



SENIOR STUDIES COURSE HANDBOOK 2017



Evans River K-12 School
Cypress Street, Evans Head
Ph: 6682 6666
Fax: 6682 6777
www.evansriver.nsw.edu.au

CONTENTS

Studying at Evans River	Page
Course Patterns	3
Requirements for the Award of the HSC	5
Accumulation of the Higher School Certificate	6
Acceleration	6
Australian Tertiary Admission Rank – ATAR	7
Assessment and Reporting	7
Vocational Education and Training (VET)	8
School Based Part Time Traineeships and Apprenticeships	8
Changing Subjects	9
Where to go for help	12

Summary of Courses

Board Developed Courses	14
Board Endorsed Courses	15
STEP program	15, 46
Life Skills HSC	11, 47

Details of Courses

Board Developed & Endorsed Courses	15-45
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Sections of this book have been modelled on a similar publication produced by Northern Beaches Secondary College.

Studying at Evans River

Course Patterns

Our school offers a broad variety of patterns of study to cater for all our students. The patterns you can study include

1. A **HSC with an ATAR** (Australian Tertiary Admission Rank). This is an academic program designed for students who wish to gain entry to a tertiary institution through the ATAR (eg universities)
2. A **HSC without an ATAR**.
3. The **STEP program**. This pathway is generally undertaken by students who are not seeking an HSC. Under certain circumstances students who undertake this pathway of study may be eligible for an HSC, as long as specific requirements are met (see page 42 for more details)
4. **Life Skills HSC**. This program is designed for students with special educational needs. The program of study is shaped to the particular needs of the student. This pattern is NOT eligible for an ATAR. More details on this pattern of study can be found on page 44, or contact Mrs D'Anna or Ms Clarke.

The Higher School Certificate (HSC)

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE NSW, it offers a full range of study areas matching individual abilities, interests and goals.

Full details of the Board of Studies HSC Rules can be found in the Assessment, Certification and Examination (ACE) manual. The manual is available from the Board of Studies web site.

To be eligible to enter for the HSC you must:

- Have completed government requirements for schooling to the completion of Year 10, or equivalent, or
- Be granted provisional eligibility

In order to receive the HSC you must:

- Study an approved pattern of Preliminary and HSC courses
- Have a satisfactory record of attendance and application in each course
- Satisfactorily undertake the school's Assessment program in each course
- Complete a sufficient number of Preliminary and HSC courses within five examination years.

Preliminary courses are those usually taken in first semester year 11 and 12 and do not have an external examination.

HSC courses are usually taken in second semester year 11 and 12 and end with the HSC examination. The study of HSC courses usually commences in term 4 of year 11.

You must complete the Preliminary course in a subject before undertaking the HSC course in that subject. In some circumstances both the Preliminary and HSC component of the subject can be studied in one year.

Vocation Education and Training (VET) courses are not classified as Preliminary or HSC and can be studied in either year.

Board of Studies Courses for the HSC

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each 2 unit course requires approximately 120 hours per year, or 4 hours per week, of classroom study.

Extension study is available in English, Mathematics and History in the Preliminary and/or HSC years. Extension courses are designed to build on the content of the 2 unit course and require students to develop greater competence and understanding.

There are two main types of courses:

- **Board Developed Courses**

These are courses for which the Board of Studies develops a syllabus, setting out the aims, objectives, outcomes, structure and content. Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the ATAR.

Subjects are classified as either Category A (most subjects) or category B (eg Hospitality-see page13-14 for full list). Students can only count a maximum of 2 units of a category B subject if they wish to receive an ATAR.

Life Skills courses are Board Developed courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally, and do not contribute to an ATAR.

- **Board Endorsed Courses**

There are two types of Board Endorsed Courses: Content Endorsed and locally developed. Most of the courses available are Content Endorsed Courses that have syllabuses endorsed by the Board of Studies to cater for areas of special interest. Some courses delivered by TAFE are locally designed courses that have been approved by the Board of Studies.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of School Achievement. **However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external exam and assessment is school based.**

Requirements for the Award of the HSC at Evans River

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:

- **12 units** in both, your Preliminary pattern (Year 11 – 3 terms), and HSC pattern. Students meeting specified requirements may be allowed to study less units in their second year of study at Evans River (see section on Changing Subjects).

Your pattern of study must include:

- At least six units of Board Developed courses
- At least two units of a Board Developed course in English
- At least three courses of two unit value or greater
- At least four subjects

No more than six units of Science can be studied in any one year.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required Higher School Certificate examination must be made.



Accumulation of the Higher School Certificate

Students may accumulate a HSC over a five year period. The five year period will commence in the first year a student attempts a HSC examination or completes a HSC VET course.

Student's accumulating a HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Preliminary and HSC courses satisfactorily completed including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.

Acceleration

Students may undertake Preliminary or HSC courses in advance of their usual cohort. School Principals will make decisions about acceleration. Accelerants may be able to undertake additional units for the HSC or undertake further study at TAFE NSW or university while still at school.

Australian Tertiary Admission Rank – ATAR

The Australian Tertiary Admission Rank (ATAR) is number between 0 and 100 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students and assists institutions to rank applications for tertiary selection. It is calculated by the institutions and released by UAC. The ATAR is a rank not a mark.

To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses including at least 2 units of English and 8 units of Board Developed courses. The ATAR is based on an aggregate of scaled marks (average of examination and assessment marks) in ten units of ATAR courses comprising:

- The best two units of English
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses are included.

ATAR courses are Board Developed Courses for which there are examinations conducted by the Board of Studies that yield a graded assessment. ATAR courses are classified as either Category A or Category B.

Category B courses include: Business Services, Construction, Entertainment, Hospitality, Information Technology, Industrial Technology, Metal and Engineering, Primary Industries and Retail.

Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination. The HSC mark for 2 unit courses is reported on a scale of 0 to 100. A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

On satisfactory completion of the HSC students receive a portfolio containing:

The Higher School Certificate Testamur

The certificate confirming achievement of all requirements for the award of the HSC.

The Record of School Achievement

The document listing the results of each HSC course satisfactorily completed.

Course Reports

Reports or marks the performance scale and band descriptors for each course.

AQF Certificate in VET

Certificate or Statement of Attainment for each Board Developed VET course studied showing modules successfully completed.

Vocational Education and Training (VET)

Vocational Education & Training (VET) courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow you to gain both HSC qualifications and Australian Qualification Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW. A mandatory workplace component is a compulsory part of all VET Framework courses.

There are nine VET Curriculum Framework courses that are based on Industry Training Packages. The courses from these Frameworks are Board Developed (Category B). Students must study the 240 hour course and undertake the optional written examination to have the course contribute to the ATAR calculation.

The VET Curriculum Framework courses available are:

- Construction
- Hospitality
- Information & Digital Media Technologies

Other VET courses are delivered by TAFE NSW (referred to as TVET courses). These courses have no external examination and do not contribute to the ATAR. Examples include Automotive, Children's Services, Hairdressing and Beauty Therapy.

School Based Part Time Traineeships and Apprenticeships

The School Based Traineeship and Apprenticeship in NSW Program provides students with increased opportunities to gain experience and qualifications in a particular industry whilst still at school and to enhance future employment and training after the HSC. Part time traineeships in schools provide students with the opportunity to include a recognised VET qualification within their Higher School Certificate and to combine this with paid work. Students successfully completing a school based part-time traineeship will receive the following qualifications:

- A nationally recognised VET qualification under the Australian Qualifications Framework
- A Certificate of Proficiency
- Credit towards the HSC.

If you are interested in a School based Apprenticeship/Traineeship you should consult your Careers Adviser.

Changing Subjects

Subject offerings in Years 11 and 12 are structured so that students are able to meet requirements for the award of a Higher School Certificate or School to Employment Pathway Certificate. Student selections are carefully checked to ensure students undertake a pattern of study which will lead to the credential they seek. Changing subjects is permissible at only certain times and through a specific process and form which guides this process. This is to ensure each student is supported to achieve their personal best. Students should not presume a change in subjects will be approved. Students will know a request to change subjects has been approved when they have had returned to them their 'change of subject form' signed by the Principal.

Unit Requirements in Senior School

- Year 11

Students of the school are required to undertake a pattern of study involving at least six units of internal study for both preliminary and HSC components. Courses taught at the school, distance education courses and TAFE courses for which the student is sitting the HSC examination, are considered internal courses. Courses undertaken elsewhere, for example at TAFE colleges (for which HSC examinations are not being sat), are external courses.

