Introduction
(a) Investigating the Past: History, Archaeology and Science
(b) Case Studies – Ancient Human Remains, Tutankhamun’s Tomb

Part II: Study of Ancient Societies, Sites and Sources
Persepolis

Part III: Historical Investigation
The investigation is integrated into all aspects of the Preliminary Course.

HSC Course
- Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum 25%
- Part II: ONE Ancient Society New Kingdom Egypt 25%
- Part III: ONE Personality in their time Agrippina the Younger 25%
- Part IV: ONE Historical Period New Kingdom Egypt 25%
Course Description

Modern History Stage 6 is designed to enable students to acquire knowledge and understanding necessary for informed and active citizenship in the modern world. Students will develop skills in critical analysis, the synthesis of ideas and an appreciation of the forces that have shaped today’s world.

The Preliminary Course is structured to provide students with the opportunities to develop their research, oral, written and analytical skills. Students do this by investigating key features, individuals, groups, events, concepts and historiographical issues in a range of history contexts.

Course Structure
Preliminary Course

Part I: Case Studies – 50%
(a) One case study from Europe, North America or Australia
(b) One case study from Asia, the Pacific, Africa, Middle East or Central/South America

Part II: Historical Investigation – 20%
The investigation will be conducted individually and students may select their topic in consultation with their teacher. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses. The investigation provides students with an opportunity to develop the investigative, research and presentation skills that are the core of the historical process. Students will
- investigate a case study from the Preliminary Course syllabus options
- prepare a focus question and supporting questions to guide their research
- carry out research to enable them to answer their questions
- develop an historical argument
- present the findings of the investigation in a well-structured written essay of 2000 words.

Part III: Core Study: The World at the Beginning of the Twentieth Century – 30%
Students will investigate the Preliminary core study using source-based approach

HSC Course
Part I: Core: World War I, 1914-1919: A source-based Study 25%
Part II: One National Study: 25%
Part III: One personality in the Twentieth Century 25%
Part IV: One International Study in Peace and Conflict: 25%

Modern History is an appropriate study for students who are interested in the modern world. The emphasis on research, use of evidence to draw conclusions and written and oral presentation skills makes this a valuable preparation for a number of occupations. The study of Modern History provides students with knowledge and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

Students selecting this course need strengths in
- written communication
- oral communication
- research
Course Description

The aim of HSC History Extension is to enable students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire independently into areas of historical interest.

Through the study of HSC Extension History students will:

Learn about:
- Significant historiographical ideas and processes i.e. how history is constructed and how that changes over time

Learn to:
- Design, undertake and communicate an historical inquiry

Appreciate:
- The role of the historian in the writing of history
- The way history has been recorded over time
- The value of history for critical interpretation of the contemporary world
- The contribution of historical studies towards life-long learning

Course structure

Part I: What is History? 60% course time
Students use historical debates from one case study and a source book of historical readings to investigate the question ‘What is History?’ through the key questions:
- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

Part II: History Project 40% course time
The history project provides the opportunity for students to design and conduct an investigation in an area of changing historical interpretation. Students design and conduct their own historical investigation building on the skills learned in the Preliminary Course. They produce an essay of 2500 words as well as a synopsis and an annotated bibliography.

History Extension is an appropriate study for students who have a particular interest in and aptitude for the study of History. The study of HSC History Extension provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. The emphasis on independent research, development of complex historical arguments and written and oral presentation skills makes this a valuable preparation for a number of occupations requiring such skills. In particular, there are opportunities for students to gain recognition in vocational education and training.

Students selecting this course need strengths in
- written communication
- research
- analysis of complex ideas and information
Course Description:

Industrial Technology Multimedia is designed to develop students' knowledge and understanding of the multimedia industry and its related technologies with an emphasis on design, management and production through practical applications. This course builds upon student's experience in designing and producing, as they learn about multimedia elements, graphics, audio file production, video production, animation techniques, authoring for the World Wide Web (WWW), intellectual property, ethics and related Workplace Health and Safety (WHS).

All students in Industrial Technology will complete study in the following areas:

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

Particular Course Requirements

Students are required to complete a major design project and associated folio. Students investigate and competently use a range of suitable software in the creation, editing and publishing of the major project. Students learn to refine and extend their project management skills through the development and completion of their major project management folio. Development of the folio involves the use of a wide range of industry terminology, techniques and processes to prepare documentation to support the development of the major project.

Additional costs may be incurred depending on the student's choice of major project.
Course Description

The study of Information Processes and Technology (IPT) enables students to become confident, discriminating and ethical users of information technologies and to develop an understanding of information and technology processes in business and within society.

Topics in this course include information systems, tools for conducting information processes, project management and developing information systems, databases and digital communication systems.

The HSC year of study will include 2 option topics, chosen from the following:
- Transaction Processing Systems (e.g. Business Systems)
- Decision Support Systems (e.g. Artificial Intelligence)
- Automated Manufacturing Systems (e.g. Robotics)
- Multimedia Systems (e.g. Virtual Reality)

The Information Processes and Technology course teaches students about information-based systems. Students learn to:
- Select the most appropriate technology for a given situation
- Design and implement an information-based system using a creative and methodical approach.

With this background, students will be well placed to adapt to new technologies as they emerge.
Course Description

In the Preliminary and HSC courses have been organised into themes and associated topics. The student's skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

Main Topics Covered

- The Individual
- The Japanese-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written materials
  
- Writing for a variety of purposes
- Studying Japanese culture through texts

Course Description

In the Preliminary course, the topics studied provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. The prescribed topics are studied from two interdependent perspectives: the personal world and the Japanese-speaking communities; integrating the use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture. Topics previously studied during the Preliminary Course will be studied in greater depth for the HSC course.

Topics Covered

<table>
<thead>
<tr>
<th>The Personal World</th>
<th>The Japanese-Speaking Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family life, home and neighbourhood</td>
<td></td>
</tr>
<tr>
<td>People, places and communities</td>
<td></td>
</tr>
<tr>
<td>Education and work</td>
<td></td>
</tr>
<tr>
<td>Friends, recreation and pastimes</td>
<td></td>
</tr>
<tr>
<td>Holidays, Travel and tourism</td>
<td></td>
</tr>
<tr>
<td>Future plans and aspirations</td>
<td></td>
</tr>
</tbody>
</table>

Note: no prior knowledge of Japanese is needed for this course
Course Description

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

The HSC course investigates the key areas of Crime, Human rights and two optional studies focusing on effectiveness of the legal system and whether justice has been achieved.

Main Topics Covered

<table>
<thead>
<tr>
<th>Core 40%</th>
<th>Core Part I: The legal system</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Basic legal concepts</td>
</tr>
<tr>
<td></td>
<td>• Sources of contemporary</td>
</tr>
<tr>
<td></td>
<td>• Classification of law</td>
</tr>
<tr>
<td></td>
<td>• Law reform</td>
</tr>
<tr>
<td></td>
<td>• Law reform in action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 30%</th>
<th>Core Part II: The individual and the law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Your rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Resolving disputes</td>
</tr>
<tr>
<td></td>
<td>• Contemporary issue: the individual and technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 30%</th>
<th>Core Part III: Law in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Law in practice unit is designed to provide opportunities for students to deepen their understanding of the principals of law covered in the first sections of the course. This section may be integrated with Part I and/or Part II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 30%</th>
<th>Core Part I: Crime</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The nature of crime</td>
</tr>
<tr>
<td></td>
<td>• The criminal investigation process</td>
</tr>
<tr>
<td></td>
<td>• The criminal trial process</td>
</tr>
<tr>
<td></td>
<td>• Sentencing and punishment</td>
</tr>
<tr>
<td></td>
<td>• Young offenders</td>
</tr>
<tr>
<td></td>
<td>• International crime</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 20%</th>
<th>Core Part II: Human rights</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The nature and development of human rights</td>
</tr>
<tr>
<td></td>
<td>• Promoting and enforcing human rights</td>
</tr>
<tr>
<td></td>
<td>• Contemporary issue</td>
</tr>
</tbody>
</table>

| Core 25% | Part III: Options |
| Choose Two |
| --- | --- |
|  | • Consumers |
|  | • Global environmental protection |
|  | • Family |
|  | • Indigenous peoples |
|  | • Shelter |
|  | • Workplace |
|  | • World order |

Background Information

Students will utilise the citizenship skills acquired in Year 10 History and Geography.

