



**Erskine Park High School**

**THE HIGHER SCHOOL CERTIFICATE**

**An information Package for Students**

**Preliminary Course 2012**

**HSC Course 2013**

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# It's Decision Time

Year 10 is a year in which you have an extremely important decision to make.



*Before you decide, please take time to research and consider ALL the options available to you – immediately and in the near future. Talk to parents, friends, teachers and your Careers Adviser.*



**UNIVERSITY**



**The decision you make  
will depend on what you  
want out of life**



**If you decide to continue your schooling to Year 12**, you will soon have to choose the subjects which you will study for the Higher School Certificate. This booklet has been produced to help you make decisions about your further education. It is designed to provide information and advice for you and your parents in the selection of courses and study programs for the Senior School.

**New legislation applies to students who have completed Year 10 and are below the age of 17 years. They must continue their schooling unless they are in full time education or training, paid work, or a combination of these. If you decide to leave after Year 10**, you must prepare well before you actually do leave to find a job, an apprenticeship, traineeship or enrol for further study.

**N.B. Consider your decision to leave school carefully.** Be aware that some TAFE enrolments require the HSC and that some employers now require the HSC as a minimum for apprenticeships. You need to find out whether this applies to any apprenticeships/courses you are interested in.

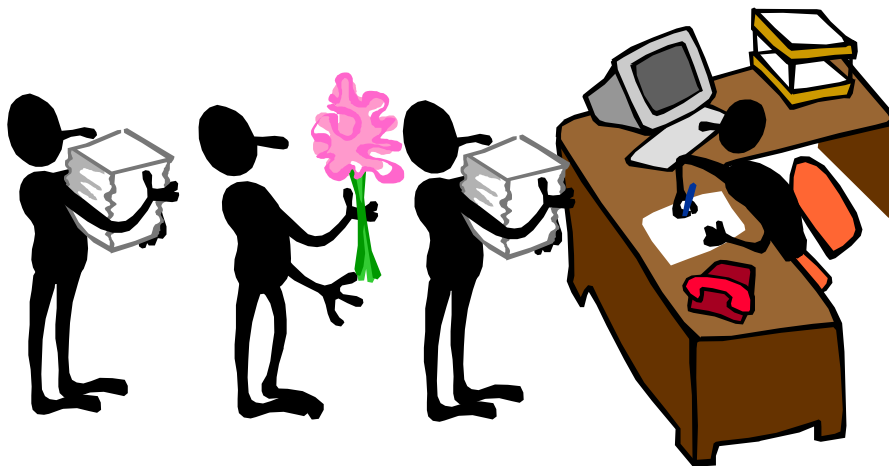
# The Only Valid Reasons

for choosing your subjects are:

- INTEREST** - subjects you enjoy
- ABILITY** - subjects you are good at
- MOTIVATION** - subjects you really want to learn and which are related to your career goals

## Questions to ask

- What Careers am I interested in?
- Do I need to study/train after school?
- Where can I study?
- What are the entry requirements?
- What school subjects fit with my career plans?



# How To Decide

Find out about each course - talk to your teachers and read this book

Recognise this is an important decision - take time to investigate and consider all options

Identify your strengths - choose subjects that develop these strengths and allow you to continue to achieve well

Discuss your plans - with family, Careers Adviser, employer groups, TAFE and university

**BE REALISTIC** - SET GOALS THAT ARE RIGHT FOR **YOU**

You need to know YOURSELF



You need INFORMATION



You Need ADVICE



You need to find the balance of information and advice that is best FOR YOU



# How Not To Decide

**Don't play the numbers game** - you will only do well if you are really interested in a subject

**My friends are choosing the subject** - you all have different strengths and goals

**My favourite teacher is teaching it** - things change!!!

# HSC BOARD DEVELOPED COURSES

See course notes following this table for explanation of symbols

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Agriculture	Agriculture		
Ancient History	Ancient History		
Biology	Biology <sup>2</sup>		
Business Studies	Business Studies		
Chemistry	Chemistry <sup>2</sup>		
Chinese	Chinese Beginners		
Chinese Continuers			
Community and family Studies	Community and Family Services		
Dance	Dance		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science <sup>2</sup>		
Economics	Economics		
English	# English Standard English Advanced English Studies	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	Industrial Technology		
Information Processes and Technology	Information Processes and Technology		
Legal Studies	Legal Studies		
Mathematics	# Mathematics General  Mathematics	Preliminary Mathematics Extension	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		
Music	# Music 1 <sup>3</sup> Music 2 <sup>3</sup>		HSC Music Extension
PD/Health/PE	PD/Health/PE		
Physics	Physics <sup>2</sup>		
Senior Science	Senior Science <sup>2</sup>		
Society and Culture	Society and Culture		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

## HSC Course Notes

### These notes and footnotes (1-6) refer to the list of courses

- You may select one course only from each of these subject groups.
- 1. Fundamentals of English is a Preliminary course and must be studied in conjunction with either English Standard or English as a Second Language.
- 2. A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- 3. Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.

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- 4. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is only one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
  - 5. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units and 6 HSC units of Science can be included. The course Senior Science may not be taken as a Preliminary course with any other following Sciences courses: Biology, Chemistry, Earth & Environmental Science and Physics. If at the end of the Preliminary course students discontinue one of the other 2 unit Science courses they can choose to take HSC Senior Science in its place.
  - 6. You must study Music Course 2 if you wish to study HSC Extension Music.

Additional information about courses and the HSC is available on the board of studies website:

**<http://www.boardofstudies.nsw.edu.au>**

# CONTENT ENDORSED COURSES (OTHER THAN VOCATIONAL CECs) IN 2012 AND 2013

## COURSE

Ceramics  
Computer Applications  
English Studies  
Photography  
Sport, Lifestyle and Recreation Studies  
Visual Design

Exclusions applying to Content Endorsed Courses are listed in the course descriptions in part 2 of this booklet with the relevant CEC course description.

### **TAFE Delivered HSC Courses for Schools**

Courses listed in the yellow section are proposed for 2013. Students **MUST** see Mr Griffiths to obtain an application form. The completed application is due back to Mr Griffiths by 8<sup>th</sup> August 2012.

# What Choices Do I Have?

Higher School Certificate



Higher School Certificate  
with ATAR

*Please note that the University Admission Index (UAI) has changed to the Australian Tertiary Admission Rank (ATAR) from June 2009*

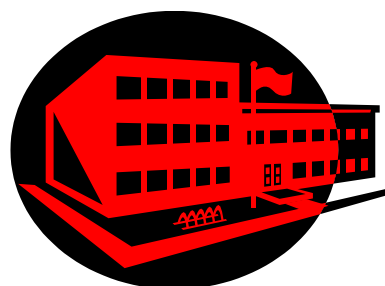
Higher School  
Certificate

Higher School Certificate  
with  
Australian Tertiary Admission Rank

- You ONLY need to gain a ATAR if you plan to
  - apply to study at University immediately after Year 12

70% of Higher School Certificate Students do NOT go directly to university from school

TAFE does NOT use the ATAR as a way of selecting students for courses

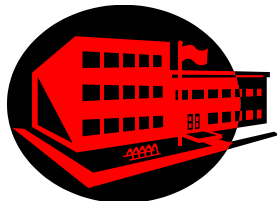


# 1. Higher School Certificate

Apprenticeship



TAFE



University



Work



Students who do not require an Australian Tertiary Admission Rank (ATAR) with their HSC, will usually choose a combination of Board Developed and Board Endorsed Courses - whatever suits their career goals.

## **REMEMBER: you MUST choose:**

- **Minimum of 12 units**
- **Minimum of 6 units of Board Developed courses**
- **Minimum of 4 subjects**
- **Maximum 6 units of Science**

## **POSSIBLE CHOICES -**

1. Board Developed Courses
2. Vocational Education and Training (VET) courses. Students may choose from Board Developed Industry Curriculum Framework courses - that can be studied at Erskine Park High School, TAFE, or in a "cluster" class at St Clair High School, St Marys Senior High School or Colyton High School.
3. TAFE Delivered HSC Courses for Schools - subjects that are not within the Industry curriculum frameworks. These courses are designed to meet student interest in a variety of career areas. Students who successfully complete these courses receive both HSC and TAFE qualifications.
4. Board Endorsed Courses. These are courses that the Board of Studies has approved (endorsed) for study by students in either Year 11 or Year 12. They cover a wide range of interest areas including specific career pathways.

**NOTE:** This pattern of study does NOT prevent students from attending University at a later date as Mature Age Students.

