Xcel Values: eXcellence, Commitment, Effort, Leadership

Mission Statement:
To nurture personal best and global citizenship in every student by providing a safe and vibrant learning environment.
Welcome all to Stage 6 curriculum.

Senior High School provides you with opportunities to realise your dream. Years 11 and 12 can be perceived as a daunting challenge but I can assure you most of the senior students prefer the senior learning to the junior ones. The ability to choose every one of your courses, aside from English, makes learning relevant and engaging. It is a fact that senior years require hard work and you would need to manage your studies in a timely manner. Your commitment and passion will be the key ingredients for your future success.

It is important that you have clear personal goals that will enable you to have meaningful reasons to keep working hard for the next two years. Make sure those goals are the goals you really want to achieve not those of your parents or friends.

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.

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 and wider readings
- 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
- Make course selection which support your preferred future career path

Always remember

"Be humble. Be hungry and always be the hardest worker in the room” - Dwayne ‘The Rock’ Johnson

Best wishes

Ms Amvrazis
PRINCIPAL
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INTRODUCTION

This booklet has been designed to help students and parents to choose an appropriate pathway through the higher school certificate. It should be read closely and then retained as a useful reference book to keep students well informed about Preliminary and HSC rules. It also contains essential information about each subject and course.

In this booklet, students will find information on;

- Terminology associated with the HSC;
- The rules governing the awarding of the HSC in NSW;
- Study requirements and assessment;
- The ATAR (Australian Tertiary Admission Rank); and
- All courses that may be offered.

Please note that while many courses are offered, a course will only run if there are sufficient numbers of students interested in studying the course.

Options beyond school such as tertiary education, employment and a fulfilling adult life have their foundations laid in a successful HSC. In choosing a pattern of study, students must carefully consider their goals, areas of strength, interests, abilities and career aspirations. It is important that subject choices are realistic.

Asquith Girls High School offers young women a broad range of subjects and courses to meet their needs, interests and abilities. While the majority of these subjects are offered at school, options exist for students to study at TAFE, Open High School and Saturday schools.

Our school fosters a positive learning environment, which strives for excellence, to empower young women in learning, independence and leadership. It provides a safe and supportive community and a philosophy that aims to help each individual realise their potential. The experienced and talented staff provide outstanding opportunities for our 21st century learners to prepare for future opportunities. Their innovative approach to teaching develops students’ skills in technology, digital literacy, and creativity.

Senior study requires an independent and mature approach in order to meet the HSC rules and requirements as outlined by the Board of Studies, Teaching and Educational Standards (BOSTES), the expectations of the school and parent expectations. Depending on the chosen pattern of study, students may have a more flexible timetable than in Years 7 to 10, with different starting and finishing times or travel to TAFE. Senior students are encouraged to use the Library for private study during the school day when they do not have a timetabled class. Success in the HSC requires a large time commitment from students.

Many opportunities exist for senior students to be involved in leadership, organisation, running activities and demonstrating creativity within the school. Every student is encouraged to be active in contributing to the school. This will have long-term benefits for each student in developing their unique strengths and skills in a variety of ways that extend beyond the curriculum.
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 more rewarding and will motivate you to work harder.

How do I decide?
Find out:
- 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?
- What courses would be beneficial for particular jobs?

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.

Take time to consider your choices and future career aspirations. Use the following as a guide when choosing courses:

<table>
<thead>
<tr>
<th>ABILITY</th>
<th>Choose courses that you are good at</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTEREST</td>
<td>Choose courses you enjoy and that interest you</td>
</tr>
<tr>
<td>MOTIVATION</td>
<td>Choose courses you really want to learn</td>
</tr>
<tr>
<td>CAREER CHOICE</td>
<td>Choose courses which may be required for entrance to tertiary courses in which you are interested</td>
</tr>
</tbody>
</table>

Note:
If you are considering a career which required a course of study at university, then you should be aware of the fact that entrance into the course may depend on the subjects you have chosen for the HSC and not just on the Australian Tertiary Admission Rank you receive (ATAR). Therefore, all students must be aware of the course pre-requisites and/or subject pre-requisites and/or assumed knowledge that may be required for entrance to the course of their choice. Consult your Careers Adviser and Tertiary Institutions.
If you have no real knowledge of what career to follow you should, in consultation with the Careers Adviser, choose a course of study that opens as many tertiary options as possible.