Students for whom this course is suitable

Students who are interested in the running of the legal system, rights of citizens and the court structure will find the course very interesting and informative.
COURSE: MATHEMATICS GENERAL

<table>
<thead>
<tr>
<th>Preliminary Board Developed Course</th>
<th>2 units for each of Preliminary and HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC Board Developed Course (General 2)</td>
<td>Exclusions: Students may not study any</td>
</tr>
<tr>
<td>HSC Content Endorsed Course (General 1)</td>
<td>other Stage 6 Mathematics course in</td>
</tr>
<tr>
<td></td>
<td>conjunction with Mathematics General</td>
</tr>
</tbody>
</table>

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes of the 5.1 course in Mathematics for Stage 5, as well as the 5.2 topics Trigonometry and Further Algebra.

Course Description

The Preliminary Mathematics General course, the HSC Mathematics General 2 course and the HSC Mathematics General 1 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to everyday activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques. Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

HSC Mathematics General

*Satisfactory completion of the Preliminary Mathematics General course may be followed by study of either the HSC Mathematics General 2 course or the HSC Mathematics General 1 course.*

HSC Mathematics General 2 course is a Board Developed Course (examined at the HSC), and may be counted in the 10 units required for the calculation of an ATAR. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

HSC Mathematics General 1 course is a Content Endorsed Course (not examined at the HSC). 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. It provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses, and for vocational pathways, in the workforce or in further training.

Main Topics Covered

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

**MATHEMATICS GENERAL 2 HSC Course**
- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra & Modelling
- Focus Study: Mathematics & Health
- Focus Study: Mathematics & Resources

**MATHEMATICS GENERAL 1 HSC Course**
- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra & Modelling
- Focus Study: Mathematics & Design
- Focus Study: Mathematics & Household Finance
- Focus Study: Mathematics & The Human Body
- Focus Study: Mathematics & Personal Resource Usage
Prerequisites:
The course is constructed on the assumption that students have achieved the outcomes in the core of Stage 5.3 at a high level of achievement and 5.2 at an outstanding level of achievement.

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. 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 may require the Extension 1 or Extension 2 courses.

Main Topics Covered

Preliminary Course
Basic Arithmetic and Algebra
Coordinate methods in geometry
Real functions
Trigonometric ratios
Linear functions
The quadratic polynomial and the parabola
Plane geometry
Tangent to a curve and derivative of a function

HSC Course
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 application
Prerequisites:
The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course to an outstanding level of achievement.

Course Description

The content of this course, which includes the whole of the Mathematics Course (2 unit), and its depth of treatment indicates that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics including many which are applicable to the real world. 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.

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other inequalities</td>
<td>Methods of integration</td>
</tr>
<tr>
<td>Circle geometry</td>
<td>Primitive of ( \sin^2 x ) and ( \cos^2 x )</td>
</tr>
<tr>
<td>Further trigonometry</td>
<td>Velocity and acceleration as a function of ( x )</td>
</tr>
<tr>
<td>Angles between two lines</td>
<td>Projectile motion</td>
</tr>
<tr>
<td>Internal and external division of lines into given ratios</td>
<td>Simple harmonic motion</td>
</tr>
<tr>
<td>Parametric representation</td>
<td>Inverse functions and inverse</td>
</tr>
<tr>
<td>Permutations and combinations</td>
<td>Trigonometric functions</td>
</tr>
<tr>
<td>Polynomials</td>
<td>Mathematical Induction</td>
</tr>
<tr>
<td>Harder applications of the Preliminary 2 Unit course</td>
<td>Binomial theorem</td>
</tr>
<tr>
<td></td>
<td>Further probability</td>
</tr>
<tr>
<td></td>
<td>Iterative methods for numerical</td>
</tr>
<tr>
<td></td>
<td>Estimation of the roots of a polynomial equation</td>
</tr>
<tr>
<td></td>
<td>Harder applications of HSC 2 Unit topics</td>
</tr>
</tbody>
</table>
Prerequisites:
The syllabus is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. This course is only offered to students who have shown an outstanding level of achievement in Mathematics and Extension 1. Students studying Extension 2 Mathematics sit both the Extension 1 and 2 examinations for the Higher School Certificate.

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 Topic Covered

The course content includes the entire Mathematics course, the entire Extension 1 course and, in addition, contains:
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Extension 1 Topics
**COURSE: MUSIC 1**
Board Developed Course
2 units for each of Preliminary and HSC
Exclusions: Music 2
Prerequisites: Music mandatory course
(or equivalent)

Course Description

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

Main Topics Covered

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

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.

Particular course requirements:
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.

**COURSE: MUSIC 2**
Board Developed Course
2 units for each of Preliminary and HSC
Exclusions: Music 1
Prerequisites: Music Additional Study course (or equivalent)

Course Description

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

Preliminary Course
Music 1600-1900 plus one additional topic

HSC Course
Music of the last 25 years (Australian focus) plus one additional topic

Particular Course Requirements:
In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives are required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
All students are required to develop a composition portfolio for the core composition.

- There may be additional costs as student must have an accompanist to present an accompanied or ensemble piece for performance assessment in both Music 1 and Music 2.
COURSE: PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION  
Board Developed Course  
2 units for each of Preliminary and HSC  
Exclusions: Nil

The PDHPE course investigates individual and community health issues, and a range of factors which contribute to performance in sporting activities. It is a course, which offers excellent background for students wishing to pursue careers in nursing, medicine, the fitness industry, physical education and community/social work. It should be noted that while the course does allow scope for practical sporting activity, it is largely theory based and conducted in the classroom. Students seeking a greater degree of practical physical education are advised to consider the Board Endorsed Course: Sport, Lifestyle and Recreation.

Course Description

The Preliminary course examines a range of areas that underpin an individual's 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, composition and performance of movement 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, including 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

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Topics</td>
<td>Core Topics</td>
</tr>
<tr>
<td>The Body in Motion</td>
<td>Health Priorities in Australia</td>
</tr>
<tr>
<td>Better Health for Individuals</td>
<td>Factors Affecting Performance</td>
</tr>
</tbody>
</table>

Optional Components

<table>
<thead>
<tr>
<th>Students to select two options each from:</th>
<th>Optional Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Recreation</td>
<td>Students to select two options each from:</td>
</tr>
<tr>
<td>First Aid</td>
<td>The Health of Young People</td>
</tr>
<tr>
<td>Composition and Performance</td>
<td>Sport and Physical Activity in Australian Society</td>
</tr>
<tr>
<td>Fitness Choices</td>
<td>Sports Medicine</td>
</tr>
<tr>
<td></td>
<td>Improving Performance</td>
</tr>
<tr>
<td></td>
<td>Equity and Health</td>
</tr>
</tbody>
</table>
Course Description

The Preliminary course incorporates the study of kinematics and dynamics; the properties of waves; electrical energy, electric and magnetic fields, generators, superconductors and transformers; and the interaction between energy and matter that brought about the formation of the Earth.

The HSC course builds upon the Preliminary course. It examines the effects of gravitational fields, momentum, projectile and circular motion and the development of our understanding of the macro and atomic world throughout the Twentieth Century.

Main Topics Covered

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

HSC Course
Core Topics
Space
Motors & Generators
From Ideas to Implementation

One Option from the following:
Medical Physics
Astrophysics
Geophysics
From Quanta to Quarks
The Age of Silicon

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.
**COURSE: SENIOR SCIENCE**
Board Developed Course

2 units for each of Preliminary and HSC

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

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**Course Description**

The Preliminary course incorporates the study of some aspects of human anatomy and discusses issues associated with the protection of the body in the workplace; the interactions between organisms in local ecosystems; the collection, storage and conservation of water resources; and the structure and function of plants with an emphasis on Australian native plants.

The HSC course examines the range and importance of biological molecules found in humans and other organisms; the physical and chemical properties of chemicals used by people on and in their bodies; the structure and function of organs of the human body and the physical features of these organs that can be detected by medical technology.