## 2. Higher School Certificate and ATAR



University



NSW Police

This pattern of study is chosen by students who wish to enter University, OR join the NSW Police Service IMMEDIATELY after their HSC; or those students who wish to keep their options open if they are not sure of their future directions at this stage.

To be eligible for an ATAR, students MUST satisfy BOTH the Board of studies HSC Pattern of Study requirements AND additional University determined patterns of study -

Minimum	10 Units Board Developed
Minimum	2 Units English
Minimum	4 subjects
Maximum	6 units of Science
Maximum	2 Units Category B Subject

Category B Courses	
Course Name	Unit Value
Accounting <sup>1</sup>	2
Automotive	2
Business Services <sup>2</sup>	2
Construction (240 hours) <sup>2</sup>	2
Electrotechnology <sup>1</sup>	2
Entertainment	2
Information Technology Support (240 hours) <sup>2</sup>	2
Metal and Engineering (240 hours) <sup>2</sup>	2
Primary Industries(240 hours) <sup>2</sup>	2
Retail Services (240 hours) <sup>2</sup>	2
Hospitality (240 hours) <sup>2</sup>	2
Tourism (240 hours) <sup>2</sup>	2

### Notes:

1. These are Board Developed courses delivered by TAFE.
2. These are 240 hour Vocational Education and training (VET) courses. An optional written examination will be offered for the HSC. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. #Subject to the ATAR rules.

**REMEMBER: VET BOARD DEVELOPED CURRICULUM FRAMEWORK COURSES CAN CONTRIBUTE TO THE ATAR CALCULATION.**

# HIGHER SCHOOL CERTIFICATE

## 2001 Course Report

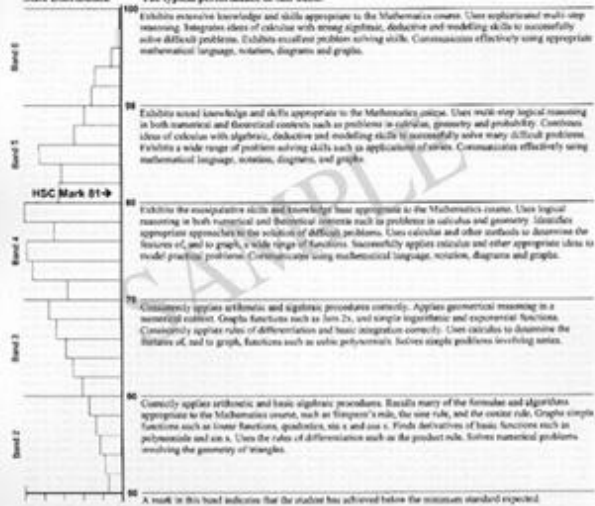


### Mathematics Sample Student

Examination Mark: 82

Assessment Mark: 79

#### State Distribution



The candidature of this course was 25,196.

Student Number: 11043542



Dated at Sydney on 31st December 2001

Issued by the Board of Studies without alteration or error

*Jason Stanley*  
President

Jelena – Enter HSC Information Booklet here.

# HIGHER SCHOOL CERTIFICATE

## Record of Achievement



This is to certify that **Sample Student of Sample High School** has received the results shown below.

2001 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 unit Chemistry	72/100	77/100	75	4
2 unit English Standard	74/100	75/100	76	4
2 unit Mathematics	82/100	79/100	81	5
2 unit Mathematics Extension 1	20/50	35/50	37	6B
2 unit Personal Development, Health and Physical Education	72/100	78/100	75	4
2 unit Information Technology Information Technology Examination	82/100	N/A	83	5

2000 Board Developed Courses (Preliminary)
2 unit Chemistry
2 unit English Standard
2 unit Mathematics
1 unit Mathematics Extension
2 unit Modern History
2 unit Personal Development, Health and Physical Education
2 unit Information Technology

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

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Student Number: 11043542

Dated at Sydney on 31st December 2001

Issued by the Board of Studies without alteration or error

*Jason Stanley*  
President

# Good Luck With Your Decisions!

*Remember, the more you research, the more informed your decisions will be.*

*Students who put lots of time, thought and effort into their research and decisions are usually the winners.*

*The following pages offer information about the subjects which MAY be available for Year 11.*

Read these pages CAREFULLY

## **Go For It!**



EVERY EFFORT WILL BE MADE TO SATISFY THE CHOICES OF THE MAXIMUM NUMBER OF STUDENTS.

# Now You Have Read the Book...:

(1) What career/s are you interested in?

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(2) What subjects do these careers require?

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(3) What subjects are you good at?

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(4) What subjects do you like?

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NOTE: This information should be your guide to  
Completing your Preliminary Subject Selection Sheet.  
Discuss this with your PC Teacher, another staff member, parents/ guardians  
and/ or Careers Adviser.

# **Board Developed Courses**

The following courses  
(including VET Courses) are  
Board Developed and may  
contribute to the calculation of  
the ATAR

## HSC Course Descriptions

<b>Course:</b> <b>Aboriginal Studies</b>	<b>Course No:</b> 15000
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part I: Aboriginality and the Land (20%)</b> <ul style="list-style-type: none"> <li>○ Aboriginal peoples' relationship to Country</li> <li>○ Dispossession and dislocation of Aboriginal peoples from Country</li> <li>○ Impact of British colonisation on Country</li> </ul> </li> <li>• <b>Part II: Heritage and Identity (30%)</b> <ul style="list-style-type: none"> <li>○ The Dreaming and cultural ownership</li> <li>○ Diversity of Aboriginal cultural and social life</li> <li>○ Impact of colonisation on Aboriginal cultures and families</li> <li>○ Impact of racism and stereotyping</li> </ul> </li> <li>• <b>Part III: International Indigenous Community: Comparative Study (25%)</b> <ul style="list-style-type: none"> <li>○ Location, environment and features of an international Indigenous community</li> <li>○ Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity</li> </ul> </li> <li>• <b>Part IV: Research and Inquiry Methods: Local Community Case Study (25%)</b> <ul style="list-style-type: none"> <li>○ Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information</li> </ul> </li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part I – Social Justice and Human Rights Issues (50%)</b> <ul style="list-style-type: none"> <li>○ <b>A Global Perspective (20%)</b> Global understanding of human rights and social justice</li> <li><b>AND</b></li> <li>○ <b>B Comparative Study (30%)</b> A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence</li> </ul> </li> <li>• <b>Part II – Case Study of an Aboriginal community for each topic (20%)</b> <ul style="list-style-type: none"> <li>○ <b>A Aboriginality and the Land</b> – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses</li> <li><b>OR</b></li> <li>○ <b>B Heritage and Identity</b> – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</li> </ul> </li> <li>• <b>Part III – Research and Inquiry Methods – Major Project (30%)</b> Choice of project topic based on student interest.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>HSC Ancient History</b>	<b>Course No:</b> 15020
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.</p> <p>The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part 1: Introduction</b> <ul style="list-style-type: none"> <li>○ Investigating the past: History, Archaeology and Science</li> <li>○ Case Studies (at least ONE)</li> </ul> </li> <li>• <b>Part II: Studies of Ancient Societies, Sites and Sources</b> <ul style="list-style-type: none"> <li>○ At least ONE study to be chosen.</li> </ul> </li> <li>• <b>Part III: Historical Investigation</b> <ul style="list-style-type: none"> <li>○ The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</li> </ul> </li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part I: Core Study:</b> Cities of Vesuvius – Pompeii and Herculaneum (25%)</li> <li>• <b>Part II:</b> ONE Ancient Society (25%)</li> <li>• <b>Part III:</b> ONE Personality in their Times (25%)</li> <li>• <b>Part IV:</b> ONE Historical Period (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Biology</b>	<b>Course No:</b> 15030
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Senior Science (Preliminary only)
<p><b>Course Description</b>            Biology is the study of living organisms, life processes and interactions between organisms and their environment.</p> <p>The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.</p> <p>The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b>            Biology Skills Module 8.1  <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• A Local Ecosystem</li> <li>• Patterns in Nature</li> <li>• Life on Earth</li> <li>• Evolution of Australian Biota</li> </ul> <p><b>HSC Course</b>            Biology Skills Module 9.1  <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Maintaining a Balance</li> <li>• Blueprint of Life</li> <li>• The Search for Better Health</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Biotechnology</li> <li>• Genetics: The Code Broken?</li> <li>• The Human Story</li> <li>• Biochemistry</li> </ul>	
<p><b>Particular Course Requirements</b>            Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Business Studies</b>	<b>Course No:</b> 15040
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of business (20%) – the role and nature of business</li> <li>• Business management (40%) – the nature and responsibilities of management</li> <li>• Business planning (40%) – establishing and planning a small to medium enterprise</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations (25%) – strategies for effective operations management</li> <li>• Marketing (25%) – development and implementation of successful marketing strategies</li> <li>• Finance (25%) – financial information in the planning and management of business</li> <li>• Human resources (25%) – human resource management and business performance</li> </ul>	