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
- PDHPE with Biology and possibly Community and Family Studies (CAFS)2
- Tourism with Hospitality, IT and possibly a language or Business Studies
- Biology, Human Service (Nursing), Community and Family Studies (CAFS)
The Higher School Certificate is the highest award you can gain in NSW schools. It is an internationally recognised credential that provides a strong foundation for your future whether you wish to pursue tertiary qualifications, vocational training or employment.

**Outline of the HSC**

- The Higher School Certificate recognises 13 years of schooling, in the interests of greater career choices and increased opportunities at university and TAFE it offers you a full range of study areas matching individual abilities, interest and goals
- Courses can be linked to further education and training
- Extension courses will enable students to undertake more in-depth study in areas of special interest
- Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries.

**BOSTES (Board of Studies, Teaching and Education Standard)**

The BOSTES website is accessible to all students, and parents, and has copies of all syllabus documents together with specimen examination papers and assessment guidelines for all HSC courses.

Their website address is:


Students are encouraged to access this website on a regular basis.

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

**HSC with no ATAR**
This pathway is recommended for students who have decided that they do not want to go to university once they finish year 12. This pathway provides an opportunity for students to gain high level of achievement in subjects. Furthermore, the ability to undertake more than one VET course gives students a range of post-school options. *(For students who are not looking for direct entry into University)*

**HSC with ATAR**
This pathway is a highly academic pathway and should be selected by students who intend to go to university post-school. An ATAR pathway requires students to complete rigorous assessment in ALL courses including an external examination. If students are unable to meet the assessment requires in ONE subject, they may be prevented from achieving a preliminary or HSC certificate. *(For students wishing to qualify for direct entry into University after Year 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.
Pathways

The Higher School Certificate may be accumulated over an extended period, of up to 5 years. This allows students the opportunity to maximise their performance. Students who undertake the Pathways program frequently have extensive commitments beyond the school day and this program allows them the flexibility to juggle such commitments but still pursue their secondary studies.

There are a variety of pathways for the accumulation of the HSC. The two most common are:

a) Complete the full Preliminary program and then split Year 12 across the next two years.

b) Complete two-thirds of the Preliminary course in the first year, complete the remaining Preliminary course together with two HSC subjects in the second year, to then complete the HSC in the third year.
WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12 (Stage 6)

**Board Developed Courses**

These courses are developed by BOSTES, for each course the following information is available:-

- 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 Board Developed 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 – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by BOSTES to cater for areas of special interest not covered in the Board Developed Courses
- Schools may also design courses to meet student needs. These courses must be approved by BOSTES. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

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) Course either Board Developed or Board Endorsed**

Vocational Education and Training (VET) courses are offered as part of the High 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 with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

The Board Developed VET courses are classified as Category B subjects, and as such, ONLY ONE may contribute to the calculation of the ATAR. These courses have optional HSC exam but this will not be optional if the student requires this mark for their ATAR calculation.

Due to the specific requirements of a VET course, eg work placement, transport requirements, etc it is strongly recommended students speak with the careers adviser, Head Teacher TAS and or Head Teacher HSIE, before choosing a VET course to ensure they are fully aware of what a VET course entails.
WHAT ARE UNITS?

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

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.

\[
\begin{align*}
2 \text{ units} & = 4 \text{ hours per week (approximately 120 hours per year)} \\
& = 100 \text{ marks}
\end{align*}
\]

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

- **2 UNIT COURSE**
  - This is the basic structure for all courses

- **EXTENSION COURSE**
  - Extension study is available in a number of subjects.
  - Extension courses are 1 unit courses which build on the content of the 2 unit course, and are available in English, Mathematics, History, Music some Languages and VET
  - English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course
  - HSC extension courses 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 BOSTES 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:
  - at least 6 units from Board Developed Courses
  - at least two units of a Board Developed Course in English
  - at least four subjects
  - At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- Senior Science CANNOT be chosen with another Science

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 2018 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 an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

**RULES FOR SELECTION**

• A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Industrial Technology, Dance, Software Design and Development and Society & Culture. Projects developed for assessment in one subject are not to be used either in full or in part of assessment in any other subject.

• There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.

• You may not include any more than 6 units of the following Science courses; Biology, Chemistry, Earth & Environmental Science and Physics in meeting the 12 Preliminary course with any of the above science courses.