- Year 12

Students of the school are required to undertake a pattern of studies involving at least six units of internal study for both preliminary and HSC components. Courses taught at the school, distance education courses and TAFE courses for which the student is sitting the HSC examination, are considered internal courses. Courses undertaken elsewhere, for example at TAFE colleges (for which HSC examinations are not being sat), are external courses.

The following variations to the requirements for Year 12 may be approved at the Principal's discretion:

- Students of the school are required to undertake a pattern of studies involving at least six units of internal study for the preliminary component. Students studying extension courses may be approved to undertake a five unit pattern during the

HSC component subject. The Principal will use the criteria outlined below as a guide to determine eligibility for the five unit pattern of study.

The student has

- Provided a statement indicating why they are seeking the change which also provides an indication of post school intentions and how the subject change relates to the intended post school destination
- Satisfactorily completed requirements for their Year 11 courses of study (preliminary and HSC components)
- Satisfactorily completed requirements for preliminary courses studied during Year 12
- Maintained an attendance record at least 95% (accepting explained absences)
- Using Board of Studies scaled HSC marks for their best five units, achieved a combined total of 140 or higher out of a possible maximum of 250 marks (ie a maximum of 50 marks possible for each unit)
- Completed all assessment tasks required to date on time during Year 11 preliminary and HSC, and Year 12 preliminary courses (ie no N award letter)
- The endorsement of teachers from Year 11 and preliminary Year 12 courses indicating the student has consistently demonstrated a high level work ethic and is capable of managing additional study time for study purposes effectively
- Maintained an exemplary behaviour record at the school as recorded on the RISC system
- Parental support for the change in subject
- The recommendation of the Year Adviser and Careers Adviser for the change in subject

Students studying extension courses may be approved to undertake a four unit pattern during the HSC component subject.

- The students must be undertaking an extension two course and at least one other extension course.

The Principal will use the criteria outlined below as a guide to determine eligibility for the four unit pattern of study.

The student has

- Provided a statement indicating why they are seeking the change which also provides an indication of post school intentions and how the subject change relates to the intended post school destination
- Satisfactorily completed requirements for their Year 11 courses of study (preliminary and HSC components)
- Satisfactorily completed requirements for preliminary courses studied during Year 12
- Maintained an attendance record at least 95% (accepting explained absences)
- Using Board of Studies scaled HSC marks for their best five units, achieved a combined total of 140 or higher out of a possible maximum of 250 marks (ie a maximum of 50 marks possible for each unit)
- Completed all assessment tasks required to date on time during Year 11 preliminary and HSC, Year 12 preliminary courses (ie no N award letters)

- The endorsement of teachers from Year 11 and preliminary Year 12 courses indicating the student has consistently demonstrated a high level work ethic and is capable of managing additional study time for study purposes effectively
- Maintained an exemplary behaviour record at the school as recorded on the RISC system
- Parental support for the change in subject
- The recommendation of the Year Adviser and Careers Adviser for the change in subject

Timing of Change of Subjects

- *At the beginning of Year 11 and Year 12 (ie commencement of Preliminary course component)*

The change should be requested within **weeks six or seven of term four**. Students must collect a Change of Subject form from the **Deputy Principal**. The form requires sign offs by the Careers Adviser, the teacher of the class the student is leaving, the teacher of the class the student wishes to move to, relevant Head Teachers, the Year Adviser, the parent and the Principal. All sections are to be completed and returned to the Deputy Principal. If the change is approved by the Principal, the Deputy Principal will provide the form to the office staff who will notify the Board of Studies of the change. The Deputy Principal will advise the Year Adviser of the outcome of request to change subjects studied. The Year Adviser is to inform the student, and affected staff, of the outcome of the request. The student should not commence attending classes in the newly preferred subject until approval had been advised by the Year Adviser. The change of subject form is returned to the Deputy Principal by the office staff. The Deputy Principal will see that the student receives a 'Confirmation of Study' advice from the Board of Studies. This will need to be signed by the student and is placed on the student's file here at school.

Students who join Year 11 or 12 at the commencement of term one may only change subjects during the first week of term one and they must complete the process described here as well.

- *At the commencement of the HSC component of Year 12*

All students at Evans River are required to complete a minimum of three courses in each senior year. A minimum of 6 units must be undertaken in Year 11.

Any change of subject should be requested within **weeks one or two of term two**. Students must collect a Change of Subject form from the **Deputy Principal**. The form requires sign offs by the Careers Adviser, the teacher of the class the student is leaving, the teacher of the class the student wishes to move to, relevant Head Teachers, the Year Adviser, the parent and the Principal. All sections are to be completed and returned to the Deputy Principal. If approved by the Principal, the Deputy Principal will provide the form to the office staff who will notify the Board of Studies of the change. The Deputy Principal will advise the Year Adviser of the outcome of request to change subjects studied. The Year Adviser is to inform the student, and affected staff, of the outcome of the request. The student should not commence attending classes in the newly preferred subject until approval had been advised by the Year Adviser. The Deputy Principal will see that the student receives a 'Confirmation of Study' advice from the Board of Studies. This will need to be signed by the student and is placed on the student's file here at school.

During non-face-to-face lesson time students should be located within the senior study, senior COLA or on approved leave from school.

Notes about students changing schools

When a student changes schools midway through a study program (ie during any of Years 9-12), every effort should be made to align subjects studied at the former school with the new school. Under the regulations of the Board of Studies, Principals have discretion to approve movement into courses not formerly studied even midway through a study program. For senior courses, the Board has advised that courses studied for less than 240 hours for 2 unit courses and 120 hours for 1 unit courses, will not be recognised on Board documentation reflecting student achievements.

The new school will need to clarify courses undertaken by the student at their former school, the content of these courses and the student's achievement within those courses.

Special circumstances

Special circumstances may come about which, for example, can be documented and substantiated by medical practitioners which warrant a change of subjects at an unusual time, ie change from Elective Food Technology due to developing allergy. To change their pattern of study, students need to complete a change of subject form in accordance with the procedures mentioned above (for their school year level). Medical certificates or documentation explaining the special circumstances should be attached to assist the Principal in considering the request. Students requesting such changes should not presume an outcome until a decision has been advised by the school.

Where to go for help

- Head Teachers, course teachers for advice about the content of particular subjects.
- Careers Adviser for advice on careers, tertiary institution requirements, TAFE NSW courses and VET courses.
- Deputy Principal responsible for curriculum, regarding curriculum requirements, subject combinations and study and more than one school
- Your parents

The course descriptions that follow are intended as a guide to help you select your subjects. The arrangements for particular courses and electives offered may vary between the two schools. Classes can only be formed where sufficient students select the particular course. The fact that a course is listed here is not a commitment to run the course in a particular year.

Summary of Courses

Board Developed Courses

Course	Units	ATAR
Aboriginal Studies	2 in Year 11 and 12	Yes
Agriculture	2 in Year 11 and 12	Yes
Ancient History	2 in Year 11 and 12	Yes
History HSC Extension	1 in Year 12 only	
Biology	2 in Year 11 and 12	Yes
Business Services	2 in Year 11 and 12	Yes Category B
Business Studies	2 in Year 11 and 12	Yes
Chemistry	2 in Year 11 and 12	Yes
Community and Family Studies	2 in Year 11 and 12	Yes
Construction	2 in Year 11 and 12	Yes Category B
Design and Technology	2 in Year 11 and 12	Yes
Drama	2 in Year 11 and 12	Yes
English Advanced	2 in Year 11 and 12	Yes
Standard	2 in Year 11 and 12	Yes
Preliminary Extension 1	1 in Year 11 only	Yes
HSC Extension 1	1 in Year 12 only	Yes
HSC Extension 2	1 in Year 12 only	Yes
Food Technology	2 in Year 11 and 12	Yes
Geography	2 in Year 11 and 12	Yes
Hospitality Operations	2 in Year 11 and 12	Yes Category B
Indonesian	2 in Year 11 and 12	Yes
Industrial Technology	2 in Year 11 and 12	Yes
Information Processes and Technology	2 in Year 11 and 12	Yes
Information & Digital Media Technologies	2 in Year 11 and 12	Yes Category B
Legal Studies	2 in Year 11 and 12	Yes
Mathematics General Mathematics	2 in Year 11 and 12	Yes
Mathematics	2 in Year 11 and 12	Yes
Preliminary Extension 1	1 in Year 11 only	Yes
HSC Extension 1	1 in Year 12 only	Yes
HSC Extension 2	1 in Year 12 only	Yes
Modern History	2 in Year 11 and 12	Yes
History HSC Extension	1 in Year 12 only	Yes
Music 1	2 in Year 11 and 12	Yes
PDHPE	2 in Year 11 and 12	Yes
Physics	2 in Year 11 and 12	Yes
Primary Industries	2 in Year 11 and 12	Yes Category B
Senior Science	2 in Year 11 and 12	Yes
Society and Culture	2 in Year 11 and 12	Yes
Software Design and Development	2 in Year 11 and 12	Yes
Textiles and Design	2 in Year 11 and 12	Yes
Visual Arts	2 in Year 11 and 12	Yes

Board Endorsed Courses, School and TAFE NSW Delivered

Course	Units	ATAR
Exploring Early Childhood (School Delivery)	2 in Year 11 &/or 12	No
Marine Studies (School Delivery)	2 in Year 11 &/or 12	No
Photography (School Delivery)	2 in Year 11 &/or 12	No
Sports Lifestyle and Recreation (School Delivery)	2 in Year 11 &/or 12	No
List of TAFE Delivered Courses – Refer to page 41		

STEP (School to Employment Pathway) Program

See Page 46

Life Skills HSC- See page 47

BOARD DEVELOPED COURSES

These are courses for which the Board of Studies develops a syllabus setting out the aims, objectives, outcomes, structure and content.