## HSC Course Descriptions

<b>Course:</b> <b>Chemistry</b>	<b>Course No:</b> 15050
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Senior Science (Preliminary only)
<p><b>Course Description</b></p> <p>Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.</p> <p>The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students' understanding of the Earth's resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.</p> <p>The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> Chemistry Skills Module 8.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• The Chemical Earth</li> <li>• Metals</li> <li>• Water</li> <li>• Energy</li> </ul> <p><b>HSC Course</b> Chemistry Skills Module 9.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Production of Materials</li> <li>• The Acidic Environment</li> <li>• Chemical Monitoring and Management</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>• Industrial Chemistry</li> <li>• Shipwrecks, Corrosion and Conservation</li> <li>• The Biochemistry of Movement</li> <li>• The Chemistry of Art</li> <li>• Forensic Chemistry</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1.</p> <p>Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

## HSC Course Descriptions

<b>Course:</b> Chinese Beginners	<b>Course No:</b> 15540
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Exclusions:</b> Chinese Continuers; Chinese Extension; Heritage Chinese (Mandarin); Chinese Background Speakers Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's <i>ACE Manual</i>.</p>	
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Chinese-speaking communities</i>, provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p>	
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li>▪ Family life, home and neighbourhood</li> <li>▪ People, places and communities</li> <li>▪ Education and work</li> <li>▪ Friends, recreation and pastimes</li> <li>▪ Holidays, travel and tourism</li> <li>▪ Future plans and aspirations.</li> </ul>	
<b>Particular Course Requirements:</b> Nil	

## HSC Course Descriptions

<b>Course:</b> <b>Community and Family Studies</b>	<b>Course No:</b> 15060
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b> Select <b>one</b> of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>• <b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<p><b>Particular Course Requirements</b> Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	

## HSC Course Descriptions

<b>Course:</b> Dance	<b>Course No:</b> 15070
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<b>Preliminary Course</b> Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: <ul style="list-style-type: none"><li>• Performance (40%)</li><li>• Composition (20%)</li><li>• Appreciation (20%)</li><li>• Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).</li></ul>	
<b>HSC Course</b> Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology <ul style="list-style-type: none"><li>• Core (60%) Performance 20%, Composition 20%, Appreciation 20%</li><li>• Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.</li></ul>	
<b>Particular Course Requirements</b> The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.  The published <i>Course Prescriptions</i> , which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.	

## HSC Course Descriptions

<b>Course:</b> Drama	<b>Course No:</b> 15090
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p><b>Course Description</b></p> <p>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary Course</b> Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC Course</b> Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Improvisation, Playbuilding, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Earth and Environmental Science</b>	<b>Course No:</b> 15100
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Senior Science (Preliminary only)
<p><b>Course Description</b>  Earth and Environmental Science is the study of the planet Earth, its processes and its environment.</p> <p>The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students' understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.</p> <p>The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b>  Earth and Environmental Science Skills Module 8.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Planet Earth and Environment <ul style="list-style-type: none"> <li>○ A Five Thousand Million Year Journey</li> </ul> </li> <li>• The Local Environment</li> <li>• Water Issues</li> <li>• Dynamic Earth</li> </ul> <p><b>HSC Course</b>  Earth and Environmental Science Skills Module 9.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Tectonic Impacts</li> <li>• Environments Through Time</li> <li>• Caring for the Country</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>• Introduced Species and the Australian Environment</li> <li>• Organic Geology – A Non-renewable Resource</li> <li>• Mining and the Australian Environment</li> <li>• Oceanography</li> </ul>	
<p><b>Particular Course Requirements</b>  Each module specifies content which provides opportunities for students to achieve the Earth and Environmental Science skill outcomes. Earth and Environmental Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Earth and Environmental Science skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes field experience in the identification of landforms, rocks and soil types, as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Economics</b>	<b>Course No:</b> 15110
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>  Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Economics – the nature of economics and the operation of an economy</li> <li>• Consumers and Business – the role of consumers and business in the economy</li> <li>• Markets – the role of markets, demand, supply and competition</li> <li>• Labour Markets – the workforce and role of labour in the economy</li> <li>• Financial Markets – the financial market in Australia including the share market</li> <li>• Government in the Economy – the role of government in the Australian economy.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Global Economy – Features of the global economy and globalisation</li> <li>• Australia's Place in the Global Economy – Australia's trade and finance</li> <li>• Economic Issues – issues including growth, unemployment, inflation, wealth and management.</li> <li>• Economic Policies and Management – the range of policies to manage the economy.</li> </ul>	

## HSC Course Descriptions

<b>Course:</b> <b>English (Standard)</b>	<b>Course No:</b> 15130
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> English (Advanced); English (ESL); English (Extension)
<p><b>Course Description</b></p> <p>In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.</p> <p>In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li>• Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</li> <li>• Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.</li> </ul> <p><b>HSC Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of three Modules A, B and C.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English (Standard) Course</b> students are required to:</p> <ul style="list-style-type: none"> <li>• study Australian and other texts</li> <li>• explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts</li> <li>• undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</li> <li>• integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</li> <li>• engage in the integrated study of language and text.</li> </ul> <p><b>HSC English (Standard) Course requires the close study of:</b></p> <ul style="list-style-type: none"> <li>• at least four types of prescribed text, one drawn from <b>each</b> of the following categories: prose fiction; drama; poetry; nonfiction <b>or</b> film <b>or</b> media <b>or</b> multimedia texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	

## HSC Course Descriptions

<b>Course:</b> <b>English (Advanced)</b>	<b>Course No:</b> 15140
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> English (Standard); Fundamentals of English; English (ESL)
<p><b>Course Description</b></p> <p>In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li>• Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</li> <li>• Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.</li> </ul> <p><b>HSC Course</b> – The course has two sections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules A, B and C.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English (Advanced) Course</b> students are required to:</p> <ul style="list-style-type: none"> <li>• study Australian and other texts</li> <li>• explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts</li> <li>• undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts</li> <li>• integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</li> <li>• engage in the integrated study of language and text.</li> </ul> <p><b>HSC English (Advanced) Course</b> requires the close study of:</p> <ul style="list-style-type: none"> <li>• at least <b>five</b> types of prescribed text, one drawn from <b>each</b> of the following categories: Shakespearean drama; prose fiction; drama <b>or</b> film; poetry; nonfiction <b>or</b> media <b>or</b> multimedia texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul>	

## HSC Course Descriptions

<p><b>Courses:</b> Preliminary English Extension HSC English Extension 1, HSC English Extension 2</p>	<p><b>Course No:</b> <b>Course No:</b> HSC English Extension 1 – 15160 <b>Course No:</b> HSC English Extension 2 – 15170</p>
<p>1 unit of study for each of Preliminary and HSC</p> <p><b>Prerequisites</b> (a) English (Advanced) (b) Preliminary English (Extension) is a prerequisite for English Extension Course 1 (c) English Extension Course 1 is a prerequisite for English Extension Course 2</p> <p><b>Exclusions:</b> English (Standard); Fundamentals of English; English (ESL)</p>	
<p><b>Course Description</b></p> <p>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.</p> <p>In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.</p> <p>In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary English (Extension) Course</b> The course has one mandatory section: Module: Texts, Culture and Value.</p> <p><b>HSC English Extension Course 1</b> The course has one section. Students must complete one elective chosen from one of the three modules offered for study:</p> <ul style="list-style-type: none"> <li>• Module A: Genre</li> <li>• Module B: Texts and Ways of Thinking</li> <li>• Module C: Language and Values.</li> </ul> <p><b>HSC English Extension Course 2</b> The course requires students to complete a Major Work.</p>	
<p><b>Particular Course Requirements</b></p> <p>In the <b>Preliminary English (Extension) Course</b> students are required 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.</p> <p><b>HSC English Extension Course 1</b> requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).</p> <p><b>HSC English Extension Course 2</b> requires completion of a Major Work and a statement of reflection.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>English Studies</b>	<b>Course No:</b>
2 units for each of Preliminary and HSC years Content Endorsed Course	<b>Exclusions:</b> English (Standard); English (Advanced); English (ESL); English (Extension)
<p><b>Course Entry Guidelines</b></p> <p>This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.</p> <p>Students considering choosing the course should be advised that:</p> <ul style="list-style-type: none"> <li>• <i>English Studies</i> is a Stage 6 Content Endorsed Course with no HSC examination.</li> <li>• Satisfactory completion of <i>English Studies</i> as part of the pilot program will fulfil English pattern-of-study requirements for the Higher School Certificate. <i>English Studies</i> will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.</li> <li>• Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).</li> </ul>	
<p><b>Course Description</b></p> <p>In the <i>English Studies</i> course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> (120 indicative hours):</p> <ul style="list-style-type: none"> <li>• The module 'Achieving through English – English and the worlds of education, careers and community' is mandatory in the Preliminary course.</li> <li>• Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module.</li> </ul> <p><b>HSC Course</b> (120 indicative hours):</p> <ul style="list-style-type: none"> <li>• The module 'We are Australians – English in citizenship, community and cultural identity' is mandatory in the HSC course.</li> <li>• Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module.</li> </ul> <p>The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.</p> <p>Schools may develop and offer one 20-hour module of their own design for the Preliminary year.</p>	
<p><b>Particular Course Requirements</b></p> <p>In each of the <b>Preliminary</b> and <b>HSC</b> courses students are required to:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts</li> <li>• undertake study of at least one substantial print text and at least one substantial multi-modal text</li> <li>• be involved in planning, research and presentation activities as part of one individual and/or one collaborative project</li> <li>• engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions</li> <li>• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.</li> </ul>	