• You must study Music Course 2 if you wish to study HSC Extension Music

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
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</thead>
<tbody>
<tr>
<td>* Undertaken for Year 11 Terms 1-3</td>
<td></td>
</tr>
<tr>
<td>* Content is non examinable at the HSC examinations, with the exception of Mathematics where up to 30% can be included in the HSC examination</td>
<td></td>
</tr>
<tr>
<td>* Satisfactory completion is required for a student to progress to the HSC component</td>
<td></td>
</tr>
<tr>
<td>* Students must successfully complete, <strong>12 units</strong></td>
<td></td>
</tr>
<tr>
<td>* Commencing in Term 4 of Year 11 and continuing until the end of Term 3 Year 12</td>
<td></td>
</tr>
<tr>
<td>* All content is examinable at the HSC examinations</td>
<td></td>
</tr>
<tr>
<td>* Satisfactory completion of each course is required for a student to gain a HSC certificate</td>
<td></td>
</tr>
<tr>
<td>* Students must successfully complete <strong>10 units</strong></td>
<td></td>
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**ALL MY OWN WORK – A PROGRAM IN ETHICAL SCHOLARSHIP FOR HSC STUDENTS**

The HSC: *All my Own Work* program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

The program will consist of a number of modules which can be accessed online in a flexible, self-paced mode. It is expected that the program will take between 5 and 10 hours to complete. Each student is required to satisfactorily complete the material contained in the program before commencing their HSC program of study. Satisfactory completion of the program will be an eligibility requirement for all candidates entering the Higher School Certificate 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 Years 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

WHAT IS THE ATAR?

What is the Australian Tertiary Admission 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.

Other criteria such as a portfolio, interview, audition, questionnaire or test may also be taken into account in conjunction with the ATAR for certain courses. Additional selection criteria can be found in the course descriptions available through the course search.

Calculation of the ATAR is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors’ Committee. Students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice for UAC. ATARs are also made available to institutions for selection purposes.

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 Board Developed courses
- Two units of English
- At least four subjects
- No more than six units of Science

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 (VET Courses)
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 standard 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.

- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

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

- 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
    *(The official certificate confirming your achievement of all requirements for the award)*

  * The Record of Achievement
    *(This document lists the courses you have studied and reports the marks and bands you have achieved)*

  * Course Reports for each Board Developed Course
    *(For every HSC Board Developed Course you will receive a course report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)*

  * VET Credentials
COURSE AVAILABILITY

Whilst this booklet contains an outline of a wide variety of courses, students need to be aware that not all courses will eventually run. To avoid disappointment students must nominate an acceptable alternative as a backup course, in case one of their original selections does not operate. Courses may not operate due to a limited number of students nominating a particular course or courses.

CHANGING SUBJECTS OR COURSES

It is not advisable to have the attitude that you can ‘try out’ subjects and change them if you don’t like them. It is wiser to find out as much as you can about courses before you select them. Changing a subject or course can result in hours of extra work to catch up. Students may not be able to change courses. BOSTES has rules governing how students change subjects.

WORK ETHIC

The school recognises that student’s positive work ethic is crucial to their success with their academic studies.

For students their work ethic can be enhanced by addressing each of the points listed below:-

- Be punctual to all lessons
- Provide all necessary equipment and books for all lessons
- Be prepared for lessons by having books open with other equipment at hand ready to use as required; they should do this without awaiting specific teacher direction
- Be aware that there will be consequences when deadlines are not adhered to
- Be aware that the responsibility for learning lies with the student themselves
- Need to become planners and goal setters
- Need to make every endeavour to NOT waste time
BOARD DEVELOPED COURSES
### BOARD DEVELOPED COURSES – ALL CONTRIBUTE TO AN ATAR

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Course</th>
</tr>
</thead>
</table>
| **CAPA** | Dance  
Drama  
Music 1  
Music 2  
Music Extension 1  
Visual Arts |
| **ENGLISH** | English Advanced  
English Standard  
English Extension 1  
English Extension 2  
English as a Second Language |
| **HSIE** | Business Studies  
Economics  
Geography  
Ancient History  
Modern History  
Extension History  
Legal Studies  
Society & Culture  
Studies of Religion |
| **LOTE** | French Beginners  
French Continuers  
German Beginners  
Italian Beginners  
Japanese Beginners  
Japanese Continuers  
Chinese Background |
| **MATHEMATICS** | Mathematics General  
Mathematics  
Mathematics Extension 1  
Mathematics Extension 2  |
| **PDHPE** | Community & Family Studies  
PDHPE |
| **SCIENCE** | Biology  
Chemistry  
Earth & Environmental Science  
Physics  
Senior Science |
| **TAS** | Design & Technology  
Food Technology  
Industrial Technology Multimedia  
Software Design and Development  
Textiles and Design |