Board Developed Courses are all delivered at school.

Most Board Developed HSC courses, including VET Framework courses, may contribute to the calculation of the ATAR.

Aboriginal Studies



ATAR

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

You will develop knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view of enabling students to be active and informed citizens in promoting a just society for all Australians.

The Preliminary course will include studies on Aboriginality and the land, Heritage and Identity, International Indigenous Community study, Research and Inquiry methods on a local community.

The HSC course studies Social Justice and Human Rights Issues – a global perspective, a comparative study on an Aboriginal and International indigenous community, case studies for Aboriginality and the Land, Heritage and Identity and a major project.

What should I be able to do at the end of this course?

- Students will develop knowledge and understanding about social justice and human rights and how they impact on Aboriginal and other indigenous people

Agriculture



ATAR

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

It is intended that students engage in and reflect upon practical experience relevant to all aspects of the physical, chemical, biological, economic and social sciences embodied within Agriculture Stage 6. Some of this experience will be in the laboratory, some in small plot work and some on commercial farms or other components of the industry. In all cases, students should use these practical experiences to develop design, practical, management, observation, recording, interpretation and communication skills. Practical experiences may also be used to achieve coverage of the content statements not specifically related to skills. The practical experiences should occupy a minimum of 30 per cent of allocated course time.

The Preliminary course covers:

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.

The HSC course:

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 the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on developments in technology to examine areas of current research.

What should I be able to do at the end of this course?

- Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems.
- Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner.
- Knowledge of and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing.
- Skills in effective research, experimentation and communication
- Knowledge and understanding of the impact of innovation, ethics and current issues on Australian agricultural systems.

How will this course help me in the future?

The study of Agriculture Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Agriculture Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

Ancient History **2 Units in each of Preliminary and HSC** **and an optional 1 Unit HSC Extension** Board Developed Course

What will I be doing in this course?

The Preliminary course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists.

It covers:

Part 1: Investigating the Past; History, Archaeology and Science and at least one Case Study

Part II: Ancient Societies Sites and Sources: at least one option from a different civilisation to that in the case study.

Part III: Historical Investigation

In the HSC Course, students use archaeological and written evidence to investigate a Core Study, a Personality, an Ancient Society and a Historical Period. It requires study of at least two of the following civilisations: Egypt, Near East, Greece and Rome.

Part I Core: Cities of Vesuvius – Pompeii and Herculaneum

Part II: One Ancient Society

Part III: One Personality in Their Times

Part IV: One Historical Period

Extension History

The HSC History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 of the course, students investigate the question, 'What is history?' through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate a personal historical inquiry.

Students must have successfully completed the Preliminary Course and be currently studying a HSC Course in either Modern or Ancient History to attempt the Extension and must have good research skills and an independent approach to learning to be successful.

What should I be able to do at the end of this course?

- Collect, analyse and organize information
- Communicate ideas and information clearly in both written and oral forms
- Plan and organise activities
- Work with others as part of a team
- Use appropriate information technologies
- Understand the influence of the ancient past on the present and the future
- Understand, value and respect different viewpoints, ways of living, beliefs and languages.

How will this course help me in the future?

Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW as well as in the workforce and

everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism. A high level of achievement in Ancient History is a good indicator of success at tertiary level in a wide range of courses.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

Biology

2 Units in each of Preliminary and HSC

Board Developed Course



Exclusion: Preliminary Senior Science

What will I be doing in this course?

Biology is the study of living organisms and life processes and interactions between organisms and their environment.

The Preliminary course incorporates the study of the mechanisms that living things use for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent. The Preliminary course includes a field study related to local terrestrial and aquatic environments.

The Preliminary course covers:

- A Local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota.

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 the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on developments in technology to examine areas of current research.

The HSC course core topics are:

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health.

And one option from: Communication; Biotechnology; Genetics; The Code Broken; The Human Story; and Biochemistry.

Practical experiences should occupy a minimum of 80 hours of teaching time across both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of this course?

- Understand and critically appraise biological information
- Collect, analyse and organise information
- Apply skills in observation, manipulation and experimental design
- Work effectively as an individual and as a team member
- Appropriately use terminology and reporting styles to communicate information
- Solve problems relating to key biological concepts.

How will this course help me in the future?

Skills developed in Biology are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce and everyday life.

When combined with Physics or Chemistry, Biology provides useful skills and knowledge for a range of careers including biological science, medical science, health, environmental science, food science, biotechnology and pharmacy.

Business Services 240 hours

4 Preliminary and/or HSC units in total

Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

The Business Services curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognized vocational qualifications.

- Students who are assessed as competent in all of the units of competency in Business Services (240 hours) will be eligible for Certificate II in Business and will have completed some units in Certificate III.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate II in Business.

What will I be doing in this course?

This course has been developed to provide training and educational opportunities for students in the office skills/administration sector of the business services industry. It is designed to enable students to acquire a range of technical, personal and organizational skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to functional areas within the business service industry.

The Business Services 240 hour course is based on 12 competencies from the Certificate II in Business Services and 2 competencies from Certificate III.

What else do I need to know about this course?

- Students must complete a minimum of 35 hours work placement each year in a business work place.
- This is a competency-based course. It means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor, that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Competency based assessment determines the vocational qualification that a student will receive.

- There is an optional Higher School Certificate examination for Business Services (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee may apply to this course.

What should I be able to do at the end of this course?

- Understand the nature, role and structure of business
- Appreciate the functions and operations of business
- Understand the role of effective business management
- Investigate, analyse and evaluate business issues
- Communicate information using appropriate formats
- Apply mathematical concepts appropriate to situations
- Understand the importance of ethical business behaviour and the social responsibility of business.

How will this course help me in the future?

The business services industry employs approximately 1.6 million people across Australia and is traditionally open to school leavers. The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university with significant advanced standing.

Business Studies

2 Units in each of Preliminary and HSC

Board Developed Course

ATAR

What will I be doing in this course?

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their research projects, which investigate the operation of a small business or, planning the establishment of a small business.

In the Preliminary course students study:

- Nature of Business – the nature and role of business
- Key Business Functions – analysis of the nature and role of key business functions
- Establishing a Business – issues and steps in establishing and maintaining a business
- Developing a Business Plan – the role of planning for success in business.

The HSC course covers:

- Business Management and Change – the nature and responsibilities of management
- Financial Planning and Management – financial management for success in business
- Marketing – the nature and role of marketing for business
- Employment Relations – the nature of effective employment relations in business
- Global Business – the implications of globalisation on business.

What should I be able to do at the end of the course?

- Understand the nature, role and structure of business
- Appreciate the functions, processes and operations of business
- Understand the role of effective business management

- Investigate, analyse and evaluate business issues
- Communicate business information using appropriate formats
- Apply Mathematical concepts appropriate to business situations
- Develop values and attitudes about ethical business behaviour and the social responsibility of business.

How will this course help me in the future?

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW as well as in the workforce and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens.

Chemistry

2 Units in each of Preliminary and HSC

Board Developed Course
Exclusion: Preliminary Senior Science

ATAR

What will I be doing in this course?

Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Preliminary course develops 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. It covers: The Chemical Earth; Metals; Water; Energy.

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 type and effect of chemicals that have been 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 topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.

The HSC course core topics are: Production of Materials; The Acidic Environment; Chemical Monitoring and Management.

One option must be chosen from: Industrial Chemistry; The Biochemistry of Movement; Shipwrecks Corrosion and Conservation; The Chemistry of Art; Forensic Chemistry.