## HSC Course Descriptions

<b>Course:</b> <b>Food Technology</b>	<b>Course No:</b> 15180
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Geography</b>	<b>Course No:</b> 15190
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Biophysical Interactions – how biophysical processes contribute to sustainable management.</li> <li>• Global Challenges – geographical study of issues at a global scale.</li> <li>• Senior Geography Project – a geographical study of student's own choosing.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Ecosystems at Risk – the functioning of ecosystems, their management and protection.</li> <li>• Urban Places – study of cities and urban dynamics.</li> <li>• People and Economic Activity – geographic study of economic activity in a local and global context.</li> </ul> <p><b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p><b>Particular Course Requirements</b></p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Industrial Technology</b>	<b>Course No:</b> 15200
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<p><b>Course Description</b></p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)</li> <li>• Production – display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul> <p><b>HSC Course</b></p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>○ Design, Management and Communication</li> <li>○ Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Information Processes and Technology</b>	<b>Course No:</b> 15210
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Computing Applications CEC
<p><b>Course Description</b>            Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Information Skills and Systems (20%)</li> <li>• Tools for Information Processes (50%)</li> <li>• Developing Information Systems (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Project Management (20%)</li> <li>• Information Systems and Databases (20%)</li> <li>• Communication Systems (20%)</li> <li>• Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.</li> </ul>	
<p><b>Particular Course Requirements</b>            There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p> <p>The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Legal Studies</b>	<b>Course No:</b> 15220
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Part I – The Legal System (40% of course time)</li> <li>• Part II – The Individual and the Law (30% of course time)</li> <li>• Part III – The Law in Practice (30% of course time)</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and Part II.</b></p> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Core Part I: Crime (30% of course time)</li> <li>• Core Part II: Human Rights (20% of course time)</li> <li>• Part III: Two options (50% of course time)</li> </ul> <p><b>Two</b> options are chosen from:</p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order.</li> </ul> <p>Each topic's <b>themes and challenges</b> should be integrated into the study of the topic.</p>	
<p><b>Particular Course Requirements</b></p> <p>No special requirements</p>	

## HSC Course Descriptions

<b>Course:</b> <b>General Mathematics</b>	<b>Course No:</b> 15230
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Prerequisites:</b> For students who intend to study the General Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>, particularly the Patterns and Algebra topics and <i>Trigonometry</i>, if not all of the content.</p> <p><b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with General Mathematics.</p>	
<p><b>Course Description</b></p> <p>General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>The course is fully prescribed, and is designed to support TAFE and other vocational courses. 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.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"><li>• Financial Mathematics</li><li>• Data Analysis</li><li>• Measurement</li><li>• Probability</li><li>• Algebraic Modelling</li></ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"><li>• Financial Mathematics</li><li>• Data Analysis</li><li>• Measurement</li><li>• Probability</li><li>• Algebraic Modelling</li></ul>	

## HSC Course Descriptions

<b>Course:</b> <b>Mathematics</b>	<b>Course No:</b> 15240
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p><b>Prerequisites:</b> For students who intend to study the Mathematics course, it is recommended that they study the topics <i>Real Numbers</i>, <i>Algebraic Techniques</i> and <i>Coordinate Geometry</i> as well as at least some of <i>Trigonometry</i> and <i>Deductive Geometry</i> from Stage 5.3 (identified by §) of <i>Mathematics Years 7–10 Syllabus</i>, if not all of the content.</p> <p><b>Exclusions:</b> General Mathematics</p>	
<p><b>Course Description</b></p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"><li>• Basic arithmetic and algebra</li><li>• Real functions</li><li>• Trigonometric ratios</li><li>• Linear functions</li><li>• The quadratic polynomial and the parabola</li><li>• Plane geometry – geometrical properties</li><li>• Tangent to a curve and derivative of a function</li></ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"><li>• Coordinate methods in geometry</li><li>• Applications of geometrical properties</li><li>• Geometrical applications of differentiation</li><li>• Integration</li><li>• Trigonometric functions</li><li>• Logarithmic and exponential functions</li><li>• Applications of calculus to the physical world</li><li>• Probability</li><li>• Series and series applications</li></ul>	

## HSC Course Descriptions

<b>Course:</b> <b>Mathematics Extension 1</b>	<b>Course No:</b> 15250
<p>1 unit in each of Preliminary (<i>Preliminary Mathematics Extension</i>) and HSC Board Developed Course</p> <p><b>Prerequisites:</b> For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms</i>, and <i>Circle Geometry of Mathematics Years 7–10 Syllabus</i>.</p> <p><b>Exclusions:</b> General Mathematics</p>	
<p><b>Course Description</b></p> <p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Other inequalities</li> <li>• Further geometry</li> <li>• Further trigonometry</li> <li>• Angles between two lines</li> <li>• Internal and external division of lines into given ratios</li> <li>• Parametric representation</li> <li>• Permutations and combinations</li> <li>• Polynomials</li> <li>• Harder applications of the Mathematics Preliminary course topics</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Methods of integration</li> <li>• Primitive of <math>\sin^2 x</math> and <math>\cos^2 x</math></li> <li>• Equation <math>\frac{dN}{dt} = k(N - P)</math></li> <li>• Velocity and acceleration as a function of <math>x</math></li> <li>• Projectile motion</li> <li>• Simple harmonic motion</li> <li>• Inverse functions and inverse trigonometric functions</li> <li>• Induction</li> <li>• Binomial theorem</li> <li>• Further probability</li> <li>• Iterative methods for numerical estimation of the roots of a polynomial equation</li> <li>• Harder applications of Mathematics HSC course topics</li> </ul>	

## HSC Course Descriptions

<b>Course:</b> <b>HSC Modern History</b>	<b>Course No:</b> 15270
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.</p> <p>The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part 1:</b> Case Studies (50%)</li> <li>• At least TWO Case Studies should be undertaken (see below).</li> <li>• <b>Part II:</b> Historical Investigation (20%)</li> <li>• The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.</li> <li>• <b>Part III: Core Study:</b> The World at the Beginning of the C20th (30%)</li> <li>• A source-based approach is to be used.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part I: Core Study:</b> World War I: 1914–1919: A source-based study (25%)</li> <li>• <b>Part II:</b> ONE National Study (25%)</li> <li>• <b>Part III:</b> ONE Personality in the C20th (25%)</li> <li>• <b>Part IV:</b> ONE International Study in Peace and Conflict (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, <b>one Case Study</b> must be from Europe, North America or Australia (see list A on p.18 of the syllabus).</p> <p><b>One Case Study</b> must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).</p> <p>The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Music 1</b>	<b>Course No:</b> 15290
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Music 2
<p><b>Course Description</b>            In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p><b>Main Topics Covered</b>            Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</p>	
<p><b>Particular Course Requirements</b>  <b>HSC course</b>            In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the three topics studied in the course.</p> <p>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.</p>	