* English Extension 2 - Can only choose if English Extension 1 studied in Preliminary

** Extension History - Can only be studied if Ancient or Modern History Preliminary completed

*** Mathematics Extension 2 - Can only choose if Mathematics Extension 1 studied in Preliminary
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

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

### 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

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Chemical Earth</strong></td>
<td><strong>Core Topics</strong></td>
</tr>
<tr>
<td>Metals</td>
<td>Production of Materials</td>
</tr>
<tr>
<td>Water</td>
<td>The Acidic Environment</td>
</tr>
<tr>
<td>Energy</td>
<td>Chemical Monitoring and Management</td>
</tr>
</tbody>
</table>

### Particular Course Requirements:

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

In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues.

In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and mandatory contemporary issues.

**Topics Covered**

Students will study language and culture through the following prescribed themes and mandatory contemporary issues:

<table>
<thead>
<tr>
<th>Prescribed Themes</th>
<th>Mandatory Contemporary Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Individual and the community</td>
<td>• The role of the individual in today’s society&lt;br&gt;• Changing gender roles in today’s society&lt;br&gt;• The role of family and marriage in contemporary society</td>
</tr>
<tr>
<td>Youth culture</td>
<td>• Pressures on young people today&lt;br&gt;• The place of education in young people’s lives&lt;br&gt;• The impact on young people of changes in traditional social values</td>
</tr>
<tr>
<td>Chinese communities overseas</td>
<td>• Adapting to new cultures (education, leisure, lifestyle)&lt;br&gt;• The maintenance of Chinese culture in non-Chinese cultural contexts</td>
</tr>
<tr>
<td>Global Issues</td>
<td>• Economic growth and its impact&lt;br&gt;• Environmental issues&lt;br&gt;• The impact of international influences on Chinese speaking countries</td>
</tr>
</tbody>
</table>
COURSE: COMMUNITY & FAMILY STUDIES  2 units for each of Preliminary and HSC
Board Developed Course  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  HSC Course
Resource Management  Research Methodology
Individuals and Groups  Groups in Context
Families and Communities  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.

COURSE: DANCE  2 units for each of Preliminary and HSC
Board Developed Course  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: DESIGN & TECHNOLOGY

Board Developed Course

Exclusions: Nil

2 units for each of Preliminary and HSC

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.

Additional costs will be incurred depending on the individual students choice of major project.
**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**

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

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

**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>
</tbody>
</table>

**One Option from the following**

- Introduced Species and the Australian Environment
- Organic Geology - a Non-Renewable Resource
- Oceanography
- Mining and the Australian Environment

**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.
**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.
**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 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

**Preliminary Course**
- Food Availability and Selection
- Food Quality
- Nutrition

**HSC Course**
- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

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

**COURSE: FRENCH CONTINUERS**

**Board Developed Course**

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

**Exclusions:** French Beginners

**Prerequisites:** 200–300 hours study of the language or equivalent (usually Years 9 & 10).

The Preliminary and HSC courses have as their organisational focuses 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: FRENCH BEGINNERS**

**Board Developed Course**

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

**Exclusions:** French Continuers

Eligibility rules apply to the study of this subject. Check with a LOTE teacher or the Board's ACE Manual before you choose this subject to ensure that you qualify.

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

- **The French-Speaking Communities**

**NOTE:** PRIOR KNOWLEDGE OF FRENCH IS REQUIRED FOR THIS COURSE.
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
  - Family life, home and neighbourhood
  - People, places and communities
  - Education and work
  - Friends, recreation and pastimes

- The German-Speaking Communities

NOTE: No prior knowledge of German is required 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 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

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

Check with a LOTE teacher or the Board’s ACE manual before you choose this subject to ensure that you qualify.