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humans at Work</td>
<td>Core Topics</td>
</tr>
<tr>
<td>Local Environment</td>
<td>Lifestyle Chemistry</td>
</tr>
<tr>
<td>Water for Living</td>
<td>Medical Technology - Bionics</td>
</tr>
<tr>
<td>Plants</td>
<td>Information Systems</td>
</tr>
</tbody>
</table>

**One option from the following**

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

---

**Particular Course Requirements:**
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

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54
**Course: Society and Culture**
Board Developed Course

| 2 units for each of Preliminary and HSC Exclusions: Nil |

**Course Description**

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methods and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.

**Main topics Covered**

**Preliminary Course**
The Social and Cultural World  
Personal and Social Identity  
Intercultural Communication

**HSC Course**
Core:
Social and Cultural Continuity and Change  
The Personal Interest Project

**Depth Studies**
Two to be chosen from:
Popular Culture  
Belief Systems and Ideologies  
Social Inclusion and Exclusions  
Social Conformity and Nonconformity

**Background Knowledge and Skills**

Students who have demonstrated ability in conducting independent research, essay writing, and thinking conceptually will do well at this subject.

Students for whom this course is suited:
This course will interest students who have a curiosity about their own and other societies, and who are interested in exploring areas of similarity and difference between cultures and societies. They will be students who are interested in understanding themselves, their own society and culture, and the societies and cultures of others. Students who are planning a career which involves working with people will find this course especially useful.

**Benefits of Studying Society and Culture**

Students will:
- Develop the necessary skills, competencies and knowledge to readily engage in independent thinking, and critically analyse varying viewpoints.
- Develop the skills to design and conduct independent research and effectively communicate its results.
- Have the skills to work effectively in diverse and multicultural environments.
- Develop social and cultural literacy by;
  - Being able to explain patterns of behaviour, solve problems, and be active and informed citizens at local, national and global levels.
  - Developing an awareness of the nature of power and authority, gender, technology and intercultural understanding.

**Careers Opportunities**

In a globalised world almost all careers will utilise the skills and understandings derived from a study of Society and Culture. In teaching, the business world, social work, journalism, human resources, psychology, hospitality, health services, the law, police work, social work, entertainment and the armed forces students will find the knowledge and skills they have gained from this subject important for the jobs they do.
Software Design and Development refers to the creativity, knowledge, values and communication skills required to develop computer programs. This subject provides students with a systematic approach to problem solving, an opportunity to be creative, excellent career prospects and interesting content.

While a variety of computer applications are used in this subject, their use is not the primary focus. The focus of this subject is the development of computer-based solutions that require the design and coding of computer software.

Students interested in the fields of software development and computer science will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of software design and development, which affect many aspects of our lives. Student with software development skills wishing to acquire team and communication skills will find this subject relevant. The computing field, particularly in the area of software design and development, offers opportunities for creativity and problem-solving and a collaborative work environment where working with people and exploring issues is an integral part of the job.

The study of Software Design and Development promotes intellectual, social and ethical growth. It provides the flexibility to be able to adapt in a field that is constantly changing, yet vital to the Australian economy.

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts and issues in the Design and Development of Software</td>
<td>Development and Impact of Software Solutions</td>
</tr>
<tr>
<td>Introduction to Software Development</td>
<td>Software Development Cycle</td>
</tr>
<tr>
<td>Introduction to Software Development</td>
<td>Developing a Solution Package</td>
</tr>
<tr>
<td></td>
<td>One of the following options:-</td>
</tr>
<tr>
<td></td>
<td>• Programming paradigms</td>
</tr>
<tr>
<td></td>
<td>• The interrelationship between software and hardware</td>
</tr>
</tbody>
</table>
Course Description

Studies of Religion Stage 6 promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context.

Main Topics Covered

Preliminary Course

2 UNIT

- The nature of Religion and Beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2
- Religious Tradition Study 3 (Selected from Buddhism, Hinduism, Judaism, Islam, Christianity)
- Religions of Ancient origin (Two religions selected from Aztec or Inca or Mayan, Celtic, Nordic, Shinto, Taoism, an indigenous religion from outside Australia)
- Religion in Australia pre -1945

HSC Course

2 UNIT

- Religion and Belief systems in Australia post 1945
- Religious Tradition Study 1 (Selected from Buddhism, Hinduism, Judaism, Islam, Christianity)
- Religious Tradition Study 2 (Selected from Buddhism, Hinduism, Judaism, Islam, Christianity)
- Religious Tradition Study 3 (Selected from Buddhism, Hinduism, Judaism, Islam, Christianity)
- Religion and Peace
- Religion and Non-Religion

Particular Course Requirements:
Students undertake research, analysis of stimulus material and written reports as well as test/examination tasks.
Course Description

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The HSC course involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area, and which includes supporting documentation and textile items.

The final HSC mark has two components: a 50% Major Textile Project and a 50% one and half hour written exam.

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Design</td>
</tr>
<tr>
<td>Properties and Performance of Textiles</td>
<td>Properties and Performance of Textiles</td>
</tr>
<tr>
<td>The Australian Textiles, Clothing, Footwear and Allied</td>
<td>The Australian Textiles, Clothing, Footwear</td>
</tr>
<tr>
<td>Industries (ATCFAI)</td>
<td>and Allied Industries (ATCFAI)</td>
</tr>
<tr>
<td></td>
<td>Major Textiles Project</td>
</tr>
</tbody>
</table>

Particular Course Requirements:
In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the ATCFAI developed in the Preliminary course.
Course Description

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about their artmaking practice which demonstrates their ability to resolve a conceptually strong work. Students critically investigate art works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students who have not done Visual Arts in Stage 5, but who wish to take up the subject in senior school.

Main Topics Covered

Preliminary Course learning opportunities focus on:
- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists’ artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus 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 own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course
- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course
- development of a body of work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Exclusions between Content Endorsed Courses and this course:
Whilst students may study these CEC Courses in conjunction with 2 unit Visual Arts, products developed in Photography and/or Visual Design cannot be used as part of a Visual Arts HSC Body of Work.
## Board Endorsed Courses

### Content Endorsed Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics 1</td>
<td>2 unit</td>
<td>2 unit</td>
</tr>
<tr>
<td>Exploring Early Childhood</td>
<td>2 unit</td>
<td>2 unit</td>
</tr>
<tr>
<td>Marine Studies</td>
<td>2 unit</td>
<td>2 unit</td>
</tr>
<tr>
<td>Photography, Video and Digital Imaging</td>
<td>2 unit</td>
<td>2 unit</td>
</tr>
<tr>
<td>Sport, Lifestyle &amp; Recreation Studies</td>
<td>2 unit</td>
<td>2 unit</td>
</tr>
<tr>
<td>Visual Design</td>
<td>2 unit</td>
<td>2 unit</td>
</tr>
</tbody>
</table>

* Board Endorsed Courses do not count in the calculation of the ATAR*
Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

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

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years; recognise the uniqueness of all children, including those who have special needs;
- become aware of the importance of healthy feeding practices and their relationship to optimum development in the child;
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;
- identify the range of services developed and provided for young children and their families;
- consider the role of family and community in the growth, development and learning of young children;
- reflect upon potential implications for themselves as parents/caregivers, in relation to young children;
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.
### Course Description

The **Preliminary course** incorporates basic introduction to marine safety and first aid, providing knowledge and skills to complete the course without risk and the chance to gain a certification in first aid and/or bronze medallion. The study of the marine environment includes the physical and chemical makeup and how these factors impact on marine life. The tides, currents and weather of the marine studies environment are also addressed here as well as the diversity of life in the sea and the relationship between organisms. Students can also study how humans have overcome the problems faced when entering the water and the array of employment opportunities that the marine environment can offer.

The **HSC course** builds upon the Preliminary course. The anatomy and physiology of marine plants and animals is studied and students have the opportunity to study in depth a marine plant or animal of their choice. They will also have the opportunity to develop an aquarium environment based on current and emerging technologies as well as examine the range of dangerous marine creatures that may be encountered during the course teaching students how to avoid these organisms to minimise the change of injury and how to apply basic first aid specific to the injuries caused by each dangerous plant or animal. The theory and practice of oceanography is addressed through a series of simple practical experiences in the field. Students are able to gain an appreciation of the scope and value of resources found in the oceans and used by humans. Finally, they have the opportunity to investigate, report and communicate their own ideas on a marine related topic which interests them.