## HSC Course Descriptions

<b>Course:</b> Music 2	<b>Course No:</b> 15300
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Music 1
<p><b>Course Description</b>            In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p><b>Main Topics Covered</b></p> <p>Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.</p> <p>In the Preliminary course, the Mandatory Topic is Music 1600–1900.</p> <p>In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).</p>	
<p><b>Particular Course Requirements</b></p> <p>In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.</p> <p>All students will be required to develop a composition portfolio for the core composition.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Personal Development, Health and Physical Education</b>	<b>Course No:</b> 15320
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul> <p><b>HSC Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In addition to core studies, students select <b>two</b> options in each of the Preliminary and HSC courses.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Physics</b>	<b>Course No:</b> 15330
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Senior Science (Preliminary only)
<p><b>Course Description</b>            Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.</p> <p>The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the mechanisms that maintain the physical conditions of planet Earth.</p> <p>The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b>            Physics Skills Module 8.1  <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• The World Communicates</li> <li>• Electrical Energy in the Home</li> <li>• Moving About</li> <li>• The Cosmic Engine</li> </ul> <p><b>HSC Course</b>            Physics Skills Module 9.1  <b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Space</li> <li>• Motors and Generators</li> <li>• From Ideas to Implementation</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>• Geophysics</li> <li>• Medical Physics</li> <li>• Astrophysics</li> <li>• From Quanta to Quarks</li> <li>• The Age of Silicon</li> </ul>	
<p><b>Particular Course Requirements</b>            Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1.</p> <p>Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Senior Science</b>	<b>Course No:</b> 15340
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics
<p><b>Course Description</b></p> <p>The Preliminary course incorporates the study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It examines issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.</p> <p>The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.</p> <p>The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environment Science or Physics to a maximum of six units. Students who are undertaking the Senior Science HSC course must have satisfactorily completed the Preliminary course in Senior Science or Biology or Chemistry or Earth and Environmental Science or Physics.</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b> Senior Science Skills Module 8.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Water for Living</li> <li>• Plants</li> <li>• Humans at Work</li> <li>• The Local Environment</li> </ul> <p><b>HSC Course</b> Senior Science Skills Module 9.1</p> <p><b>Core Modules</b></p> <ul style="list-style-type: none"> <li>• Lifestyle Chemistry</li> <li>• Medical Technology – Bionics</li> <li>• Information Systems</li> </ul> <p><b>One Option from the following modules:</b></p> <ul style="list-style-type: none"> <li>• Polymers</li> <li>• Preservatives and Additives</li> <li>• Pharmaceuticals</li> <li>• Disasters</li> <li>• Space Science</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1.</p> <p>The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Society and Culture</b>	<b>Course No:</b> 15350
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>            Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
<p><b>Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• The Social and Cultural World – the interaction between aspects of society and cultures</li> <li>• Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings.</li> <li>• Intercultural Communication – how people in different cultures interact and communicate.</li> </ul> <p><b>HSC Course</b></p> <p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country</li> <li>• The Personal Interest Project – an individual research project.</li> </ul> <p><b>Depth Studies</b>            Two to be chosen from:</p> <ul style="list-style-type: none"> <li>• Popular Culture – the interconnection between individuals and popular culture</li> <li>• Belief Systems – role of belief systems in societies, cultures and personal life</li> <li>• Equality and Difference – the nature of equality and difference in societies and cultures</li> <li>• Work and Leisure – the nature and role of work and leisure in society.</li> </ul>	
<p><b>Particular Course Requirements</b>            Completion of Personal Interest Project.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Textiles and Design</b>	<b>Course No:</b> 15390
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016
<p><b>Course Description</b></p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%).</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

## HSC Course Descriptions

<b>Course:</b> <b>Visual Arts</b>	<b>Course No:</b> 15400
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<p><b>Course Description</b></p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>• the role and function of artists, artworks, the world and audiences in the art world</li> <li>• the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• how students may develop meaning and focus and interest in their work</li> <li>• building understandings over time through various investigations and working in different forms.</li> </ul> <p><b>HSC Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• how students may develop their practice in artmaking, art criticism, and art history</li> <li>• how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>• how students may further develop meaning and focus in their work.</li> </ul>	
<p><b>Particular Course Requirements</b></p> <p><b>Preliminary Course:</b></p> <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a process diary</li> <li>• a broad investigation of ideas in art making, art criticism and art history.</li> </ul> <p><b>HSC Course:</b></p> <ul style="list-style-type: none"> <li>• development of a body of work and use of a process diary</li> <li>• a minimum of five Case Studies (4–10 hours each)</li> <li>• deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	

# Board Endorsed Courses

There are two types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses.

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

## HSC Course Descriptions

### **Course: Ceramics**

Content Endorsed Course

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

#### **Course Description**

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

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

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

#### **Main Topics Covered**

##### **Modules include:**

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media.

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

#### **Particular Course Requirements**

Students are required to keep a diary throughout the course.

## HSC Course Descriptions

### **Course:** **Computing Applications**

Content Endorsed Course

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

#### **Course Description**

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

Computing and related information is a 'hands-on' skills based course aimed at developing the student's abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

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

## HSC Course Descriptions

### **Course: Photography, Video and Digital Imaging**

Content Endorsed Course

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

#### **Course Description**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will 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. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

#### **Main Topics Covered**

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

#### **Particular Course Requirements**

Students are required to keep a diary throughout the course.

## HSC Course Descriptions

### **Course:** Sport, Lifestyle and Recreation Studies

Content Endorsed Course

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

#### **Course Description**

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

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

Through the course students will develop:

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

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

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

## HSC Course Descriptions

### **Course: Visual Design**

Content Endorsed Course

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

#### **Course Description**

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

#### **Main Topics Covered**

Modules may be selected in any of the four broad fields of:

- graphic design
- wearable design
- product design
- interior/exterior design.

The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

#### **Particular Course Requirements**

Students are required to keep a diary throughout the course.

**WESTERN SYDNEY REGION**

NEW SOUTH WALES

DEPARTMENT OF EDUCATION AND COMMUNITIES

**Vocational Education and  
Training (VET) Course  
Information  
For 2012/13**

# CONSTRUCTION

## INDUSTRY CURRICULUM FRAMEWORK

### Why study Construction?

Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

### Working in the construction industry involves:

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



### Samples of occupations students can aim for in the construction industry:

- |               |                |
|---------------|----------------|
| ✓ building    | ✓ plastering   |
| ✓ bricklaying | ✓ roofing      |
| ✓ carpentry   | ✓ shop fitting |
| ✓ concreting  | ✓ sign writing |
| ✓ glazing     | ✓ tiling       |
| ✓ joinery     |                |



### Course description:

This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units plus a range of elective units from the General Construction sector.

A mandatory WorkCover NSW approved general OH&S induction-training program, as well as a work activity OH&S training and site-specific OH&S training must be completed before students are allowed onto a work site.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admissions Rank (ATAR) for university entrance.

### **HSC Course requirements regarding Work Placement:**

Students must complete a minimum of 70 hours of mandatory work placement.

### Recognition of Prior Learning:

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

### **Course costs: \$90 (Preliminary) + \$50 (HSC)**

**Course requirements:** Sturdy footwear  
Personal protective equipment  
A4 display folder

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

## Course structure: Construction (240 indicative hours)

Core Units	
CPCCOHS2001A	Apply OH&S requirements, policies and procedures in the construction industry
CPCCCM1002A	Work effectively and sustainably in the construction industry.
CPCCCM1003A	Plan & organise work.
CPCCCM1004A	Conduct workplace communication
CPCCCM1005A	Carry out measurements and calculations.
CPCCCM2001A	Read and interpret plans and specifications.
CPCCCA2002A	Use carpentry tools and equipment.
CPCCOHS1001A	Work safely in the construction industry.

Elective Units	
CPCCCA2001A	Handle carpentry materials
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCM2004A	Handle construction materials
CPCCCM2006A	Apply basic levelling procedures
CPCCCM2009A	Carry out basic demolition
BCCCM2004B	Drain and dewater site
CPCCSP2003A	Prepare surfaces for plastering
CPCCWF2002A	Use wall and floor tiling tools and equipment

Depending on competencies chosen, full or part qualifications from the General Construction Training Package (BSG03) are available in general construction; bricklaying/ block-laying; carpentry; concreting; painting and decorating; and wall and floor tiling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

### The qualifications available through the Construction Curriculum Framework are:

- **Certificate II in Construction Pathways CPC20208**

For more information on possible outcomes please visit the Board of Studies NSW website:

<http://www.boardofstudies.nsw.edu.au>

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

# HOSPITALITY

## INDUSTRY CURRICULUM FRAMEWORK

### 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.

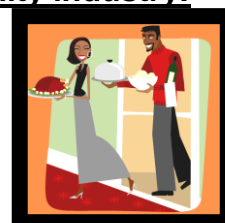
### Working in the hospitality industry involves:

- 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:

- ✓ chef
- ✓ events coordinator
- ✓ bar assistant
- ✓ 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, food and beverage, front office, housekeeping and sales/office operations.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

### HSC Course Requirements regarding Work Placement:

Students must complete a minimum of 70 hours of mandatory work placement.