In the HSC course, students will extend and refine their communication skills in Italian 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 Italian-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>
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<tr>
<td>• Friends, recreation and pastimes</td>
<td></td>
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<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 Italian is required for this course.
COURSE: JAPANESE CONTINUERS
Board Developed Course

2 units for each of Preliminary and HSC
Prerequisites: 200-300 hours study of language or equivalent (usually Yrs 9-10)
Exclusions: Japanese Beginners

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: JAPANESE BEGINNERS
Board Developed Course

2 units for each of Preliminary and HSC
Exclusions: Japanese Continuers; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with a LOTE teacher or the Board’s ACE Manual. BEFORE you choose this course to ensure that you qualify.

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

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

The Japanese-Speaking Communities

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>The Structure of Legal Studies</th>
<th>Preliminary Course</th>
<th>HSC</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Part I: The legal system</td>
<td>Basic legal concepts • Sources of contemporary law • Classification of law • Law reform • Law reform in action</td>
<td>Core Part I: Crime • The nature of crime • The criminal investigation process • The criminal trial process • Sentencing and punishment • Young offenders • International crime</td>
<td>40%</td>
</tr>
<tr>
<td>Core Part II: The individual and the law</td>
<td>Your rights and responsibilities • Resolving disputes • Contemporary issue: the individual and technology</td>
<td>Core Part II: Human rights • The nature and development of human rights • Promoting and enforcing human rights • Contemporary issue</td>
<td>30%</td>
</tr>
<tr>
<td>Core Part III: Law in practice</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>
<td>Part III: Options Choose Two • Consumers • Global environmental protection • Family • Indigenous peoples • Shelter • Workplace • World order</td>
<td>30%</td>
</tr>
</tbody>
</table>

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**

Preliminary Board Developed Course
HSC Board Developed Course (General 2)
HSC Content Endorsed Course (General 1)

2 units for each of Preliminary and HSC

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course in conjunction with Mathematics General

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**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


**Course: Mathematics**

2 units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:**
The course is constructed on the assumption that students have achieved the outcomes in the 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**

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


**COURSE: MATHEMATICS EXTENSION 1**

Board Developed Course  
1 unit in addition to Mathematics in each of the Preliminary and HSC years (3 units)

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**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**

**Preliminary Course**
- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary 2 Unit course

**HSC Course**
- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Velocity and acceleration as a function of $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse
- Trigonometric functions
- Mathematical Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical
- Estimation of the roots of a polynomial equation
- Harder applications of HSC 2 Unit topics
**COURSE: MATHEMATICS EXTENSION 2**  
Board Developed Course  

1 unit additional to the Extension 1 course, for the HSC (4 units)

**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 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: 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.

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| **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 limited 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

Preliminary Course

Core Topics
The Body in Motion
Better Health for Individuals

Optional Components
Students to select two options each from:
Outdoor Recreation
First Aid
Composition and Performance
Fitness Choices

HSC Course

Core Topics
Health Priorities in Australia
Factors Affecting Performance

Optional Components
Students to select two options each from:
The Health of Young People
Sport & Physical Activity in Australian Society
Sports Medicine
Improving Performance
Equity and Health
**Course: Physics**  
Board Developed Course  
2 units for each of Preliminary and HSC  
Exclusions: Senior Science (Preliminary)

**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**

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

**HSC Course**

**Core Topics**
- Lifestyle Chemistry
- Medical Technology - Bionics
- Information Systems

**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.
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 Exclusion  
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. Students 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>Developing Software Solutions</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

This course investigates the science and technology of textiles through a study of properties and performance of textiles, allowing students to make informed consumer choices in the textiles area. The concept of design elements and principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles. Students investigate textiles in society and develop a greater understanding of the significance of different cultures and their specific use of textile materials. Through the area of study relating to the Australian Textile, Clothing, Footwear and Allied Industries, the course offers students the opportunity to explore advances in technology, current issues facing the industry and employment opportunities.

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 Industries (ATCFAI)</td>
<td>The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI)</td>
</tr>
<tr>
<td>Major Textiles Project</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.

Additional costs will be incurred depending on the individual students choice of major project.
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 and interest in their work
- Building understandings over time through various investigations and working in different forms.