### Main topics covered

#### Preliminary Course
- **Core Topics**
  - Marine Safety and First Aid
  - The Marine Environment
  - Life in the Sea
  - Humans in Water
  - Marine and Maritime Employment

#### Optional Modules
- Dangerous Marine Creatures
- Coastal Studies
- Coral Reef Ecology

#### HSC Course
- **Optional Modules**
  - Marine Aquarium
  - Anatomy and Physiology of Marine Organisms
  - Marine Resource Management
  - Oceanography
  - Personal Interest Project

### Particular course requirement:
The course includes field experience in first aid and coastal studies. These excursion costs are in addition to the consumable cost.
COURSE: PHOTOGRAPHY/VIDEO AND DIGITAL IMAGING
Content Endorsed Course

2 units for each of Preliminary and HSC
Student may select to study Visual Arts as well.
Exclusions: Products developed cannot be used for HSC Visual Arts Body of Work

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice. Central to this is the students' development of reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate how pervasive these fields are in the contemporary world in the visual arts and design; television, film, video, the mass media, and multimedia and how they have adapted and evolved over the twentieth century.

The course in Photography, Video and Digital Imaging will allow students to:

- gain an increasing accomplishment and independence in their representation of ideas in the fields of photography, video and digital imaging and understand and value how these fields of practice invite different interpretations and explanations.
- develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment.
- develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography, video and digital imaging.

This course is organised in a series of modules and does not have an external HSC examination.
Course Description

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity and thus is a largely practical course. Course time is divided roughly 2/3 practical and 1/3 theory.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

This is a course which offers excellent background for students wishing to pursue careers in the fitness industry, recreational industry, event management and/or coaching.

Students study twelve modules from the following and does not have an external HSC examination. This course does not contribute to an ATAR.

<table>
<thead>
<tr>
<th>Aquatics</th>
<th>Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Games and Sports over a net</td>
</tr>
<tr>
<td>Fitness</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Games and Sports where competitors intermix on the field</td>
<td>Individual Games and Sports Applications</td>
</tr>
<tr>
<td>Healthy Lifestyle</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>Sports Administration</td>
</tr>
<tr>
<td>Social Perspectives of Games and Sports</td>
<td></td>
</tr>
<tr>
<td>Sports Coaching and Training</td>
<td></td>
</tr>
</tbody>
</table>
Course Description

Designed images and objects can communicate ideas about ourselves and our world. They use visual conventions to define and build social identity. They have utilitarian functions and may have aesthetic and spiritual dimensions.

This Visual Design course encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary society and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

The course enables students to:

- understand the nature of visual design and the ways in which designed images are created, categorised, interpreted, valued and used in our society;
- develop understandings and skills required to design and make works which fulfil a range of functions and express and communicate their own ideas and feelings;
- understand and value the contribution which designers make to our society;
- know the practices used by designers and the career options available in these fields.

This course is organised in a series of modules and does not have an external HSC examination.
## VET Curriculum Frameworks

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>Business Services (240 hours)</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td>Entertainment (240 hours)</td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>Hospitality Operations (240 hours)</td>
<td>Hospitality Extension (60 hours) - subject to confirmation.</td>
</tr>
</tbody>
</table>

Note, students can apply on enrolment to VET course, for exemption in recognition of any prior learning experiences or qualifications.
Course Description
This course is for students who wish to provide clerical and administrative support to commerce, industry, government and the professions. Skills in this course readily transfer to almost all occupations. The course is based on Units of Competency, which have been drawn up by the business services industry and describe the competencies, skills and knowledge needed by clerical/administrative workers. It incorporates all Units of Competency in the AQF Certificate II in Business Services.

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

Course Requirements
Work Placement: Students must complete a minimum of 70 hours work placement (35 hours per year)

Assessment

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

External Assessment – HSC Examination:
The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination made up of multiple choice items, short answers and extended response items. The examination is independent of the competency based assessment undertaken during the course.

Qualifications
Students who are assessed as competent in all of the Units of Competency in this course are eligible for the AQF Certificate II in Business

Students for whom this course is suited
Business Services is appropriate for all students who aim to learn organisational, administrative and technological skills. It is also suited to students who are interested in pursuing a career or further education in the business services industry.

Career Opportunities
This course prepares students for an extremely wide range of careers such as:
- Office manager
- Personal assistant
- Personnel clerk
- Sales clerk/office
- Manager/owner of small business
QUALIFICATION: Certificate II Business (BSB20112)

- Board Developed Course - BOS No: 26101
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses – nil

- A total of 4 units of credit – Preliminary and/or HSC
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Course Cost: $50.00

Course Description:
This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.

HSC Course Structure:
This course is comprised of eight compulsory HSC units of competency and seven elective units.

UNITS OF COMPETENCY

Compulsory - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC Indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
<td>15</td>
</tr>
<tr>
<td>BSSCMM201A</td>
<td>Communicate in the workplace</td>
<td>15</td>
</tr>
<tr>
<td>BSSCUS201B</td>
<td>Deliver a service to customers</td>
<td>15</td>
</tr>
<tr>
<td>BSSIND201A</td>
<td>Work effectively in a business environment</td>
<td>20</td>
</tr>
<tr>
<td>BSSINM201A</td>
<td>Process and maintain workplace information</td>
<td>20</td>
</tr>
<tr>
<td>BSSSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
</tbody>
</table>

Electives - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
<td>15</td>
</tr>
<tr>
<td>BSSINM202A</td>
<td>Handle mail</td>
<td>15</td>
</tr>
<tr>
<td>BSSITU201A</td>
<td>Produce simple word processed documents</td>
<td>20</td>
</tr>
<tr>
<td>BSSITU203A</td>
<td>Communicate electronically</td>
<td>15</td>
</tr>
<tr>
<td>BSSADM311A</td>
<td>Maintain business resources</td>
<td>15</td>
</tr>
<tr>
<td>BSSITU202A</td>
<td>Create and use spreadsheets</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU102A</td>
<td>Develop keyboard skills</td>
<td>15</td>
</tr>
</tbody>
</table>

ASSESSMENT AND COURSE COMPLETION

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

Work placement:
Students must complete a minimum of 70 hours work placement in a Business Services related industry workplace (35 hours in each of Years 11 and 12).

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

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

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

Recognition of Prior Learning:
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.
Course Description

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge for entry to employment in the live production, theatre and event industries.

Main Topics Covered

The course comprises 17 units of competency which are taught in clusters over the period of two years. These units represent the basic skills and knowledge in WHS and working with staging, lights, sound and vision systems, as well as the work attitudes and skill of communicating in the workplace, working with others and providing quality service to customers.

The course is taught through a series of Entertainment based events – Talent Fest, Year 12 Concert, Performing Arts Evenings, HSC Drama performances, Multicultural Day, Musicals and other special assemblies and evening. Students are assigned tasks to perform for the various events. Over the two years of the course students are taught to operate equipment in the four main 'Entertainment' areas – Lighting, Sound, Vision Systems and Staging.

Course Requirements

As in the wider Entertainment Industry, a lot of this work happens outside the normal working (and school) hours. Performances occur in the evenings, rehearsals can be on weekends and lunchtimes. Students are expected to attend all required rehearsals and performances in order to meet these competency requirements.

Students must also be prepared for the practical work to involve some heavy lifting, carrying, working at heights and cleaning in their everyday work.

Students must undertake a minimum of 70 hours work placement over the two years. One of those placements must be in an Entertainment Industry workplace. Again, students must be prepared to work outside normal 9 to 5 hours. The second placements may be done at school working on the events listed above.

Finally, students need to have a passion and interest in the various aspects of the Entertainment Industry and be frequent and willing to attend a range of live production, theatre and events.

Assessment

Competency Assessment

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

Students will be progressively assessed as 'competent' or 'not yet competent' in individual Units of Competency.