Practical experiences should occupy a minimum of 80 hours of teaching time across both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of chemistry
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Appropriately use terminology and reporting styles to communicate information
- Work effectively as an individual and as a team member

How will this course help me in the future?

This course is highly recommended preparation for many science based tertiary courses. It is especially appropriate for students interested in chemistry, biochemistry, environmental sciences, medicine, health sciences, food science, metallurgy and chemical engineering.

Community and Family Studies 2 Units for each of Preliminary and HSC Board Developed Course

ATAR

What will I be doing in this course?

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.

The Preliminary course covers:

Resource Management – Basic concepts of the resource management process.

Individuals and Groups – The individual's roles, relationships and tasks within groups.

Families and Communities – Family structures and functions and the interaction between family and community.

The HSC course covers:

Research Methodology culminating in the production of an Independent Research Project; Groups in Context – The characteristics and needs of specific community groups; Parenting and Caring – Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society and one of the following HSC option modules: Family and Societal Interactions, Social Impact of Technology and Individuals and Work.

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.

What should I be able to do at the end of this course?

- Manage resources and take action to support the needs of individuals, groups and families in Australian society
- Understand the influence of a range of societal factors on individuals and the nature of groups, families and communities
- Demonstrate research skills
- Demonstrate skills in critical thinking and the ability to take responsible action to promote well being
- Appreciate the diversity and inter-dependence of individuals, groups, families and communities.

How will this course help me in the future?

This course develops skills and understanding that is relevant to life after school. It helps students to set goals and make decisions about themselves, their families and the community. It is relevant to a wide range of further study at both TAFE and university and has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing.

Construction 240 hours

4 Preliminary and/or HSC units in total

Board Developed Vocational Education and Training (VET) Course

Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

The Construction curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

- Students who are assessed as competent in all of the prescribed units of competency in Construction (240 hours) will be eligible for a Statement of Attainment showing partial completion of Certificate II in General Construction or partial completion of Certificate III in specialist areas. Students may be eligible for Certificate I in General Construction.

What will I be doing in this course?

This course is for students who wish to work in the construction industry. The course is based on units of competency developed by the construction industry to describe the competencies and skills and knowledge needed by workers in this industry. The course incorporates ten core units plus a range of elective units from the General Construction area. The core units of competency represent the basic skills, knowledge and attitudes required by all workers within the construction industry. Students will need to develop and exhibit these competencies throughout the entire course. These core units of competency focus on developing and refining the skills required to work effectively within the industry. The core units of competency specifically address industry awareness, communicating with others, planning for work, quality principles, working safely and introductory tools and techniques.

The electives available in the course complement these competencies by providing a range of practical and technical skills. Elective units available in the College are from the area of General Construction.

What else do I need to know about this course?

- Students must complete a minimum of 70 hours work placement in a construction workplace.
- This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in

competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Competency based assessment determines the vocational qualification that a student will receive.

- There is an optional Higher School Certificate examination for Construction (240 hours). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).
- A materials fee applies to this course.

What should I be able to do at the end of this course?

- Be familiar with the construction industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the construction industry
- Function competently and confidently at the entry level standard of a construction work environment.

How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force, particularly into trades such as carpentry and general construction. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with advanced standing.

Design and Technology

2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course students study designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources,

communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. It includes the completion of at least two design projects.

The HSC course includes studies in innovation and emerging technologies, including a case study. The study of designing and producing culminates in the development and realisation of a Major Design Project. The project folio includes the major project proposal and management, project development and realisation and project evaluation.

What should I be able to do at the end of the course?

- Understand design theory and processes
- Understand and appreciate the interrelationship between design, society and the environment
- Understand innovation and entrepreneurial activity in a range of contexts
- Apply skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
- Demonstrate knowledge and understanding about current and emerging technologies in a variety of settings.

How will this course help me in the future?

Design and Technology provides pathways to employment and further education. It may lead to careers in a range of design fields including industrial design, graphic design, architecture, advertising, marketing and business management. Design and technology gives advanced standing in a number of certificate and diploma courses at TAFE NSW.

Drama

2 Units in each of Preliminary and HSC
Board developed Course

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

What will I be doing in this course?

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

The Preliminary course covers:

- Improvisation, Play building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

The HSC Course involves theoretical study through practical workshops exploring theme, issues, styles and movement.

- Australian Drama and Theatre
- Studies in Drama and Theatre
- The Group Performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.
- The Individual Project where students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design (costume design; set design; promotion and program; lighting design) or Performance or Script-writing or Video Drama.

What will I be able to do at the end of the course?

- Make and perform different styles of drama
- Critically study drama and theatre
- Work both independently and with others in teams to plan and organise activities
- Solve problems
- Collect, analyse and organise information and communicate ideas and information.

How will this course help me in the future?

Students who wish to pursue a career in theatre or the entertainment industry, or in public relations and media communications can gain experience and confidence through this course.

English Advanced

2 Units in each of Preliminary and HSC
Board Developed Course

What will I be doing in this course?

Students examine the ways that events, experiences, ideas, values and processes are

represented in and through texts and analyse the ways texts reflect different values and attitudes.

They analyse and evaluate texts and the ways they are valued in their contexts.

The Preliminary course has two sections: content common to Standard and Advanced through a unit of work called an Area of Study; and electives, which comprise 60% of the content.

It requires:

- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film or media or multimedia texts
- A wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- Integrating the modes of reading, writing, listening, speaking and viewing and representing as appropriate
- Engaging in the integrated study of language and text.

The HSC course has two sections: common content consists of one area of study common to both Standard and Advanced courses and Modules which emphasize particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which text are valued.

It requires:

- The close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction, drama or film; poetry; non-fiction or media or multimedia texts
- A wide range of additional related texts and textual forms

What will I be able to do at the end of this course?

- Effectively communicate at different levels of complexity
- Comprehend and understand the effects and purposes of a range of textual forms
- Undertake independent research, individual and collaborative learning
- Write coherently in a variety of forms.

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that it is compulsory to study for the HSC. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university. Success in this demanding course will be a good indicator of success in a large range of courses at TAFE NSW or university.

English Standard 2 Units in each of Preliminary and HSC

Board Developed Course

What will I be doing in this course?

Students explore the ways events, experiences, ideas and processes are represented in and through texts.

They reflect on and demonstrate the effectiveness of text for different audiences and purposes.

The Preliminary Course has two sections: content common to the Standard and Advanced courses, and Electives which comprise 60% of the content.

It requires:

- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film or media or multimedia texts
- A wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- Integrating the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engaging in the integrated study of language and text.

The HSC course has two sections: content common to the Standard and Advanced courses, and Modules which provide elective choices.

It requires:

- The close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama;



poetry; non-fiction or film or media or multimedia

- A wide range of additional related texts and textual forms

What should I be able to do at the end of this course?

- Understand aspects of meaning from social, cultural, work place and personal perspectives
- Have skills in composition and response to a wide variety of texts
- Effectively communicate for a range of purposes and audiences to enhance my personal, social and vocational life.

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only subject that it is compulsory to study for the HSC. Students who study the Standard English course gain good preparation for further education at University, TAFE NSW and employment in a wide range of career areas.

English Preliminary Extension 1 1 Unit in Preliminary

English HSC Extension 1 1 Unit in HSC

ATAR

English HSC Extension 2 1 Unit in HSC

Board Developed Courses

Prerequisites:

- English (Advanced) course
- Preliminary English Extension Course is prerequisite for HSC Extension Course 1
- HSC Extension Course 1 is corequisite for HSC Extension Course 2

What will I be doing in this 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. They explore ideas of value and consider how cultural values and systems of valuation arise.

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

The HSC Extension 1 course has one section. Students must complete one elective chosen from one of the three modules offered for study: Genre; Texts and Ways of Thinking; Language and Values. It requires the study of prescribed texts, as well as a range of other relevant examples.

In the HSC English Extension 2 course, students develop a sustained composition and document their reflection on this process. It requires students to complete a Major Work and a statement of reflection.

What will I be able to do at the end of this course?

- Analyse and trace the relationships between texts
- Become familiar with the codes and conventions of a variety of textual forms
- Discuss these conventions in both the written and oral forms
- Demonstrate refined writing style and write in a sophisticated manner.

How will this course help me in the future?

As the course is analytical in nature, students will develop skills that are relevant to all forms of tertiary study. Students wishing to specialise in English, or other humanities subjects at tertiary level will be well prepared by the Extension English courses.

Food Technology 2 Units in each of Preliminary and HSC Board Developed Course

ATAR

What will I be doing in this course?

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

It is mandatory that students undertake practical activities in this course.