### Recognition of Prior Learning:

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**Course costs:** The following items/costs are required for this course:

Food Costs:	<b>\$60 (Preliminary)</b>	<b>\$60 (HSC)</b>
Uniform Purchase:	<b>\$65 (Preliminary)</b>	<b>\$0 (HSC)</b>
Tool Kit Hire:	<b>\$ (Preliminary)</b>	<b>\$ (HSC)</b>

### Course requirements:

- Full chef's uniform including: long sleeve white jacket, white buttons, check pants, chef's hat, apron,
- neckerchief and fully enclosed black leather shoes (flat, non-slip).
- Fully equipped chef's tool kit.

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

**Course Structure: Hospitality (240 indicative hours)**

This course has been revised by the Board of Studies to comply with the new Hospitality Training Package (SIT07).

**CAFE SKILLS STREAM:**

Available in all Schools

<b>Core Units</b>	
SITXCOM001A	Work with colleagues & customers
SITXCOM002A	Work in a socially diverse environment
SITXOHS001A	Follow health, safety & security procedures
SITXOHS002A	Follow workplace hygiene procedures
SITXENV001A	Participate in environmentally sustainable work practices ( import)
SITHIND001A	Develop & update hospitality industry knowledge
SITXCOM004A	Communicate on the telephone
SITHACS006A	Clean premises and equipment
SITHFAB003A	Serve food and beverage to customers
SITHFAB010A	Prepare and serve non alcoholic beverages
SITXFSA001C	Implement food safety procedures
HLTFA301B	Apply first aid (outsourced)
SITHFAB012A	Prepare and serve espresso coffee
SITHIND002A	Apply hospitality skills in the workplace
SIRXCCS001A	Apply point of sale handling procedures
SITXADM002A	Source and Apply Information

**MULTISKILLING STREAM:**

Only available in selected schools

SITXCOM001A	Work with colleagues & customers
SITXCOM002A	Work in a socially diverse environment
SITXOHS001A	Follow health, safety & security procedures
SITXOHS002A	Follow workplace hygiene procedures
SITXENV001A	Participate in environmentally sustainable work practices
SITHIND001A	Develop & update hospitality industry knowledge
SITHACS006A	Clean premises and equipment
SITHFAB003A	Serve food and beverage to customers
SITHFAB010A	Prepare and serve non alcoholic beverages
SITXFSA001C	Implement food safety procedures
SITHIND002A	Apply hospitality skills in the workplace (BOS Elect Qual Comp)
SITHCCC001A	Organise and prepare food
SITXCOM004A	Communicate on the Telephone
SITHCCC002A	Present Food
SITADMIN002A	Source and Present Information
SITHCCC003A	Receive and Store Kitchen Supplies
SITHFAB012A	Prepare and serve espresso coffee

**KITCHEN OPERATIONS STREAM:** Only available in selected schools

<b>Core Units</b>	
SITHIND001A	Develop and update hospitality industry knowledge
SITXCOM001A	Work with colleagues and customers
SITXCOM002A	Work in a socially diverse environment
SITXENV001A	Participate in environmentally sustainable work practices
SITXOHS001A	Follow health, safety and security procedures
SITXOHS002A	Follow workplace hygiene procedures
SITHCCC001A	Organise and prepare food
SITHCCC002A	Present food
SITHCCC004A	Clean and maintain kitchen premises
SITHCCC005A	Use basic methods of cookery
SITXFSA001A	Implement food safety procedures
SITHCCC003A	Receive and store kitchen supplies
SITHCCC006A	Prepare appetisers and salads
SITHCCC007A	Prepare sandwiches
SITHCCC008A	Prepare stocks, soups and sauces
SITHCCC009A	Prepare vegetables, fruit, eggs and farinaceous dishes
SITHCCC027A	Prepare, cook and serve food for food service [holistic unit]

Depending on competencies chosen, full or part qualifications from the Hospitality Training Package are available in commercial cookery or food and beverage. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

**The qualifications available in the Hospitality Curriculum Framework are:**

- **Certificate I in Hospitality (Operations) SIT10207**
- **Certificate II in Hospitality (Operations) SIT20207**
- OR
- **Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations) SIT20307**
- **Certificate II in Hospitality (Kitchen Operations) SIT20307**

For more information on possible outcomes please visit the NSW Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

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

# INFORMATION TECHNOLOGY

## INDUSTRY CURRICULUM FRAMEWORK

### Why study Information Technology (IT)?

IT offers training opportunities to students who are interested in designing web pages, software and games, creating programs, systems and databases, networking computers and finding solutions to technical and software problems.

### Working in the information technology industry involves:

- designing web pages
- networking computers
- supporting computer users
- communicating with clients
- finding solutions to software problems



### Samples of occupations students can aim for in the information technology industry:

- |                         |                             |
|-------------------------|-----------------------------|
| ✓ desktop publisher     | ✓ service technician        |
| ✓ help desk officer     | ✓ software developer        |
| ✓ internet specialist   | ✓ technical support officer |
| ✓ multimedia developer  | ✓ web designer              |
| ✓ network administrator |                             |



### Course description:

This course is based on units of competency, which have been developed by the information technology industry to describe the competencies, skills and knowledge required by workers in the industry. Students concentrate on developing a range of fundamental skills required to prepare them to work effectively in an environment where information technology is used. These include oral and written communication skills, teamwork skills, and efficient use of a range of software application packages, essential computer hardware management and occupational health and safety competencies. An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

### HSC Course requirements regarding Work Placement:

Students must complete work placement of 70 hours.

For the Specialisation Study a minimum of 49 *additional* hours of mandatory work placement must be completed

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**Course costs: \$30 (Preliminary) + \$30 (HSC)**

**Course requirements:** An evidence folder (eg A4 38mm insert binder) and USB flash drive 1GB

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

## Course Structure: Information Technology (240 indicative hours)

Core Units			
BSBCM106A	Follow workplace safety procedures	BSBICAD3218A	Create user documentation
BSBICAU1128A	Operate a personal computer	BSBICAI3020A	Install and optimise operating system software
BSBICAD2012A	Design organisational documents using computing packages (Prerequisite BSBICAU1128A)	BSBICAS3031A	Provide advice to clients
BSBICAU2005A	Operate computer hardware (Prerequisite BSBICAU1128A)	BSBICAS3234A	Care for computer hardware
BSBICAU2006A	Operate computing packages	BSBICAT3025A	Run standard diagnostic tests
BSBICAU2013A	Integrate commercial computing packages	BSBICAU3004A	Apply occupational health and safety procedures
BSBICAU2231A	Use computer operating system	BSBICAB4169A	Use development software and IT tools to build a basic website
BSBICAW2001A	<i>Work effectively in an IT environment</i>	BSBICAS3234A	Care for computer hardware
BSBICAW2002A	Communicate in the workplace	BSBICAS3234A	Care for computer hardware

Depending on competencies chosen, full or part qualifications from the Information and Communication Technology Training Package (ICA05) are available in general information technology; software applications; and network administration. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

### The qualifications available from a study of the Information Technology 240 hour course are:

- Certificate II in Information Technology ICA20105
- Statement of Attainment in partial completion of Certificate II in Information Technology ICA20105
- Statement of Attainment in partial completion of Certificate III in Information Technology ICA30105

### Information Technology Specialisation Study Units (+180 indicative hours)

An additional Specialisation Study course may be available. Examples of electives are listed in the sample course structure below.