Competency based assessment determines the vocational qualification that a student will receive.
QUALIFICATION: Certificate III Live Production, Theatre and Events (Technical Operations) (CUE30203)

NB: This course is currently under review - there will be changes to the course in 2015

- Board Developed Course - BOS No: 26401
- Minimum mandatory work placement - 70 hours
- Exclusions with other Board Developed Courses - nil
- A total of 4 units of credit – Preliminary and/or HSC
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Course Cost: $50.00

Course Description:
This course provides students with the opportunity to obtain national vocational qualifications for employment in the Entertainment Industry. Students will be able to gain skills in communication, safe work practices, working with others, resolving complaints, staging and using audio, lighting and vision systems. Possible occupations include stage hand, booking/front of house clerk, lighting technician, set designer and sound technician.

HSC Course Structure:
This course is compiled of eleven compulsory units of competency and four elective units.

UNITS OF COMPETENCY

Compulsory - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC Indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM201A</td>
<td>Communicate in the workplace</td>
<td>15</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>15</td>
</tr>
<tr>
<td>CUEAUD06B</td>
<td>Apply a general knowledge of vision systems to work activities</td>
<td>10</td>
</tr>
<tr>
<td>CUECOR01C</td>
<td>Manage own work and learning</td>
<td>5</td>
</tr>
<tr>
<td>CUCCOR02C</td>
<td>Work with others</td>
<td>15</td>
</tr>
<tr>
<td>CUCCOR03B</td>
<td>Provide quality service to customers</td>
<td>10</td>
</tr>
<tr>
<td>CUCCOR04B</td>
<td>Deal with conflict and resolve complaints</td>
<td>10</td>
</tr>
<tr>
<td>CUEIND01D</td>
<td>Source and apply entertainment industry knowledge</td>
<td>25</td>
</tr>
<tr>
<td>CUESO007B</td>
<td>Apply a general knowledge of audio to work activities</td>
<td>10</td>
</tr>
<tr>
<td>CUESTA05C</td>
<td>Apply a general knowledge of staging to work activities</td>
<td>10</td>
</tr>
<tr>
<td>CUFGLT101A</td>
<td>Apply a general knowledge of lighting to work activities</td>
<td>10</td>
</tr>
</tbody>
</table>

Electives - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUESTA02C</td>
<td>Operate staging elements</td>
<td>25</td>
</tr>
<tr>
<td>CUEGTE05C</td>
<td>Maintain physical production elements</td>
<td>20</td>
</tr>
<tr>
<td>CUEGTE15B</td>
<td>Handle physical elements safely during bump in/bump out</td>
<td>30</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td>20</td>
</tr>
</tbody>
</table>

ASSESSMENT AND COURSE COMPLETION

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

Work placement:
Students must complete a minimum of 70 hours work placement in an Entertainment related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in other entertainment production environments intended for public performance, including school productions.

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

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

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

Recognition of Prior Learning:
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Updated May 2014
COURSE: HOSPITALITY-KITCHEN OPERATIONS (240 HOURS)  2 units
Board Developed Course  Prerequisites: Nil

Why study Hospitality?

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

Working in the hospitality industry involves:
- supporting and working with colleagues to meet goals and provide a high level of customer service
- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing food and beverage service in a range of settings
- providing housekeeping and front office services in hotels, motels, resorts and other hospitality establishments
- planning and organising events and managing services

Samples of occupations students can aim for in the hospitality industry:
- bar assistant
- chef
- events coordinator
- food & beverage manager
- reservations clerk
- front office receptionist
- guest service coordinator

Course description

This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units of competency plus units from various functional areas such as: kitchen attending, commercial cookery, commercial catering and food and beverage.


Assessment

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

Competency based assessment determines the vocational qualification that a student will receive.
HOSPITALITY Kitchen Operations and Cookery Stream
240 indicative hours 2015

QUALIFICATION: Certificate II in Kitchen Operations (SIT20312)

- Board Developed Course - BOS No: 26501
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses - nil
- A total of 4 units of credit – Preliminary and/or HSC
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Course Cost: approx. $165 uniform & equipment, $90 food

Course Description:
This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in commercial cookery. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner. Course

HSC Structure: To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a kitchen operations and cookery focus must undertake four mandatory and four Kitchen Operations and Cookery stream associated units of competency (six core and two listed electives for Certificate II in Kitchen Operations) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

UNITS OF COMPETENCY – Compulsory – Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXPSA101</td>
<td>Use hygienic practices for food safety</td>
<td>10</td>
</tr>
<tr>
<td>SITXHIS201</td>
<td>Participate in safe work practices</td>
<td>15</td>
</tr>
<tr>
<td>BSRWOR2038</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>20</td>
</tr>
</tbody>
</table>

Kitchen Operations & Cookery Stream - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXPSA201</td>
<td>Participate in safe food handling practices</td>
<td>15</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
<td>20</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
<td>40</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
<td>10</td>
</tr>
</tbody>
</table>

Electives - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXNV202</td>
<td>Maintain the quality of perishable items</td>
<td>5</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
<td>20</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
<td>10</td>
</tr>
<tr>
<td>BSRUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>15</td>
</tr>
<tr>
<td>SITHCCC204</td>
<td>Produce vegetable, fruit, egg and farinaceous dishes</td>
<td>35</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively (holistic unit)</td>
<td>20</td>
</tr>
</tbody>
</table>

ASSESSMENT AND COURSE COMPLETION

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

Work placement:
Students must complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

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

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

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

Recognition of Prior Learning:
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Updated May 2014
VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2, or 3 as awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as achieved, continuing or not achieved.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not achieved at that time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

2. Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, Board of Studies Teaching and Educational Standards (BOSTES) procedures apply to all VET Courses. (refer to school BOS procedures)

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency. AQF qualification will be assessed by BOS separately.
For students who have undertaken the HSC examination, an examination mark will be recorded on the HSC Certificate. No school based assessment mark will be recorded.

No Assessment mark for VET Courses is required by the BOS. An estimated examination mark for students entered for the HSC written examination must be submitted and this mark will be used only in the case of an illness/misadventure appeal.

The estimate mark will reflect each students achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

3. **Work placement**

Work placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace  
  **Note:** These are usually outside normal school hours
- 240 hour course – a minimum of 70 hours in a workplace
- 60 hour course (extension) – a minimum of 14 hours in a workplace

**Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the BOS course requirements.** Penalties will occur if, mandatory hours are not met. Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies.
- Develop appropriate attitude towards work
- Learn a range of behaviours appropriate to the industry
- Practice skills acquired off the job in a classroom or workshop
- Develop additional skills and knowledge, including key competencies.

**Note:**
- Entertainment Industry course permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.

4. **Assessment Schedule**

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to School Assessment Booklet.

5. **Appeals Procedure**

Normal school assessment appeals procedures will apply for VET courses. Refer to School Assessment Booklet.
USEFUL WEBSITES

Department of Education and Training
www.det.nsw.edu.au

Board of Studies
www.boardofstudies.nsw.edu.au

Universities Admission Centre
www.uac.edu.au – Information on ATAR and Scaling

TAFE
www.tafensw.edu.au

For researching careers and making subject / course selections
www.jobjump.com (password is eagle) parents can also access this site

www.mhscareers.net.au (password is 14calms) parents can log on as “parent” and use the password

www.myfuture.edu.au - is a unique, comprehensive, online career information exploration service assisting all Australians to make informed career decisions and plan their career pathways. This free service is a joint initiative of the Australian, state and territory governments

Universities
Australian Catholic University www.acu.edu.au
Australian National University www.anu.edu.au
Charles Sturt University www.csu.edu.au
Macquarie University www.mq.edu.au
Southern Cross University www.scu.edu.au
University of Canberra www.canberra.edu.au
University of Newcastle www.newcastle.edu.au
University of New England www.une.edu.au
University of New South Wales www.unsw.edu.au
University of Sydney www.usyd.edu.au
University of Technology www.uts.edu.au
University of Western Sydney www.uws.edu.au
University of Wollongong www.uow.edu.au
# Anticipated Course Costs