The Preliminary course covers:

- Food Availability and Selection
- Food Quality
- Nutrition.

The HSC course covers:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Options: Contemporary Food Issues in Nutrition or Contemporary Food Issues in the Marketplace.

What should I be able to do at the end of the course?

- Make responsible decisions regarding food choices
- Research and analyse information
- Experiment with, communicate, evaluate and manage resources.

How will this course help me in the future?

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at TAFE NSW or university. The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW. Career options might include dietetics, food technology, teaching and nutrition.

Geography

2 Units in each of Preliminary and HSC
Board Developed Course



What will I be doing in this course?

The Preliminary course has students looking at aspects of the world around them, including where people live and the location of the earth's natural features. Different methods, such as fieldwork, skills and the study of geographical issues are used to investigate the unique characteristics of our world. The course covers information about what can be done to manage environments and students also undertake studies in global issues such as global warming, resource use and geographical challenges. The Senior Geography Project is a study of the student's own choosing.

The HSC course enables students to gain a better understanding about parts of their world. There are specific studies in the relationship between humans and the environment, geography and the economy and urban places. Fieldwork and a variety of case studies make up this part of the course.

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

Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

What should I be able to do at the end of this course?

- Understand the interactions between factors that make up the natural environment and the role of people in environmental change
- Have the skills to observe surroundings and be able to develop strategies for researching existing knowledge
- Gather new knowledge about the environment and the people who depend on it and through your own research framework
- Communicate knowledge through a wide variety of methods.

How will this course help me in the future?

Geography gives students a broad range of skills to interpret the world around them. It also helps to shape their lives so that they maximize their enjoyment of the wonders of nature while minimising the negative impact on the systems that support life on the planet.

All careers, including law, tourism and business will benefit from the study of Geography. The 21st Century is a crucial time in which people must learn to work within their planet's ability to support them. The managers of the future must think globally and act locally. Geography gives them a head start.

Hospitality Operations 240 hours **4 Preliminary and/or HSC units**



Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course. Special

arrangements may apply for students wishing to study Hospitality and Tourism.

The Hospitality curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

- Students who are assessed as competent in units of competency in Hospitality (240 hours) will be eligible for Certificate II in Hospitality (Operations) or Statement of Attainment showing partial completion of a Certificate II

What will I be doing in this course?

This course is for students who wish to work in a hospitality environment and will provide pathways for university and other tertiary study.

The course is based on units of competency, which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates compulsory core units plus a range of units from the functional area of commercial cookery. In the core of the course, students concentrate on developing the skills to work effectively in a hospitality environment including hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment. The elective strand of the course builds on these skills.

What else do I need to know about this course?

- Students must complete a minimum of 70 hours work placement in a hospitality workplace.
- This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor that they can effectively carry out the various tasks and combinations of task listed to the standard required in the industry. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Hospitality (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The

examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

- The HSC exam mark for this course may be included in the ATAR (Category B)
- A materials fee applies to this course.

What should I be able to do at the end of the course?

- Be familiar with the hospitality industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the hospitality industry
- Function competently and confidently at the entry level standard of a commercial cookery work environment.
- Have knowledge and skills required to perform a range of tasks in a variety of industry environments.

How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in areas such as hotels, clubs, restaurants, community food service organisations, catering organizations and resorts, as well as many other sections of the tourism industry. This course enhances vocational pathways for students who are interested in pursuing hospitality studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW diploma in minimum time and articulate, if they choose, to university, with significant advanced standing.

Industrial Technology 
2 Units in each of Preliminary and HSC
Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

What will I be doing in this course?

Industrial Technology Stage 6 consists of project work and an Industry Study, which develops a broad range of skills and knowledge, related to the industry focus area chosen and an introduction to industrial processes and practices.

The Focus Areas include: Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber Products and Furniture Industries.

In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Also students must undertake the study of an individual business within the industry.

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry Specific Content and Production.

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

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

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production.

What else do I need to know about this course?

The marks for this course are eligible for inclusion in the ATAR.

How will this course help me in the future?

Industrial Technology gives students knowledge and skills in a particular industry and increases job opportunities in a range of practical occupations.

Information Processes and Technology 2 Units in each of Preliminary and HSC

Board Developed Course

The ATAR logo consists of the letters 'ATAR' in a bold, sans-serif font, enclosed within a thin black oval border.

What will I be doing in this course?

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

The Preliminary course covers:

- Introduction to Information Skills and Systems: Information Systems in Context; Information Processes; Digital Representation of Data; Classification of Information Systems; Social and Ethical Issues
- Tools for Information Processes: Collecting; Organising; Analysing; Storing and Retrieving; Processing; Transmitting and Receiving; Displaying
- Planning, Design and Implementation; Understanding the Problem to be Solved; Making Decisions; Designing Solutions; Implementing; Testing; Evaluating and Maintaining; Social and Ethical Issues
- Personal and Groups Systems and Projects: Personal Information Systems and Group Information Systems.

The HSC course includes:

- Project(s): Understanding the Problem; Making Decisions; Designing Solutions; Project Management; Social and Ethical Design; Implementing; Testing; Evaluating and Maintaining
- Information Systems and Databases: Information Systems; Examples of Database Information Systems; Organisation Methods; Storage and Retrieval; Other Information Processes; Issues Related to Information Systems
- Communication Systems: Characteristics of Communication Systems; Examples of Communication Systems; Transmitting and Receiving in Communication Systems; Other Information Processes in Communication Systems; Issues Related to Communication Systems

- Option Strands Students will select two of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems and Multimedia Systems.

What will I be able to do at the end of this course?

- Understand the key concepts of data information systems
- Understand the interactive nature of effective information based systems
- Be aware of available and emerging information technologies
- Appreciate social and ethical issues associated with information technology such as; equity and access, privacy and copyright
- Have communication, personal and team skills to ensure that an information system solution is appropriate for the needs of the user
- Understand related issues such as project management, documentation and user interface.

How will this course help me in the future?

Students who successfully complete Information Processes and Technology will be competent, confident and discriminating users of Information Processes and Technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. They will be well prepared to pursue further education and employment across a wide range of careers.

Information & Digital Media Technologies - 240 hours

4 Preliminary and/or HSC units in total



Exclusion: Students must not undertake the same or equivalent units of competency or VET modules in more than one VET course.

The Information Technology curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

- Students who are assessed as competent in all of the units of competency in Information Technology (240 hours) will be eligible for Certificate II in Information Technology.

- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of AQF Certificate II in Information Technology.

What will I be doing in this course?

This course is for students wishing to achieve competencies leading to entry level employment and/or further education and training in an industry where information technology is used and supported. The course is based on units of competency that have been developed by the information technology industry to describe the competencies and skills and knowledge needed by workers who use information technology.

Students concentrate on developing a range of skills required to prepare someone 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 hardware management and occupational health and safety competencies.

What else do I need to know about this course?

- Students must complete a minimum of 70 hours work placement each year in an information technology work place.
- This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate, to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the industry. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Competency based assessment determines the vocational qualification that a student will receive.
- There is an optional Higher School Certificate examination for Information Technology (240 hour). The written examination consists of multiple choice items, short answers and extended response items. The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
- The HSC exam mark for this course may be included in the ATAR (Category B).

- A materials fee applies to this course.

What should I be able to do at the end of the course?

- Be familiar with the information technology industry and career structures within the industry
- Seek and attain suitable and rewarding employment in the information technology industry
- Function competently and confidently at the entry level standard of an information technology work environment
- Have knowledge and skills required to perform a range of tasks in a variety of industry environments.

How will this course help me in the future?

The competencies, skills and work experience students gain in this course equip them well for direct entry into the work force in a range of career areas in which information technology is a major feature. This course enhances vocational pathways for students who are interested in pursuing information technology studies in further education. There are direct articulation arrangements with TAFE NSW and students are able to complete a TAFE NSW Diploma in minimum time and articulate, if they choose, to university, with significant advanced standing. In particular, if this course is studied in combination with the Board Endorsed course delivered at TAFE NSW in Web Design students will have completed many units of competency for the Certificate III in Information Technology and be able to complete the Certificate IV and the Diploma in a minimum time after leaving school.

Legal Studies

2 Units for each of Preliminary and HSC
Board Developed Course



What will I be doing in this course?

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 the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Preliminary course covers: The Legal System; The Individual and the State; The Law in Focus.

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

The HSC course covers: Law and Society; Focus Study; Crime; Additional Focus Studies.

Two Focus Studies are chosen from; Consumers, Family, Global Environment, Indigenous People, Shelter, Technological Change, Workplace, Work Order.

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

What should I be able to do at the end of the course?