Elective Units	
ICAI3021A	Connect internal hardware components
ICAI3110A	Implement system software changes
ICAS3121A	Administer network peripherals
ICAU3019A	Migrate to new technology
ICAU3028A	Customise packaged software applications for clients
ICAU3126A	Use advanced features of computer applications
ICPMM321A	Capture a digital image

**The qualifications possible from a study of the Information Technology (240 hour) course and Specialisation Study (180 hour) are:**

- **Certificate II in Information Technology ICA20105**
- **Certificate III in Information Technology ICA30105**
- **Statement of Attainment in partial completion of Certificate II in Information Technology ICA20105**
- **Statement of Attainment in partial completion of Certificate III in Information Technology ICA30105**

For more information on possible outcomes please visit the NSW Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

# METAL AND ENGINEERING

## INDUSTRY CURRICULUM FRAMEWORK

### Why study Metal and Engineering?

The manufacturing, engineering and related service industries include a wide range of industry sectors. The major industry activities and sectors are metal fabrication, metal manufacturing, aeroskills, metal machining, transport equipment manufacturing, electrical equipment and appliance manufacturing, and industrial machinery and equipment manufacturing.

Most occupations within the industry have been subject to significant change within the last decade. In some areas career paths are converging with those in computer programming.

### Working in the metal and engineering industry involves:

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



### Samples of occupations students can aim for in the metal and engineering industry:

- |                                                                                 |                                           |
|---------------------------------------------------------------------------------|-------------------------------------------|
| ✓ engineering drafts person                                                     | ✓ maintenance fitter                      |
| ✓ engineer (automotive, fabrications, production, plastics, marine, mechanical) | ✓ structural steel and welding supervisor |
| ✓ fitter                                                                        | ✓ toolmaker                               |
| ✓ instrument maker                                                              | ✓ boat builder/ repairer                  |
|                                                                                 | ✓ sailmaker                               |



### Course description:

This course is based on units of competency, which have been developed by the metal, engineering and related service industries to describe the competencies, skills and knowledge required by workers in the industry.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

### HSC Course requirements regarding Work Placement:

Students must complete a minimum of 70 hours of mandatory work placement.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**Course costs: \$40 (Preliminary)**

**\$40 (HSC)**

**Course requirements:** Sturdy footwear  
Personal protective equipment  
A4 display folder

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

## Course Structure: (240 indicative hours)

Core units	
N/A	Manufacturing, engineering and related services industry induction
MEM09002B	Interpret technical drawing
MEM12023A	Perform engineering measurements
MEM12024A	Perform computations
MEM13014A	Apply principles of occupational health and safety in the work environment
MEM14004A	Plan to undertake a routine task
MEM15002A	Apply quality systems
MEM10.24A	Apply quality procedures
MEM16007A	Work with others in a manufacturing, engineering or related environment
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations

Elective Units	
MEM05005B	Carry out mechanical cutting
MEM05004C	Perform routine oxy acetylene welding
MEM05012C	Perform routine manual metal arc welding
MEM05003B	Perform soft soldering
MEM05006B	Perform brazing and/or silver soldering
MEM05007C	Perform manual heating and thermal cutting
MEM05049B	Perform routine gas tungsten arc welding
MEM05051A	Select welding processes
MEM05052A	Apply safe welding practices
MEM03003B	Perform sheet and plate assembly
MEM03001B	Perform manual production assembly
MEM04018B	Perform general woodworking machine operations
MEM07032B	Use workshop machines for basic operations
MEM11011B	Undertake manual handling
MEM12001B	Use comparison and basic measuring devices
MEM12006C	Mark off/out (general engineering)
MEM13001B	Perform emergency first aid
MEM13003B	Work safely with industrial chemicals and materials

Depending on competencies chosen, full or part qualifications from the Metal and Engineering Industry Training Package (MEM05) are available in mechanical, fabrication and electrical/electronic trade; production technology and systems; jewellery manufacture; boating services; and marine craft construction. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

### The qualification through the Metal and Engineering Framework are:

- **Certificate II in Engineering MEM20105**

For more information on possible outcomes please visit the NSW Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

A school-based traineeship or apprenticeship is available in this course, for more information:

<http://www.sbatinnsw.info/>

# PRIMARY INDUSTRIES

## INDUSTRY CURRICULUM FRAMEWORK

### Why study Primary Industries?

Primary Industries provide products and services in response to the demand not only for food and fibre products but also for recreational and leisure activities. These products and services influence the daily lives of all members of society.

### Working in the Primary Industries involves:

- dealing with and caring for animals
- breeding and growing livestock (dairy, beef, sheep, goats, pigs, chickens) crops and grains
- maintaining and using equipment such as tractors, harvesters, bailers and ploughs
- overseeing and managing farming operations
- developing and producing new products and technologies



### Samples of occupations students can aim for in primary industries:

- |                                  |                                          |
|----------------------------------|------------------------------------------|
| ✓ animal attending               | ✓ poultry production                     |
| ✓ beef production                | ✓ horticulture                           |
| ✓ crop production                | ✓ shearing                               |
| ✓ dairy farming                  | ✓ sheep and wool production              |
| ✓ horse care                     | ✓ rural conservation and land management |
| ✓ livestock rearing and breeding |                                          |
| ✓ pest and disease control       |                                          |



### Course description:

The courses are based on units of competency, which have been developed by the agriculture, horticulture, land management and conservation and other primary industries to describe the competencies, skills and knowledge required by workers in the industry.

An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the Australian Tertiary Admission Rank (ATAR) for university entrance.

### HSC Course requirements regarding Work Placement:

All students must complete a minimum of 70 hours of mandatory work placement.

### Recognition of Prior Learning:

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**Course costs: \$20 (Preliminary)**

**\$20 (HSC)**

**Course requirements:** Personal Protective footwear, long sleeve shirt, long pants and hat

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees paid. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course.

## Course Structure: (240 indicative hours)

Core Units		
RTC2209A	Install, maintain and repair fencing	15
RTC2401A	Treat weeds	10
RTC2701A	Follow OHS Procedures	20
RTC2702A	Observe environmental work practices	15
RTC2704A	Provide basic first aid	10
RTC2705A	Work effectively in the industry	15
RTC2706A	Apply chemicals under supervision	25
RTC2801A	Participate in workplace communications	10
RTE2503A	Observe and report on weather	10

Elective Units		
RTC2307A	Operate machinery and equipment	20
RTC2309A	Operate tractors	20
RTE2201A	Carry out basic electric fencing operations	15
RTE2308A	Operate ride-on vehicles	10
RTE2115A	Muster and move livestock	10
RTE2118A	Handle livestock using basic techniques	20
RTE2011A	Assist agricultural crop establishment	15
RTE2029A	Assist agricultural crop maintenance	5

**\* Selected units of competency must be on the RTO Scope of Registration and in the delivery teacher's qualifications.**

Depending on competencies chosen, full or part qualifications are available through the Primary Industries Curriculum Framework. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.

**The qualifications through the Primary Industries Curriculum Framework are:**

- **Certificate II in Rural Operations RTE20703**
- **Certificate II in Agriculture RTE20103**
- **Certificate II in Horticulture RTF20103**

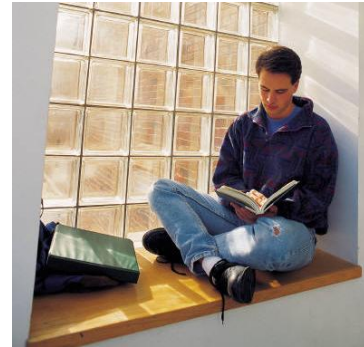
Statements of Attainment in partial completion of these Certificates may also be available.

For more information on possible outcomes please visit the NSW Board of Studies website:  
<http://www.boardofstudies.nsw.edu.au>

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

# TAFE VET (TVET) Courses

## What are TVET Courses?



### TVET courses:

- are vocational courses studied at a TAFE College in Years 11 and 12 as part of your HSC
- count towards both your HSC and a TAFE qualification
- may contribute to your ATAR (UAI)
- can give you a nationally recognised qualification
- allow you to gain work related skills
- may provide advanced standing for TAFE or further education
- are designed for all students
- are available in a variety of industry areas

## Do TVET courses count towards my ATAR?

**Industry Curriculum Framework** courses can contribute to your ATAR. You choose whether or not you want an ATAR. Industry Curriculum Framework courses are based on national training packages in Business Services, Construction, Entertainment, Information Technology, Metal & Engineering, Primary Industries, Retail, Tourism and Hospitality.

### Non-Framework Courses

Accounting counts towards an ATAR.

All other Non-Framework Courses contribute to your HSC but don't give you an ATAR.

### Do you want more information?

Visit the website – <http://wsi.tafensw.edu.au/tvet/courses.aspx> or call 9208 9210

# TAFE VET (TVET) Courses

Erskine Park High School students may select TAFE Delivered HSC Courses for Schools offered at Mt Druitt, Nepean (Penrith and Kingswood), Blacktown, or Nirimba Colleges of TAFE.