<table>
<thead>
<tr>
<th>Course</th>
<th>Anticipated Consumable Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>$45.00</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$45.00</td>
</tr>
<tr>
<td>Dance</td>
<td>$50.00</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>$35.00</td>
</tr>
<tr>
<td>Drama</td>
<td>Yr11 $50.00  Yr12 $50.00</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science</td>
<td>$45.00</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$70.00</td>
</tr>
<tr>
<td>French Beginners</td>
<td>$40.00</td>
</tr>
<tr>
<td>French Continuers</td>
<td>$40.00</td>
</tr>
<tr>
<td>German Beginners</td>
<td>$40.00</td>
</tr>
<tr>
<td>Modern History</td>
<td>Yr12 $60.00 to cover purchase price of two workbooks</td>
</tr>
<tr>
<td>Industrial Technology - Multimedia</td>
<td>$40.00</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>$40.00</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>$40.00</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>$40.00</td>
</tr>
<tr>
<td>Music 1</td>
<td>Yr 11 $30.00  Yr 12 $60.00</td>
</tr>
<tr>
<td>Music 2</td>
<td>Yr 11 $30.00  Yr 12 $60.00</td>
</tr>
<tr>
<td>Physics</td>
<td>$45.00</td>
</tr>
<tr>
<td>Senior Science</td>
<td>$45.00</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>$40.00</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>$50.00</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Yr 11 $65.00  Yr12 $70.00</td>
</tr>
</tbody>
</table>

# Board Endorsed Courses

## Content Endorsed Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Early Childhood</td>
<td>$35.00</td>
</tr>
<tr>
<td>Marine Studies</td>
<td>$50.00</td>
</tr>
<tr>
<td>Photography/Video and Digital Imaging</td>
<td>$80.00</td>
</tr>
<tr>
<td>Visual Design</td>
<td>$80.00</td>
</tr>
</tbody>
</table>

# Board Developed Courses

## Vocational Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>$50.00</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Yr11 $50.00  Yr12 $60.00</td>
</tr>
<tr>
<td><strong>Hospitality – Kitchen Operations</strong></td>
<td><strong>$180.00</strong> (two years)</td>
</tr>
</tbody>
</table>

**There are also costs for the purchase of a chef’s uniform and equipment of approximately $165.00**

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## WHAT ARE MY OPTIONS?

This table will help you map your interests and skills to some possible career paths and study options. You can then see the types of courses that may be useful to study in Year 11 and Year 12. If a course is a Category B course it has '(B)' after it. These lists are not meant to be exhaustive; they are a handy summary of what's available. Remember that in August every year UAC publishes the UAC Guide, which has a list of all the courses available at our participating institutions for the following year. When you're in Year 12 you'll receive a free copy of the UAC Guide through your school.

### Agriculture, Rural Studies, Animal Science

**I'm interested in:** the land, the environment, crop growing, farming, plants, animals and animal welfare

**I'm well suited to:** observant, confident with animals, organized, good with detail and patient

...and I'm good at... making things, planning, maths, technical drawing, manual work and working with animals.

**I could be an:** animal handler, conservation manager, farmer, grazer, horticulturist, land manager, produce manager, stud manager/trainer, winemaker, wool classifier

**I could study:** agribusiness, agricultural science, animal production science, crop production, equine science and horse management, horticulture, farm and land management, plant pathology, post-harvest technology, viticulture and wine science, wool science, zoology

...and I could choose these subjects for years 11 and 12: Agriculture, Biology, Chemistry, Earth and Environmental Science, English, Geography, Mathematics, Physics

### Architecture, Building, Design and Planning

**I'm interested in:** how things work, cityscapes, buildings, building design, architecture, gardens and landscapes

**I'm well suited to:** artistic, imaginative, organized, good with detail, creative, orderly and conscientious

...and I'm good at... making things, coming up with original ideas, drawing, designing, and solving problems.

**I could be an:** architect, building manager, construction manager, environmental planner, estimator, interior designer, landscaping, property valuer, surveyor

**I could study:** construction economics, construction management, construction technology, fashion design, industrial design, interior design, landscape architecture, property management, quantity surveying

...and I could choose these subjects for years 11 and 12: Design and Technology, Engineering Studies, Industrial Technology, Mathematics, Physics, Visual Arts, Construction (B)

### Where can I study?

**Agriculture, Rural Studies, Animal Science**

AMC, CQU, OSU, LTU, UNE, USYD, UTS, UWS

**Architecture, Building, Design and Planning**

ANU, BBC, CQU, GU, ICMS, MQ, SCU, UC, UNCLE, UNE, UNSW, USYD, UTS, UWS

### KEY TO ABBREVIATED INSTITUTION NAMES

| ACNP | Australian College of Applied Psychology |
| ACNT | Australian College of Natural Therapies |
| ADU | Australian Catholic University |
| AMC | Australian Maritime College |
| ANU | Australian National University |
| APFM | APM College of Business and Communication |
| BRQ | Billy Blue College of Design |
| CQU | Central Queensland University |
| CSU | Charles Sturt University |
| GU | Griffith University |
| ICMS | International College of Management, Sydney |
| JAU | James Cook University |
| LTH | La Trobe University |
| MC | Macquarie University |
| MIT | MIT Sydney |
| MU | Murdoch University |
| NCH | Northern College of Health |
| NUA | Northern University of Australia |
| QUT | Queensland University of Technology |
| SMU | Southern Cross University |
| SIT | Sydney Institute of Business and Technology |
| UQ | University of Queensland |
| UN | University of New England |
| USW | University of The South West Australia |
| UV | University of the Sunshine Coast |
| WA | University of Western Australia |
| WTC | Western Technical College |
| WBJ | William Blue College of Hospitality Management |
### Arts and Humanities

**I'm interested in...** current affairs, social issues, politics, world events, languages, writing and literature, religions and cultures, history.

**I'm...** artistic, creative, adventurous, conscientious, efficient, industrious, resourceful, imaginative.

**... and I'm good at:** creative writing, debating, languages, solving problems, thinking critically, using technology.

**I could be an...** anthropologist, archaeologist, archivist, gallery curator, historian, foreign affairs officer, government policy officer, journalist, producer, language specialist, media officer, researcher, social researcher, marketing manager, analyst, translator or interpreter.

**I could study...** Aboriginal studies, archaeology, Asian studies, cinema studies, English, modern, ancient history, international studies, languages, literature, philosophy, political science, psychology, religious studies, sociology, women's studies, media, communications, publishing.

**... and I could choose these subjects for years 11 and 12...** Aboriginal Studies, English (Advanced), Geography, History, International Studies, Languages, Social Sciences, Society and Culture, Textiles and Design, Visual Arts

**Where can I study?**

<table>
<thead>
<tr>
<th>ACAP</th>
<th>ACU</th>
<th>ANU</th>
<th>CQU</th>
<th>CSU</th>
<th>GU</th>
<th>LTU</th>
<th>MQ</th>
<th>SCU</th>
<th>SIBT</th>
<th>UC</th>
<th>UNCLE</th>
<th>UNE</th>
<th>UNSW</th>
<th>UNSW-ADFA</th>
<th>UOW</th>
<th>USYD</th>
<th>UTS</th>
<th>UWS</th>
</tr>
</thead>
</table>

### Business, Commerce, Economics, Marketing and Management

**I'm interested in...** politics, economics, business, international affairs, current affairs, finance and banking, statistics.

**I'm...** good with money, ethical, organised, persuasive, independent, outgoing.

**... and I'm good at:** leadership, mathematics, solving problems, showing initiative, critical thinking, logical thinking and negotiating.

**I could be an...** accountant, auditor, banker, business adviser, business analyst, business consultant, economist, entrepreneur, financial analyst, financial planner, human resources manager, project manager, marketing specialist, stockbroker.

**I could study...** accounting, actuarial studies, agribusiness, banking, e-commerce, financial advising, industrial relations, international business, human resources management, marketing statistics.

**... and I could choose these subjects for years 11 and 12...** Business Studies, Economics, English, Mathematics, Society and Culture, Business Services (B), Human Services (B), Retail Services (B)

**Where can I study?**

<table>
<thead>
<tr>
<th>ADU</th>
<th>AMC</th>
<th>ANU</th>
<th>CQU</th>
<th>CSU</th>
<th>GU</th>
<th>ICMS</th>
<th>LTU</th>
<th>MC</th>
<th>MIT</th>
<th>MQ</th>
<th>SCU</th>
<th>SIBT</th>
<th>UC</th>
<th>UNCLE</th>
<th>UNE</th>
<th>UNSW</th>
<th>UNSW-ADFA</th>
<th>UOW</th>
<th>USYD</th>
<th>UTS</th>
<th>UWS</th>
</tr>
</thead>
</table>

### Communications and Media Studies

**I'm interested in...** current affairs, literature, popular culture, social media, world events, politics.

**I'm...** a good communicator, organised, imaginative, persuasive, creative, resourceful, an independent worker.

**... and I'm good at:** writing, public speaking, debating, thinking creatively, motivating people, analytical thinking, using initiative.