- Use and understand terms used in the legal process
- Recognise legal problems and demonstrate logical reasoning in applying legal principles
- Develop a working knowledge of the Australian legal system
- Understand the evolution of the current legal system
- Evaluate the effectiveness of our legal system.

How will this course help me in the future?

The course is not designed to prepare you for further study in the law but rather prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at TAFE NSW or university in a range of areas.

Mathematics

2 Units in Each of Preliminary and HSC
Board Developed Course



Prerequisites: The course assumes that students have achieved the outcomes in the 5.3 Mathematics course (ie Grade A or B in Year 10)

Exclusions: General Mathematics

What will I be doing in this course?

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.

The Preliminary course covers: basic arithmetic and algebra; real functions; trigonometric ratios; linear functions; the quadratic polynomial and the parabola; plane geometry; tangent to a curve and derivative of a function.

The HSC course covers: Coordinate methods in geometry; Applications of geometrical properties; Geometrical applications of differentiation; Integration; Logarithmic and exponential functions; Applications of calculus to the physical world; Probability, Trigonometric functions, Series and series applications.

What should I be able to do at the end of the course?

- Have confidence to do mathematics, demonstrating an independent and positive approach to mathematics
- Develop an awareness of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society
- Use appropriate logic, problem solving and reasoning skills to analyse and solve a given problem.

How will this course help me in the future?

The Mathematics (2 Unit) course provides the minimum basis for entry into university courses requirement mathematics, including courses in science, engineering, computing, economics and business studies. Students intending to do tertiary studies should check recommendations for specific courses. Students who have acquired a very high level of competence in the Advanced course in Years 9 and 10 and who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 or Extension 2 courses.

General Mathematics

2 Units in each of Preliminary and HSC Board Developed Course

ATAR

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended option of Trigonometry and Further Algebra of the 5.1 or 5.2 Mathematics course for the ROSA. Students in the HSC course now have 2 options in General Mathematics.

1 They can study General Mathematics 2 which has an external HSC Examination and is ATAR eligible.

2 They can study General Mathematics 1 which is a CEC course, does not have an external examination and is NOT ATAR eligible.

All Preliminary students do a common course.

The strands of study in Year 12 are similar in the core units but not to the same depth. There are also focus studies unique to each course.

Exclusions: Students may not study any other Mathematics course in conjunction with General Mathematics.

What will I be doing in this course?

General Mathematics focuses on mathematical skills and techniques that 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.

The Preliminary and HSC courses cover: Financial Mathematics; Data Analysis; Measurement; Probability and Algebraic Modelling.

What should I be able to do at the end of this course?

- Deal successfully and confidently with situations involving mathematics
- Apply mathematical skills and techniques to interpret practical situations
- Communicate mathematically in written and/or verbal form
- Become aware of the usefulness of mathematics and appreciate the contribution of mathematics to our society.

How will this course help me in the future?

General Mathematics is designed to support vocational courses at TAFE NSW. It provides an appropriate mathematical background for students who wish to undertake university study in the areas of humanities, paramedical science and creative arts. However, this course does not prepare students for further studies in mathematics beyond the HSC and may not be considered suitable preparation for university study in science or business areas. Students should check recommendations for specific tertiary courses.

Mathematics Preliminary Extension 1

1 Unit in Preliminary

Mathematics HSC Extension 1

1 Unit in HSC

ATAR

Mathematics HSC Extension 2

1 Unit in HSC

Board Developed Courses

Prerequisites: The course assumes that students have achieved the outcomes in the core and recommended options of the 5.3 Mathematics course (ie Grade A in Year 10).

They must concurrently be studying Mathematics 2 Unit in Preliminary and HSC years.

HSC Extension 1 course is prerequisite for Extension 2 course

Exclusions: General Mathematics

What will I be doing in these courses?

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

The Preliminary Extension 1 course covers: other inequalities; further geometry; further trigonometry; angles between two lines; internal and external division of lines into given ratios; parametric representation; permutations and combinations;

polynomials; harder applications of the Mathematics course.

The HSC Extension 1 course covers:

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

The HSC Extension 2 course is designed for students with a special interest in mathematics that have shown that they possess special aptitude for the subject. They must concurrently be studying Mathematics 2 Unit and HSC Extension 1.

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

The main topics covered are: Graphics; Complex Numbers; Conics; Integration; Volumes; Mechanics; Polynomials and harder Mathematics Extension 1 topics.

What should I be able to do at the end of this course?

- Appreciate the intellectually challenging nature of mathematics and experience success in solving problems.

- Approach problems requiring complex and abstract mathematics with a positive, inquiring and self-assured attitude.
- Apply complex mathematics techniques to a wide variety of challenging problems.
- Have confidence in my ability to do mathematics and enjoy seeing mathematics in the world around me.
- Be aware of the usefulness of mathematics in the community and appreciate the contribution of mathematics to our society.

How will this course help me in the future?

The Extension 1 course is a recommended minimum basis for further studies in mathematics as a major discipline at university 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 that is excellent preparation for tertiary study in mathematics or science based courses. Students should check recommendations for specific courses.

Modern History

2 Units in each of Preliminary and HSC and an optional 1 Unit HSC Extension
Board Developed Course

ATAR

What will I be doing in this course?

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies. The Preliminary Course consists of:

Part I: Case Studies – at least two with one from Europe, North America or Australia and one from Asia, the Pacific, Africa, the Middle East or Central/South America (50%)

Part II: Historical Investigation (20%)

Part III: Core Study that examines The World at the Beginning of the 20th Century (30%).

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th Century.

The HSC course, focused on the 20th Century, consists of:

Part I: Core Study which examines World War 1, 1914-1919 (25%)

Part II: One National Study from USA, Japan, China, Russia/Soviet Union, Germany, India, Indonesia, Australia or South Africa (25%)

Part III: One Personality in the 20th Century – choose from 27 personalities (25%)

Part IV: One International Studies in Peace and Conflict – Conflict in the Pacific, Cold War, The United Nations as Peacekeeper, Conflict in South Africa, Arab-Israel Conflict, Conflict in Indochina, Conflict in Europe 1935-1945, Anglo-Irish Relations (25%).

The HSC History Extension Course involves the study and evaluation of the ideas and processes used by historians to produce history. In Part I of the course students investigate the question, 'What is history?', through readings compiled in a source book and through one case study. In Part II students design, undertake and communicate a personal historical inquiry. Students must have successfully completed the Preliminary Course and be currently studying a HSC course in either Modern or Ancient History to attempt the Extension and must have good research skills and an independent approach to learning to be successful.

What should I be able to do at the end of the course?

- Use historical terms and concepts
- Identify different interpretations of the past
- Discuss key individuals, significant events, groups and ideas in different nineteenth and twentieth century historical investigations
- Gather evidence from a range of primary and secondary sources in response to specific questions about the modern world
- Use available information technology, such as the World Wide Web, to conduct research
- Analyse and evaluate information from a variety of sources
- Communicate clearly about historical events, both orally and in various written forms
- Present the findings of their research and investigations as a member of a group and as an individual
- Appreciate the contribution of historical studies to an understanding of the modern world.

How will this course help me in the future?

Skills developed from a study of Modern History are useful in a range of courses studied at university and TAFE NSW as well as in the professional and commercial world. They are especially applicable to law, teaching, medicine, communications, social work and journalism. A high level of achievement in Modern History is a good indicator of success at tertiary level in a wide range of courses.

HSC History Extension will provide you with critical and reflective thinking skills that are essential for effective participation in work, higher learning and the broader community. In particular, the course will develop many higher order skills and methodologies that are of great value to students intending to undertake tertiary studies and are transferable between disciplines.

Music 1
2 Units in each of Preliminary and HSC
Board Developed Course

ATAR

Prerequisites: Music mandatory course (or equivalent).

Elective Music in year 10 is not required

Exclusions: Music 2

What will I be doing in this course?

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.

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

In the HSC course, in addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the processes of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

What should I be able to do at the end of the course?

- Perform at a high level of musicality and technique on their chosen instrument.
- Analyse and compare the different styles of contemporary, classical music and ethnic music.
- Compose a piece in a variety of styles.
- Demonstrate an understanding of the historic development of a variety of musical styles.

How will this course help me in the future?

Music 1 provides many of the skills required in the diverse fields of the Music industry. Students may progress into music courses at TAFE NSW or university with a good foundation of knowledge and practical skills. Music also provides knowledge and skills to enhance enjoyment of everyday life.

Personal Development, Health & Physical Education (PDHPE)
2 Units in each of Preliminary and HSC
Board Developed Course

ATAR

What will I be doing in this course?