**HSC Course learning opportunities focus on:**
- How students may develop their 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.
CONTENT
ENDORSED COURSES
## CONTENT ENDORSED COURSES – DO NOT COUNT TOWARDS AN ATAR

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPA</td>
<td>Photography, Video and Digital Imaging</td>
</tr>
<tr>
<td></td>
<td>Visual Design</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Mathematics General 1 – Refer to page 38</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Sport, Lifestyle and Recreation</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Marine Studies</td>
</tr>
<tr>
<td>TAS</td>
<td>Exploring Early Childhood</td>
</tr>
</tbody>
</table>
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**
- Core Topics
  - Marine Aquarium
  - Anatomy and Physiology of Marine Organisms
  - Marine Resource Management
  - Oceanography
- Optional Modules
  - 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.
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 of 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>First Aid and Sports Injuries</td>
</tr>
<tr>
<td>Fitness</td>
<td>Games and Sports Applications I</td>
</tr>
<tr>
<td>Games and Sports Applications II</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Healthy Lifestyle</td>
<td>Individual Games and Sports Applications</td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Social Perspectives of Games and Sports</td>
<td>Sports Administration</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.
BOARD DEVELOPED VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

Note: Information regarding VET courses are current as at June 2016. They are, however, subject to change by RTO.
**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
- 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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Unit (240 hours)</td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>Hospitality Operations</td>
<td>Hospitality Extension (60 hours) - subject to confirmation.</td>
</tr>
<tr>
<td></td>
<td>2 Unit (240 hours)</td>
<td></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.
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 and do not incur a fee.

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

All other TAFE courses are Content Endorsed Courses

At HORNSBY TAFE the following Content Endorsed Courses are offered in 2016. (2016 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 2016. (2016 Course availability is subject to demand)
- Beauty – Retail Make-up and skin care – Certificate II
- Boating Services
- Children’s Services – Certificate II
- Computer Aided Drafting
- Hairdressing – Certificate II
- Plumbing
- Property Services
- Sport and Recreation – Fitness instructions – Certificate III
- Community Services – Welfare

At RYDE TAFE
- Floristry
- Baking (Retail)

At ST LEONARDS TAFE
- Screen & Media (Film & Television)
- Beauty – Beauty Retail Make up and Skin Care – Certificate III

CENTRAL COAST
Students can contact the Careers Adviser in the Careers Office for further information
COURSE: BUSINESS SERVICES
(240 HOURS)
Board Developed Course

2 units
Exclusions:
Similar Units from the information Technology Curriculum Framework
Similar Units from the Retail Curriculum Framework

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/officer, manager/owner of small business
Macquarie Park
Registered Training Organisation 90222
BUSINESS SERVICES
240 indicative hours - 2017

QUALIFICATION: Certificate II Business (BSB20115)

- Board Developed Course – BOSTES No: 26181
- Minimum mandatory work placement – 70 hours
- A total of 4 units of credit – Preliminary and/or HSC
- Exclusions with other Board Developed Courses - nil
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Consumables

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, and payroll clerk/officer and office manager/owner of a small business.

HSC Course Structure:
This course consists of one core unit and fourteen elective units

UNITs OF COMPETENCY

Core – 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 (Examinable)</td>
<td>15</td>
</tr>
</tbody>
</table>

Stream focus area - Mandatory (Examinable)

| BSBINN201 | Contribute to workplace innovation                      | 15                             |
| BSBCUS201 | Deliver a service to customers                           | 15                             |
| BSBDN201  | Work effectively in a business environment               | 25                             |
| BSBINM201 | Process and maintain workplace information               | 15                             |
| BSBJSU201 | Participate in environmentally sustainable work practices | 15                             |
| TLR2029   | Prepare and process financial documents                   | 20                             |

Electives - Attempt ALL units

| BSBWOR204 | Use business technology                                   | 15                             |
| BSBWOR203 | Work effectively with others                              | 15                             |
| BSSCM201  | Communicate in the workplace                              | 15                             |
| BSBWOR202 | Organise and complete daily work activities               | 15                             |
| BSBITU201 | Produce simple word processed documents                    | 20                             |
| BSBITU202 | Create and use spreadsheets                               | 20                             |
| BSBITU307 | Develop keyboarding speed and accuracy                    | 25                             |

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 Mandatory Focus areas and associated 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 BOSTES course completion criteria, including meeting work placement requirements, they determination (course not satisfactorily completed). The course will then not count towards the HSC although units of 0 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 all 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 April 2016
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 - 240 INDICATIVE HOURS - 2017

### Macquarie Park Registered Training Organisation 90222

#### BOSTES

## QUALIFICATION: Certificate II in Kitchen Operations (SIT20312)
- Board Developed Course - BOSTES No: 26501
- Minimum mandatory work placement - 70 hours
- Exclusions with other Board Developed Courses - nil