**I could be an...** advertising account manager, commentator, editor, filmmaker, journalist, marketing manager, media officer, multimedia designer, presenter, producer, public relations manager.

**I could study...** advertising, film, information management, journalism, production, multimedia, television, radio, video, writing.

**... and I could choose these subjects for years 11 and 12...** English, History, Society and Culture, Visual Arts, Entertainment Industry (B)

**Where can I study?**

<table>
<thead>
<tr>
<th>ACU</th>
<th>ANU</th>
<th>APM</th>
<th>BSC</th>
<th>CQU</th>
<th>CSU</th>
<th>GU</th>
<th>ICMS</th>
<th>MC</th>
<th>MQ</th>
<th>SCU</th>
<th>SAE</th>
<th>SIBT</th>
<th>UC</th>
<th>UNCLE</th>
<th>UNE</th>
<th>UNSW</th>
<th>UOW</th>
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<th>UWS</th>
</tr>
</thead>
</table>

### KEY TO ABBREVIATED INSTITUTION NAMES

- **ACAP**: Australian College of Applied Psychology
- **AGNT**: Australian Graduate School of Natural Therapies
- **ACU**: Australian Catholic University
- **AMC**: Australian Maritime College
- **ANU**: Australian National University
- **APM**: APM College of Business and Communication
- **BBC**: Billy Blue College of Design
- **CQU**: CQU University
- **CSU**: Charles Sturt University
- **GU**: Griffith University
- **ICMS**: International College of Management, Sydney
- **JNT**: Jansen Newman Institute
- **LTU**: La Trobe University
- **MC**: Macleay College
- **MIT**: MIT Sydney
- **MQ**: Macquarie University
**Creative and Performing Arts**

I'm interested in... theatre, fashion, popular culture, music, photography, drawing, creating things, research.

I'm... creative, good with detail, imaginative, organised, a good communicator, an independent worker, outgoing.

... and I'm good at... dancing, acting, performing, making things, playing an instrument, writing, photography, working things (technical skills), solving problems, using initiative, writing.

**What courses could I study?**

- Animation, creative writing, fine arts, graphic design, illustration, music, photography, theatre studies, visual arts, journalism.

**Where can I study?**

- ACU, ANU, BBC, CSU, GU, LTU, MC, MQ, NAS, SAE, SCU, UC, UNCLE, UNE, UNSW, UOW, USYD, UTS, UWS

**Earth and Environmental Sciences**

I'm interested in... being outdoors, the environment, nature, oceans, marine life, volcanoes, weather, waterways, diving, animals, bushwalking, science.

I'm... good with detail, organised, observant, resourceful.

... and I'm good at... mathematics, design, science, working alone, working outdoors, critical thinking, solving problems.

**What courses could I study?**

- Climate change, conservation studies, environmental rehabilitation studies, food sustainability, forestry, geography (human and physical), geology, geophysics, marine resource and environmental management, sustainability.

**Where can I study?**

- ACU, AMC, ANU, CSU, CQU, GU, LTU, MQ, SCU, UC, UNCLE, UNE, UNSW, UNSW-ADFA, UOW, USYD, UTS, UWS

**Education and Teaching**

I'm interested in... helping others, being outdoors, social equality, teaching and learning, school, children.

I'm... active, a good communicator, patient, creative, organised, outgoing.

... and I'm good at... time management, leadership, English, mathematics, planning, presentation, thinking critically.

**What courses could I study?**

- Primary education, secondary education, early childhood education, special education, community education, early childhood teaching, health education/promotion, human resource development, organisational learning, primary teaching, secondary teaching, curriculum areas.

**Where can I study?**

- ACNT, ACU, ANU, CSU, GU, LTU, MQ, SCU, UC, UNCLE, UNE, UNSW, UOW, USYD, UTS, UWS

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**KEY TO ABBREVIATED INSTITUTION NAMES (continued)**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>NAS</td>
<td>National Art School</td>
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<tr>
<td>SHE</td>
<td>SAE Creative Media Institute, Australia</td>
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<tr>
<td>SCU</td>
<td>Southern Cross University</td>
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<tr>
<td>SIBT</td>
<td>Sydney Institute of Business and Technology</td>
</tr>
<tr>
<td>UC</td>
<td>University of Canberra</td>
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<tr>
<td>UNCLE</td>
<td>University of New South Wales</td>
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<tr>
<td>UNE</td>
<td>University of Newcastle</td>
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<td>UNSW</td>
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**UNSW-ADFA**

UNSW Canberra at the Australian Defence Force Academy

**UOW**

University of Wollongong

**USYD**

University of Sydney

**UTS**

University of Technology Sydney

**UWS**

University of Western Sydney

**WBC**

William Blue College of Hospitality Management
### What are my interests, qualities and skills?

#### Engineering

**I'm interested in...**
- Math, science, math, construction, electronics, computers, programming, mechanics, how things work, robotics
- Organised, creative, good with detail, technically minded, patient, persistent, resourceful, analytical
- And I'm good at... drawing, planning, computing, leadership, designing, solving problems

**I could be a...**
- Civil engineer, electrical engineer, chemical or materials engineer, industrial engineer, manufacturer, mechanical engineer, production engineer, construction manager

**What courses could I study?**
- AMCS, ANU, CQU, GU, MQ, SOU, SIBT, UC, UNCLE, UNE, UNSW, UNSW-ADF, UOW, USYD, UTS, UWS

**Where can I study?**
- AMCS, ANU, CQU, GU, MQ, SCU, SIBT, UC, UNCLE, UNE, UNSW, UNSW-ADF, UOW, USYD, UTS, UWS

### Health Sciences

**I'm interested in...**
- Health, nutrition, how the body works, people, science, alternative medicines, helping others
- Caring, curious, dependable, patient, a good communicator, critical thinker, organized, observant, open minded
- And I'm good at... leadership, fine motor skills, solving problems, working with others, time management, listening

**I could be an...**
- Ambulance officer, a paramedic, podiatrist, radiographer, occupational therapist, chiropractor, chiropractor, doctor, physiotherapist, speech therapist, audiologist, sonographer, community health worker, nurse, health researcher

**What courses could I study?**
- Biomedical sciences, chiropractic, Chinese medicine, clinical science, dental science, medical imaging, medical laboratory science, naturopathy, nuclear medicine, nutrition and dietetics, occupational therapy, osteopathy, physiotherapy, podiatry, radiography, speech therapy

**Where can I study?**
- ACAP, ACNT, ACU, ANU, CQU, GU, MQ, SCU, UC, UNCLE, UNE, UNSW, UOW, USYD, UTS, UWS

### Human Movement, Sport Sciences and Physical Education

**I'm interested in...**
- Sport, coaching, fitness and exercise, how the body works, nutrition, biology, health, helping others, being outdoors
- A good communicator, patient, observant, enthusiastic, supportive, persuasive, fit and healthy, confident, outgoing
- And I'm good at... sports, public speaking, leadership, motivating others, fine motor skills, solving problems, teaching others, science

**I could be a...**
- Disease prevention educator, exercise scientist, fitness counsellor, exercise rehabilitation worker, medical scientist, medical researcher, occupational therapist, sport scientist, sport coach, trainer

**What courses could I study?**
- Exercise physiology, exercise science, sports coaching, sports journalism, sports management, sports psychology, anatomy and physiology, psychology

**Where can I study?**
- ACNT, ACU, CQU, GU, MQ, SCU, UC, ICMS, SOU, UC, UNCLE, UNE, UNSW, UOW, USYD, UTS, UWS

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**KEY TO ABBREVIATED INSTITUTION NAMES**

- ACAP: Australian College of Applied Psychology
- ACNT: Australian College of Natural Therapies
- ACU: Australian Catholic University
- AMC: Australian Maritime College
- ANU: Australian National University
- APM: APM College of Business and Communication
- BBC: Billy Blue College of Design
- BCU: CQUniversity
- CSU: Charles Sturt University
- GU: Griffith University
- ICMS: International College of Management, Sydney
- JNC: James Newman Institute
- LTU: La Trobe University
- MC: Macleay College
- MIT: MIT Sydney
- MQ: Macquarie University

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What are my interests, qualities and skills?