The Preliminary course examines a range of areas that underpin health and physical activity. This includes current thinking about health and physical activity, the management of personal health and basic body movement. Students have the opportunity to select two options from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Preliminary course the core topics are Better Health for Individuals and the Body in Motion.

The optional component includes two options each from: First Aid, Composition and Performance, Fitness Choices, Outdoor Recreation

In the HSC course, the students undertake two optional study areas from a range of choices including investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safety, by learning about advanced approaches to training and concepts of sports medicine. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society. The HSC course covers core topics: Health Priorities in Australia, Factors Affecting Performance

The optional component includes two options each from: the Health of Young People, Sport and Physical Activity in Australian Society, Sport

Medicine, Improving Performance, Equity and Health.

What should I be able to do at the end of the course?

- Understand personal and community health issues
- Understand basic anatomy and physiology
- Have skills in analysis and in the development of personal health
- Be aware of the importance of self-confidence, physical well-being, self-esteem, social and physical motor skills, decision making and developing socially positive attitudes and beliefs.

How will this course help me in the future?

Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues.

The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching or physical education teaching, occupational health and physiotherapy.

Physics

2 Units in each of Preliminary and HSC

Board Developed Course

Exclusion: Preliminary Senior Science

What will I be doing in this course?

Physics investigates natural phenomena and identifies patterns and applies them in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

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

The Preliminary course covers:

- The World Communicates
- Electrical Energy in the Home

- Moving About
- The Cosmic Engine.

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, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

The HSC course has core topics:

- Space
- Motors & Generators
- From Ideas to Implementation
- And one option from: Geophysics; Medical Physics; Astrophysics; From Quanta to Quarks; the Age of Silicon

Practical experiences should occupy a minimum of 80 hours of teaching time in both the Preliminary and HSC course and these will be assessed in practical exams and assignments.

The study of Physics requires students to have a strong background in science and mathematics in Year 10. It is a demanding subject requiring a solid foundation in these disciplines and a strong commitment to study.

What should I be able to do at the end of this course?

- Understand and critically appraise basic concepts of modern physics
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member.

How will this course help me in the future?

Physics either studied alone or in combination with another science subject, is highly recommended preparation for many science based university courses. Students interested in medicine, aviation, engineering and the defence forces should consider selecting Physics.



Senior Science
2 Units in each of Preliminary and HSC or in HSC following the completion of another Preliminary Science Course

ATAR

Board Developed Course

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

What will I be doing in this course?

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

The Preliminary Course covers: Water for Living; Plants; Humans at Work; The Local Environment. In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology or Chemistry or Earth and Environmental Science or Physics.

The HSC course examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies and information systems.

The HSC course has core topics: Lifestyle Chemistry; Medical Technology; Bionics; Information Systems; and one option from: Preservatives and Additives; Polymers; Pharmaceuticals; Space Science; Disasters.

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 a sound result in their stage 5 studies. In the HSC study pattern, students who have completed the Preliminary course in Biology, Chemistry, Earth and Environmental Science or Physics, may replace it with the HSC course in Senior Science. These students may also study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics to a maximum of six science units.

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 30% of teaching time in both the

Preliminary and HSC course and these will be assessed in practical exams and assignment.

What should I be able to do at the end of the course?

- Understand and critically appraise basic concepts of science
- Apply experimental skills in observation, manipulation, measurement and experimental design
- Use computers and data-loggers to access information
- Use terminology and reporting styles appropriately to communicate information
- Work effectively as an individual and as a team member
- Solve problems relating to key scientific concepts.

How will this course help me in the future?

This course provides an essential background to enable students to understand and appreciate the impact of Science on society. The course is useful in planning for a wide range of careers including infants and primary teaching and ecology studies. Senior Science is not considered suitable preparation for further study at university in science, engineering or applied science, but may provide useful background for the study of social and behavioural sciences and some health sciences such as nursing.

Society & Culture
2 Units in each of Preliminary and HSC
Board Developed Course

ATAR

What will I be doing in this course?

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

A requirement of the course is that the research findings are presented for external assessment in year 12, in the Personal Interest Project (PIP).

The Preliminary course covers:

- The Social and Cultural World – the interaction between aspects of society and cultures

- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings
- Intercultural Communication – how people in different cultures interact and communicate.

The HSC course covers a core:

- Social and Cultural Continuity and Change – research and study of the nature, continuity and change of a selected country
- The Personal Interest Project – an individual research project.

And depth studies, two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief System – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

What should I be able to do at the end of the course?

- Demonstrate an understanding of the knowledge, skills, values and attitudes essential to achieving social and cultural literacy via the examination of the interactions between persons, societies, cultures and environment across time
- Understand and utilise a range of research methodologies (interviews, questionnaires, surveys etc) to understand their social research.

How will this course help me in the future?

Society and Culture prepares students for immediate transition to work or tertiary study. Students learn to analyse issues, to write reports, to work in teams, to conduct individual research, to communicate with a variety of people in many ways and to understand their place in the global community. The course is relevant for students now and in their future. Society and Culture would be particularly valuable to students who wish to undertake further study in the humanities, social sciences, behavioural sciences, communication, business and law, but would provide useful skills for any university or TAFE NSW course.

Software Design and Development **2 Units in each of Preliminary and HSC** Board Developed Course

ATAR

What will I be doing in this course?

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The Preliminary course covers:

- Concepts and Issues in the Design and Development of Software: social and ethical issues; hardware and software; software development approaches
- Introduction to Software Development: defining the problem and planning software solutions; building software solutions; checking software solutions; modifying software solutions
- Developing Software Solutions

The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

The HSC course covers:

- Development and Impact of Software Solutions: social and ethical issues; application of software development approaches
- Software Development Cycle: defining and understanding the problem; planning and design of software solutions; implementation of software solutions; testing and evaluation of software solutions; maintenance of software solutions
- Developing a Solution Package either:
Evolution of programming language or the software developer's view of the hardware.

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

This course is suited to students who have an interest in programming that is already expressing itself in the amount of time spent at the computer and some ability to solve problems through analysis and design. Students in this course must have access to a computer and the Internet for extended periods of time outside classroom periods.

What should I be able to do at the end of this course?

- Design, build, check and modify software solutions using industry standard tools and methods
- Effectively find, evaluate and use web based resources needed for professional development as a software engineer
- Be aware of all relevant issues effecting software engineers.

How will this course help me in the future?

This course provides excellent employment opportunities, both during and after the HSC. It is a thorough introduction to further studies both at TAFE NSW and university. In addition, the design and analysis skills you develop in this course have immediate application in many areas of life and further study.

Textiles and Design

2 Units in each of Preliminary and HSC
Board Developed Course



What will I be doing in this course?

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work.

The Preliminary course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI).

The HSC course builds upon the Preliminary course and involves the study of the historical design development, the influence of culture on design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. The course integrates the development of a Major Textiles Project that allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

The HSC course covers:

- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project.

What should I be able to do at the end of the course?

- Know about and understand the functional and aesthetic requirements of textiles for a range of applications
- Have practical skills in design and manipulation of textiles through the use of appropriate technologies
- Apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items
- Have skills in experimentation
- Know about and understand the Australian Textiles, Clothing, Footwear and Allied Industries
- Appreciate the significance of textiles in society.

How will this course help me in the future?

The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design, the textile industry, teaching, fibre and fabric research, craft work in textiles, interior design, advertising, marketing, commercial fabric buying and creative textile works.

Visual Arts

2 Units in each of Preliminary and HSC
Board Developed Course



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

What will I be doing in this course?

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

The Preliminary course is broadly focused. Students will study artworks in at least two expressive forms and use a process diary. They will also undertake a broad investigation of ideas in art making, art criticism and art history. Their learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

The HSC course proves for deeper and more complex investigation. It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies, (4-10 hours each), and deeper and more complex investigations in art making, art criticism and art history. The learning opportunities focus on:

- How students may develop their practice in art making, art criticism, and art history
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, art works, the world and audiences within the art world and apply these to their own investigations
- How students may further develop meaning and focus in their work

What should I be able to do at the end of the course?

- Present a body of artwork that shows creativity and strength in its ideas and representation of subject matter
- Use art materials with confidence, sensitivity and technical competence
- Initiate an art making process that is sustained and reflective
- Identify an individual approach to art making

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- Write about artworks, artists and art styles in art history from different perspectives
- Describe how the relationship between the artist, artwork, the audience and the world creates meaning in art.

How will this course help me in the future?

In Visual Arts students will develop skills and qualities that are relevant to many situations in the workplace and in further study. This course encourages them to become a critical consumer of contemporary visual culture in a world that is dominated by visual images. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way. The course encourages tolerance and empathy for different values and beliefs as students' participation in Visual Arts will also strengthen their problem-solving and thinking skills especially in the area of visual communication

This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.