**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>SITXFS5101</td>
<td>Use hygienic practices for food safety</td>
<td>(HSC Mandatory) 10</td>
</tr>
<tr>
<td>SITXWS5101</td>
<td>Participate in safe work practices</td>
<td>(HSC Mandatory) 15</td>
</tr>
<tr>
<td>BSBWOR2038</td>
<td>Work effectively with others</td>
<td>(HSC Mandatory) 15</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
<td>(F&amp;B Stream) 20</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
<td>(F&amp;B Stream) 40</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
<td>(F&amp;B Stream) 10</td>
</tr>
<tr>
<td>SITHINV202</td>
<td>Maintain the quality of perishable items</td>
<td>Elective 5</td>
</tr>
<tr>
<td>SITHCCO207</td>
<td>Use cookery skills effectively</td>
<td></td>
</tr>
<tr>
<td>SITHCCHCO204</td>
<td>Produce vegetable, fruit, egg and farinaceous dishes</td>
<td></td>
</tr>
</tbody>
</table>

### Electives - Attempt ALL units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Source and use information on the hospitality industry</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHNID201</td>
<td>Participate in safe food handling practices</td>
<td>(HSC Mandatory) 20</td>
</tr>
<tr>
<td>SITXFS201</td>
<td>Prepare simple dishes</td>
<td>(F&amp;B Stream) 15</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Produce appetisers and salads</td>
<td>Elective 20</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
<td>Elective 25</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.

**M Determinations:** Where a student has not met BOSTES course completion criteria, including meeting work placement requirements, they will receive an ‘M’ 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 ‘M’ determinations through their school or college.

**Recognition of Prior Learning:** Students may apply for Recognition of Prior Learning by submitting 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.
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.

Asquith Girls High School is part of the Macquarie Park RTO (Registered Training organisation). The RTO uses a series of ‘clusters’ or designated work projects that all students in the Macquarie Park RTO must complete in order to demonstrate achievement in each unit of competency of the course being attempted.

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
- 240 hour course – a minimum of 70 hours in a workplace outside normal school hours
- 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.

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.
## WHO CAN HELP ME AND HOW?

<table>
<thead>
<tr>
<th>WHO?</th>
<th>HOW?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Subject Teachers</td>
<td>Advise you about their subject content, and for some course, the level appropriate for you to study.</td>
</tr>
<tr>
<td>Your Careers Adviser</td>
<td>Can tell you what subjects (if any) are required for particular careers</td>
</tr>
<tr>
<td>Year Adviser</td>
<td>Can help you by talking over your ideas</td>
</tr>
<tr>
<td>Principal and Deputy Principals</td>
<td>Can provide specific and big picture advice</td>
</tr>
<tr>
<td>Your School Counsellor</td>
<td>Can help you by discussing your ability to do certain subjects, study problems or helping overcome any concerns you may have</td>
</tr>
<tr>
<td>Your Parents</td>
<td>You can discuss choices with your parents. Encourage them to make an appointment or telephone any of the above people if you have differing ideas or if they need more information</td>
</tr>
</tbody>
</table>

**AND FINALLY . . .**

<table>
<thead>
<tr>
<th>YOU</th>
<th>Do your own investigation, get help from the right people and ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>be confident about your decisions!</td>
</tr>
<tr>
<td></td>
<td>IT’S YOUR FUTURE</td>
</tr>
</tbody>
</table>
YOU CAN FIND ADDITIONAL INFORMATION

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

BOSTES
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.careersworks.com (password is next)

www.jobjump.com (password is eagle) parents can also access this site

www.mhscareers.net.au (password is 14cairns) parents can log on as ‘parent’ and use the password


www.jobguide.deewr.gov.au

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>Chinese Background Speakers</td>
<td>$40.00</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>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>Italian</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 $80.00     Yr12 $90.00</td>
</tr>
</tbody>
</table>

### Board Endorsed Courses

<table>
<thead>
<tr>
<th>Content Endorsed Courses</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

<table>
<thead>
<tr>
<th>Vocational Education Courses - VET</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>$10.00</td>
</tr>
<tr>
<td>**Hospitality – Kitchen Operations</td>
<td>** $180.00 (two years)</td>
</tr>
</tbody>
</table>

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