Students may choose from –

- Board Developed VET Curriculum Framework courses – which are NOT offered at Erskine Park High School eg Tourism.
- Board Developed course Accounting – only available at TAFE.
- Board Endorsed Courses – which cover a wide range of career interests eg hairdressing, child studies, electrotechnology. These courses are all 2 unit, 1 year courses which students may select in either Year 11 or Year 12.

## A LIST OF CURRENT COURSES WHICH MAY OPERATE IS INCLUDED ON THE FOLLOWING PAGES

Secondary students selecting a TAFE Delivered HSC Course for Schools course will be enrolled in TAFE as regular TAFE students. They will be required to complete Board Developed courses over 7 terms and Board Endorsed courses over 3 terms. This will allow students to complete their courses by the end of Term 3, especially important for students in Year 12.

Participation in these courses involves a commitment of time, study and travel outside of normal school hours. All courses will run *on Monday or Wednesday* afternoons commencing at 1.30pm or 2.00pm and finishing at 5.30pm - 6.00pm. Students who make this subject choice must recognise the commitment they have made.

TAFE may adjust start and finish times from those advertised in to suit availability of staff and rooms.

Students are not required to pay the TAFE Administrative Charge. Textbooks and essential equipment will be supplied. Students must meet their own travel costs.

## What Are the Benefits in studying a TAFE Delivered HSC Courses for Schools Course?

1. TAFE Delivered HSC Courses for Schools courses attract dual accreditation from TAFE and the Board of Studies. Students who successfully complete TAFE Delivered HSC Courses for Schools courses receive TAFE credentials from (college transcript/college statement through to certificate level depending on the course completed).
2. Advanced standing is granted to students who go on to undertake any TAFE Courses containing subjects that they have successfully completed as part of their TAFE Delivered HSC Courses for Schools studies.

### **NOTE:**

1. **INTERESTED STUDENTS MUST SEE MR GRIFFITHS FOR DETAILS AND APPLICATION FORMS.**
2. Students must complete **SEPERATE** application forms for **EACH** TAFE Delivered HSC Courses for Schools course they wish to study.
3. Applying for a course does NOT guarantee entry into that course.
4. Students who select a TAFE Delivered HSC Courses for Schools course **MUST** also select a school course/courses of equal unit value in case their TAFE Delivered HSC Courses for Schools application is not successful.
5. All TAFE Delivered HSC Courses for Schools courses are proposed **ONLY** and are offered subject to funding and the ability to form a class. This information is often received late in the year.



# Erskine Park High School

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## SCHOOL CHARGES – YEARS 11 & 12, 2013

Erskine Park High School relies heavily on the contributions to the school by parents. The purpose of this summary is to inform parents of the purpose and importance of our various charges.

1. **Administration Charge.** This is set at \$50.00 per student per year when they study in Year 11 and then in Year 12 at Erskine Park High School. This has remained unchanged since my arrival as Principal in 2006 and remains half of the figure suggested by the Department of Education and Training. This is called the **Administration Charge**. It is used to allow the school to maintain excellent resources in the library, across school computing and technology spaces and to improve the school environment for your child. Photocopied worksheets and high quality reports and certificates are other uses of this. The support of the school community has historically been very strong and it is our expectation that all parents support our school.

**Parental support in the prompt payment of this charge in the past has ensured the very best education and learning environment at Erskine Park High School.**

2. **Students - Subject Contributions.** There are Subject Contributions which are set and approved by the P&C so as to cover the costs of materials used in the elective courses in Year 11 and 12. This is charged for each relevant course when students undertake studies in Year 11 and then in Year 12 at Erskine Park High School. These charges have remained unchanged since my arrival as Principal in 2006. *Students have a choice to study subjects which require no Subject Contributions.* We utilise these funds to sustain these subjects, their consumable costs and the stimulating activities presented to our students.

Since the school is able to purchase such things as chemicals, timber, metal supplies, paints, seedlings and food in bulk, we are able to make savings and pass these onto the students through the different activities we teach. If these charges are not paid, then the student would be expected to supply the necessary materials himself/ herself in order to participate in those particular learning activities and so meet course requirements.

3. **Support Unit Students - Subject Contributions.** As above, there are Subject Contributions for our Support Unit students who follow a different curriculum structure. This is set at \$90.00 per student per year when they study in Year 11 and then in Year 12 at Erskine Park High School. This has remained unchanged since my arrival as Principal in 2006.

4. **Senior Book Bond.** The Book Bond of \$50.00 is a once off payment at the start of Year 11 for both Year 11 and 12. This mandatory charge allows for the issue of expensive textbooks for senior students. If unpaid, students can be issued with the names and details of texts for their own private purchase. The refund of the Book Bond occurs ONLY if all other financial commitments are met and all obligations to return school resources in a satisfactory condition have been met.

5. **Camps, Excursions and School Sports Carnivals.** These are charged separately per event according to those students attending.

6. **Invoices and Payment Due Dates.** Individual invoiced amounts appear on the reverse of this letter. We would anticipate these amounts being paid by the end of Term 1. Families facing financial difficulties are encouraged to contact myself or the Administration Office Manager, through the school office, so that options/ alternative payment plans can be discussed.

Yours faithfully,

Tim McCallum  
Principal



## SUBJECT CONTRIBUTIONS FOR SENIOR SUBJECTS 2013

(As approved by the Erskine Park High School P&C)

Administration Charges – and Senior Book Bond			
Years 11 and 12 (per year)	\$50.00 each yr	Years 11 and 12 Book Bond (one payment)	\$50.00*

### Subject Contributions

Support	Years 10, 11 and 12	Design and Technology, Agriculture, Visual Arts, Music	\$90.00
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Year 11	Agriculture	Practical consumables	\$20.00
	Biology	Practical consumables	\$15.00
	Chemistry	Practical consumables	\$15.00
	Construction VET	Consumables	\$90.00
	Food Technology	Food consumables	\$40.00
	Hospitality – Food and Beverage	Food consumables	\$60.00
	Hospitality VET Uniform	Uniform cost	\$65.00
	Industrial Tech – Timber	Consumables	\$90.00
	Information Process & Tech	Discs, paper and printing consumables	\$25.00
	Information Technology VET	Discs, paper and printing consumables	\$30.00
	Metal and Engineering VET	Consumables	\$40.00
	Music	Guitar strings, batteries, drum sticks, guitar picks, sheet music, photocopying	\$30.00
	PD/H/PE	Work Booklets/ Elective resources	\$20.00
	Photography	Film and chemicals	\$50.00
	Physics	Practical consumables	\$15.00
	Primary Industries - VET	Practical consumables	\$20.00
	Senior Science	Practical consumables	\$15.00
	SLR	Sport equipment, consumables & sport books	\$15.00
	Textiles and Design	Textiles consumables	\$30.00
	Visual Arts	All art materials required to complete course	\$50.00
Visual Design	All art materials required to complete course	\$50.00	

PLEASE NOTE THAT ALL YEAR 12 SUBJECT CONTRIBUTIONS ARE INVOICED AT THE START OF THE HSC COURSE OF STUDY

Year 12	Agriculture	Practical consumables	\$20.00
	Biology	Practical consumables	\$15.00
	Chemistry	Practical consumables	\$15.00
	Construction VET	Consumables	\$50.00
	Food Technology	Food consumables	\$40.00
	Hospitality – Food and Beverage	Food consumables	\$60.00
	Industrial Tech – Timber	Consumables – excluding major project materials	\$30.00
	Information Process & Tech	Discs, paper and printing consumables	\$25.00
	Information Technology VET	Discs, paper and printing consumables	\$30.00
	Metal and Engineering VET	Consumables	\$40.00
	Music	Guitar strings, batteries, drum sticks, guitar picks, sheet music, photocopying	\$30.00
	PD/H/PE	Work Booklets/ Elective resources	\$25.00
	Photography	Film and chemicals	\$50.00
	Physics	Practical consumables	\$15.00
	Primary Industries - VET	Practical consumables	\$20.00
	Senior Science	Practical consumables	\$15.00
	SLR	Sport equipment consumables	\$15.00
	Textiles and Design	Textiles consumables	\$30.00
	Visual Arts	All art materials required to complete course	\$50.00
	Visual Design	All art materials required to complete course	\$50.00

\* The Book Bond of \$50.00 is a once off payment at the start of Year 11 for both Year 11 and 12. The refund of the Book Bond occurs ONLY if all other financial commitments are met and all obligations to return school resources in a satisfactory condition have been met.

**Please note that students do have the choice in Year 11 to complete courses where no Subject Contributions exist.**