BOARD ENDORSED COURSES

Board Endorsed Courses have syllabuses endorsed or approved by the Board of Studies to cater for areas of special interest. All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of School Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external exam and assessment is school based.

There are several Board Endorsed Courses delivered by the schools and many delivered by TAFE NSW (known as TVET).



Exploring Early Childhood
2 Units in Preliminary and/or HSC
Board Endorsed Course
(School Delivered)

NO
ATAR

What will I be doing in this course?

Students will learn about issues within an early childhood context. They will follow the development stages of a child from conception through to school age. Students will explore the importance of play, family and community in the socialisation of a child. Apart from the theoretical aspect of each module, students will have the opportunity to partake in practical activities eg. Assisting with childcare.

What should I be able to do at the end of this course?

- Develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years.
- Recognise the uniqueness of all children.
- Become aware of the value of play in the lives of children, including those who have special needs.
- Identify the range of services developed and provided for young children and their families.
- Become aware of the work opportunities in the area of children's services.

How will this course help me in the future?

Students selecting this course should be interested in gaining a greater understanding of how experiences in childhood years affect a child's future growth, development and learning. The course would be of benefit to anyone interested in pursuing a career with children.

Marine Studies
2 Units in Preliminary and/or HSC
Board Endorsed Course
(School Delivered)

NO
ATAR

What will I study?

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

What will I learn/be able to do?

Through the study of Marine Studies students will develop sound environmental practices, manage activities and communication, critical thinking, research, analysis, marine industries, leisure and safe practices.

In Marine Studies students may elect to undertake a course of study which covers a broad and diverse range of optional modules, or alternatively to specialise through a focus on thematic groups of modules which may provide a continuum into specific fields of post-school employment, study or leisure pursuits.

Examples of these focused modular groupings may include:

- A Marine Biology focus
- A Fishing focus
- A Boating focus
- A Seafood Handling focus
- A Diving focus
- A Leisure focus
- An Oceanography focus

- An Aquaculture focus
- A Coastal Studies focus
- A Marine Ecology focus

Future careers?

Careers may include:

- Marine safety
- Fisheries or waterways.
- Environmental science including research and analysis
- Oceanography
- Commercial and recreational fishing
- Leisure careers
- Boating and seamanship
- Marine engineering
- Pilotage and navigation

Photography, Video and Digital Imaging

2 Units in Preliminary and/or HSC

Board Endorsed Course

(School Delivered)



NO
ATAR

What will I be doing in this course?

Students will learn about basic camera, studio, darkroom techniques. They will also examine special effects and how to manipulate images.

What should I be able to do at the end of this course?

- Develop organisational skills and systematic thinking through the acquisition of the techniques of photography.
- Develop an understanding of the methods photographers use to build meanings
- Increase students visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings.
- Promote an understanding of the wide range of available careers involving photography and of how to go about entering this field.

How will this course help me in the future?

Students selecting this course should be interested in gaining a greater understanding photography. Photography can be used as a basis to provide many skills needed in a variety of creative commercial and artistic fields including, graphic arts, magazine, digital imaging, web design, fashion, film & television, photojournalism and tourism. It provides a useful background for TAFE and university courses in photography, digital imaging, fine arts and visual communications.

Sport Lifestyle and Recreation Studies

(SLR)

2 Units in Preliminary and/or HSC

Board Endorsed Course



NO
ATAR

What will I be doing in this course?

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.

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, Caching, Social Perspectives of Sport and Healthy Lifestyle.

What should I be able to do at the end of this course?

- Understand and appreciate the factors that influence health and participation in physical activity.
- Understand the principles that impact on quality of performance.
- Analyse and implement strategies to promote health, activity and enhanced performance
- Identify the relationship between a healthy lifestyle and diet and exercise
- Be aware of anatomy and physiology
- Create and refine my own performance of movement skills and safe sporting practices

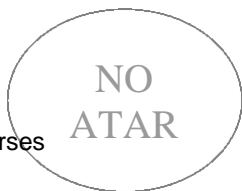
How will this course help me in the future?

Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course will assist you to make valued and informed health decisions. The course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education and nursing.

TVET Courses

2 Units in Preliminary or HSC

Board Developed & Endorsed Courses
TAFE NSW Delivery



The following courses may be available to students for selection next year. Some are eligible for an ATAR rank.

WOLLONGBAR

- Automotive (Mechanical)
- Automotive (Paint & Panel)
- Construction (2 units)
- Construction (4 units)
- Constructions – Extension
- Electrotechnology
- Information Technology
- Tourism and Events
- Beauty Therapy – Make up Services
- Beauty Therapy – Nail Technology
- Children's Services
- Computer Aided Drafting (CAD)
- Creative Industries – Media
- Fashion Design & Technology
- Hairdressing
- Horse Industry Skills
- Plumbing
- Seafood Industry - Aquaculture

LISMORE

- Accounting
- Business Services (2 units)
- Business Services (4 units)
- Retail Services (2 units)
- Retail Services (4units)
- Aboriginal or Torres Strait Islander Cultural Arts
- Aged Care
- Animal Care
- Baking – Retail
- Community Recreation (Fitness)

BALLINA – (Own transport required)

- Maritime Operations

For further information on any of these courses please see Mr Gillespie and collect an application form.

STEP Program

The STEP (*School to Employment Pathway*) Senior Program in Vocational Education and Training is an alternative course offered at Evans River K-12 School to the Higher School Certificate. It may qualify students for a HSC at the end of Year 12*. It is designed to give students opportunities to gain vocational and life skills during Year 11 & 12.

Students will have opportunities to experience a wide range of activities which will better prepare them for the workplace.

Course Outline

The STEP Senior Program in Vocational Education and Training has the following components:

School Delivered Courses

Time tabled periods will be allocated to compulsory subjects. All students are required to do:

- HSC Award (English Content Endorsed Course)
- Work place numeracy (Mathematics Content Endorsed Course)
- Skills for Living
- Work Studies
- One Vocational Education Subject
- VET Vocational Education Subject eg Hospitality, Construction, Information Technology, Metals & Engineering

TAFE Delivered Courses

TVET Courses at local TAFE

Students may then choose elective optional subjects such as:

- Photography
- Exploring Early Childhood
- Sport Recreation & Lifestyle
- Marine Studies

The STEP Program in Vocational Education and Training has the following components:

School Delivered Vocational Education and Training (VET) Courses

Students will have selected a VET course. This course will be done in classes with other students in Year 11 & Year 12 who are not doing the STEP Course. VET courses are competency based therefore students will be assessed by their ability to perform set tasks. All VET courses have a compulsory work place component of 70 hours. This will be undertaken as a block over a week period or as one day release over a longer period. It must be completed by the end of Year 12.

TAFE Delivered Vocational Course

As part of this program students need to select a TAFE course. Students are able to select from a range of courses. These are delivered at local TAFE campuses from 2-6 pm on Wednesday afternoons. The school organises a bus for students to go to TAFE for a subsidised fare. They need to make sure that they fulfil the requirements of the course in terms of work and attendance.

Work Placement

As a component of your work studies course you are required to be at a work placement for one day per week or as a block of five days per term. The work placement may involve structured workplace learning where an assessor in the workplace is assessing competencies.

During your course it is possible that you will have a variety of workplace experiences. These are likely to be in the same job area in which you have an interest. You will be required to keep a portfolio of all work placement activities.

*Students MAY achieve a HSC if they:

- Choose a Board Developed TAFE course and sit the BOS HSC exam for the course
- Sit for the General Mathematics HSC exam
- Complete ALL competencies in their school based VET course
- Complete ALL competencies in their English CEC course
- Undertake Industrial Technology Timber Products and sit the BOS HSC exam

Life Skills HSC

What is a Life Skills course?

Life skills is an alternate and flexible pattern of study. It is a course for students who require a more relevant, accessible and meaningful curriculum option. Life skills assessment tasks are adjusted to each student's level of ability.

The subjects available to students include; English, Mathematics, Science, PDHPE, HSIE, Creative Arts, Citizenship & Society, Technology and Work & the Community.

Each subject listed above consists of a 2 unit Preliminary and a 2 unit HSC component. You may also choose to study a mixed pattern of study, including TAFE or VET options, as well as some Board developed subjects.

Life Skills subjects do NOT have an HSC examination.

The Life Skills HSC includes a list of outcomes achieved in that subject rather than a mark.

A decision to go on to a Life Skills program is done in consultation with Learning Support staff, family and student.