Information Technology

I'm interested in... computers, internet, web technologies, social media, electronics, programming, designing.

I'm... organised, orderly, good with detail, persistent, level headed, happy to work alone.

... and I'm good at... computing, using technology, maths, solving problems, thinking logically, thinking creatively, making decisions.

I could be a... systems analyst, software developer, computer programmer, IT consultant, graphic designer, game designer, web designer, digital media producer, filmmaker, illustrator, photographer, visual effects artist.

I could study... computing, computer sciences, electronics, information systems, information technology, programming, software engineering.

... and I could choose these subjects for years 11 and 12... Business Studies, Design and Technology, English, Mathematics, Information Processes and Technology, Information and Digital Technology (5), Software Design and Development.

Where can I study?

ACU, ANU, CQU, CSU, GU, MIT, MQ, SAE, SCU, SIBT, UC, UNCLE, UNE, UNSW, UNSW-ADFA, UOW, USYD, UTS, UWS

Law

I'm interested in... research, justice, fairness, equality, current affairs, politics, helping others.

I'm... decisive, organised, observant, open minded, persistent, persuasive.

... and I'm good at... debating, public speaking, writing, researching, evaluating information, negotiating, logical thinking.

I could be a... legal adviser, legal officer, legal researcher, politician, police officer, barrister, solicitor, judge, magistrate.

I could study... law, conveyancing, justice studies, legal studies, paralegal studies, political studies.

... and I could choose these subjects for years 11 and 12... Business Studies, Economics, English, Society and Culture.

Where can I study?

ACU, ANU, CQU, CSU, GU, MQ, SCU, UC, UNCLE, UNE, UNSW, UOW, USYD, UTS, UWS

Medical Sciences and Medicine

I'm interested in... the environment, health, nutrition, how the body works, people, science, alternative medicines, helping others, research, experimenting.

I'm... caring, patient, a good communicator, inventive, curious, organised, good with detail, observant.

... and I'm good at... leadership, fine motor skills, time management, making decisions, problem solving, working with others, listening.

I could be a... doctor, biomedical engineer, chiropractor, forensic officer, genetic counsellor, medical researcher, pathologist, pharmacist, biochemist, laboratory technician, radiologist, sonographer.

I could study... health sciences, biomedical sciences, medicine, nanotechnology, optometry, pharmacy.

... and I could choose these subjects for years 11 and 12... Biology, Chemistry, Mathematics, Physics, Community and Family Services, Senior Science.

Where can I study?

ANU, CQU, CSU, GU, MQ, UC, UNCLE, UNE, UNSW, UOW, USYD, UTS, UWS

KEY TO ABBREVIATED INSTITUTION NAMES (continued)

NAS  National Art School
SAE  SAE Creative Media Institute, Australia
SCU  Southern Cross University
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UNSW  UNSW Australia

UNSW-ADFA  UNSW Canberra at the Australian Defence Force Academy
UOW  University of Wollongong
USYD  University of Sydney
UTS  University of Technology, Sydney
UWS  University of Western Sydney
WBC  William Blue College of Hospitality Management
What are my interests, qualities and skills?

Nursing and Midwifery

I'm interested in... healthcare, helping others, how the body works, people, science, mothers and babies, childbirth.

... caring, kind, a good communicator, dependable, supportive, responsible, tolerant, patient, organised.

... and I'm good at... using initiative, teamwork, working with others, listening.

What careers use those skills?

I could be... a nurse, midwife, surgical nurse, paediatric nurse, aged care nurse, community health nurse, disability care nurse, critical care nurse, nurse educator, health administrator, occupational health, Indigenous health, mental health, pharmacological sales, social and health policy officer.

What courses could I study?

I could study... nursing, health sciences, midwifery, behaviour and social sciences, Indigenous culture, primary healthcare medicine, surgical nursing, perioperative nursing, high-dependency nursing, clinical nursing, palliative care, aged care, paediatrics, maternal and infant care, mental health, rehabilitation, community nursing.

... and I could choose these subjects for years 11 and 12... Biology, Chemistry, English, Mathematics, Community and Family Services.

Science, Applied Science and Technology

I'm interested in... health, nutrition, alternative medicines, the environment, weather patterns, people and communities, marine life, space, astronomy, science, research, experimenting, animals, nature, computers.

... curious, organised, creative, good with detail, observant, resourceful.

... and I'm good at... solving problems, critical thinking, leadership, mathematics, logical thinking, chemistry, biology.

Where can I study?

ACU, CQU, CSU, GU, LTU, SCU*, UC*, UNE, UOW, USYD, UTAS*, WU.

*Includes Midwifery

Social Sciences

I'm interested in... people and communities, world events, current affairs, politics, health, social responsibility, migration, policing, justice, fairness, working with people, helping others.

... organised, a good communicator, curious, resourceful, fair, helpful.

... and I'm good at... critical thinking, making decisions, solving problems.

Where can I study?

ACAP, ACU, ANU, CQU, CSU, GU, JNT, LTU, MQ, SCU, SIBT, UC, UNCLE, UNE, UNSW, UNSW-ADF, UOW, USYD, UTAS, UWS.

KEY TO ABBREVIATED INSTITUTION NAMES

ACAP: Australian College of Applied Psychology
ACNIT: Australian College of Natural Therapies
ACU: Australian Catholic University
AMC: Australian Maritime College
ANU: Australian National University
APM: APM College of Business and Communication
BBC: Billy Blue College of Design
CQU: CQUniversity
CSU: Charles Sturt University
CU: Charles University
GU: Griffith University
ICMS: International College of Management, Sydney
JNT: Jannering Newman Institute
LTU: La Trobe University
MC: Macquarie College
MIM: Milton Institute
MIT: MIT Sydney
MQ: Macquarie University
SIBT: Southern Institute of Business Training
UNE: University of New England
UNSW: University of New South Wales
UOW: University of Wollongong
USYD: University of Sydney
UTAS: University of Tasmania
WU: Western Sydney University

### What are my interests, qualities and skills?

#### Social Work and Welfare
- I'm interested in... people and cultures, health, social responsibility, fairness, helping others.
- I'm... organised, caring, a good communicator, curious, resourceful, fair, helpful.
- ...and I'm good at... critical thinking, making decisions, solving problems.

#### Tourism and Hospitality Management
- I'm interested in... travel, people and cultures, world events, languages, helping others, being outdoors, being active.
- I'm... organised, good with detail, a good communicator, confident, patient, persistent, sincere, friendly, flexible, punctual.
- ...and I'm good at... languages, leadership, planning, serving customers, solving problems, working with people from diverse backgrounds.

### What careers use those skills?

#### Social Work and Welfare
- I could be a... community care officer, social worker, welfare support officer, welfare worker, aged care worker, disability officer, migrant welfare officer, child protection officer.

#### Tourism and Hospitality Management
- I could be a... tour operator, event manager, hotel manager, travel consultant, resort manager, environmental planner, restaurateur.

### What courses could I study?

#### Social Work and Welfare
- I could study... social work, children and young people, ageing, health and disability, Indigenous studies, social policy, sociology, psychology, social research, research skills.

#### Tourism and Hospitality Management
- I could study... event management, hotel management, leisure studies, recreational management and planning, tourism management, sport management.

### What subjects could I choose for years 11 and 12?

#### Social Work and Welfare
- ...and I could choose these subjects for years 11 and 12... Economics, English, Modern History, Society and Culture, Mathematics.

#### Tourism and Hospitality Management
- ...and I could choose these subjects for years 11 and 12... Economics, English, Languages, Mathematics, Society and Culture.

### Where can I study?

#### Social Work and Welfare
- ACAP, ACU, CQU, CSU, GU, JNU, LTU, SCU, UNCLE, UNE, UNSW, UOW, USyd, UWS.

#### Tourism and Hospitality Management
- APM, CQU, CSU, GU, ICMS, MC, SCU, UC, UNCLE, UOW, UWS, WBC.